

The Pack

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

Level: Advanced, C1. 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.

Four unusual marriage proposals!

[track 01]

Warm-up

Quotes

Print off or write up the following marriage 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: "Marriage is a journey. It's hills and _____."

Student: "Valleys!"

Etc.



Marriage quotes

"Marriage is a journey. It's hills and valleys." Eva Amurri

"Marriage is good for those who are afraid to sleep alone at night." St. Jerome

"The secret of a happy marriage remains a secret." Henny Youngman

"Marriage is a commitment for life. It is a permanent, lifelong relationship." Dada Vaswani

"They say marriage will change you but it didn't change me. Being in love changed me." R. Kelly

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“Remember that creating a successful marriage is like farming: you have to start over again every morning.” H. Jackson Brown, Jr.

“Happy is the man who finds a true friend, and far happier is he who finds that true friend in his wife.” Franz Schubert

“The secret of a happy marriage is finding the right person. You know they're right if you love to be with them all the time.” Julia Child

“Marriage is not a noun; it's a verb. It isn't something you get. It's something you do. It's the way you love your partner every day.” Barbara De Angelis

“By all means, marry. If you get a good wife, you'll become happy; if you get a bad one, you'll become a philosopher.” Socrates

“Ultimately, I believe the only secret to a happy marriage is choosing the right person. Life is a series of choices, right?” Michelle Pfeiffer

“When I'm weak, you can be strong; when I'm strong, you can be weak. That's what I believe marriage is.” Gisele Bündchen

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.

News report

Students write a news report on a new marriage proposal story (real or invented). The news report should include information that answers the following questions: *who*,

what, when, where, why, how. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. They should also present it as if they were two reporters in a news studio, sitting at a desk looking into the camera. Other students listen then ask questions, or the person presenting the news could ask them questions. Alternatively, students could film their news report on a smartphone then show it to the class.

Dialogue

In pairs, students write a dialogue between a couple, with one of them making a marriage proposal. Or, it could be between a reporter a marriage consultant or expert who is giving advice on how to have the perfect marriage. 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. Students could also film the dialogues on a smartphone then show it to the class.

Objective To learn to talk about weddings and marriage in English.

Think about it When was the last time you went to a wedding? What was it like? What do you like/dislike about weddings?

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

JUST SAY YES!



FOUR UNUSUAL MARRIAGE PROPOSALS

By Astrid Chater

What's the best place you can think of to **propose** to someone? A gourmet restaurant? A **moonlit** park? A white, sandy beach? Here are four unusual marriage proposals.

Marriage proposal I

Location: a food court in a busy shopping mall

Method: Mike gets down on his knees to propose to the love of his life, Caroline. Explaining that this is the exact same **spot** where they met a year earlier, he tells her that she makes him "dizzy with love." A guitarist then appears who starts singing the song "Sweet Caroline". Just to make things even more **awkward**, an elderly man at a nearby table shouts, "Say yes!"

Result: Fail! Caroline runs off, leaving Mike in **stunned** silence.

Marriage proposal II

Location: a Delta Airlines flight

Method: Arvin gets permission to make a special announcement during the flight. Addressing his true love, Alex, Arvin tells the passengers how he thinks she's the "most beautiful woman in the world". He asks the passengers on the plane to help him ask her "a very important question". Only those in first class hear the answer, **prompting** a curious passenger from economy class to ask "What did she say?"

Result: Success! Luckily for Arvin, Alex agrees to marry him.

Marriage proposal III

Location: in front of a

Wimpy restaurant in a busy shopping mall

Method: A **flash mob** starts singing the Beatles' song "All You Need is Love". After a couple of minutes, "Romeo" comes down the **escalator** singing "Can't Take My Eyes Off You". Once down, Romeo **twirls** his girlfriend around and makes her dance for another minute and a half. He eventually gets down on his knees to make the proposal as the flash mob continues singing and dancing around them.

Result: Success! She accepts his hand in marriage!

Marriage proposal IV

Location: a busy stadium during a basketball match

Method: Romeo kneels down in the middle of a basketball court in front of thousands of spectators to propose to his **beloved**. While you can't hear what he's saying, you can clearly see on her face that she isn't incredibly excited about it. The basketball commentators can be heard saying "I really can't imagine doing that." On offering her the ring, she looks at it, but refuses to take it. She then **whispers** something to him and walks off. As she disappears, a team **mascot** tries to **comfort** the **heartbroken** man. "He'll

VIDEO

YouTube

Watch the basketball game proposal. Search YouTube: "marriage proposal rejected at basketball game".

probably **get over** it in ten or twelve years or so," the commentator adds.

Result: Fail! In case you hadn't already guessed, the answer was no.

Proposing marriage in public certainly has its risks, but if it's successful, it'll be a memorable occasion. ☆

GLOSSARY

to propose *vb*
to ask someone to marry you
moonlit *adj*
if a place is "moonlit", there is light from the moon in that place
a food court *n*
an area inside a shopping centre / shopping mall (see entry below) with many restaurants
busy *adj*
with many people in it
a shopping mall *n* **US**
an indoor area with many shops, restaurants, etc.
to get down on your knees *exp*
to go onto your knees (the joint in the middle of your legs)
a spot *n*
a place
dizzy *adj*
if you feel "dizzy", you feel as if you're going to fall
awkward *adj*
uncomfortable
in stunned silence *exp*
if someone is "in stunned silence"; they can't talk because they're shocked
to prompt *vb*
if A "prompts" you to do/say something, A causes you to do/say it
a flash mob *n*
a group of people who suddenly start singing, acting, etc. in public, often in order to promote something
an escalator *n*
an electrical staircase that takes you from one floor to another in a building
to twirl *vb*
if you "twirl" someone around, you move them around in circles
a beloved *n*
someone you love
to whisper *n*
to speak in a very low, soft voice
a mascot *n*
an animal or toy that is a symbol of an organisation, sports team, event, etc.
to comfort *vb*
if you "comfort" someone, you try to make them feel better
heartbroken *adj*
if someone is "heartbroken", they're sad – often because someone doesn't love them
to get over *phr* *vb*
if you "get over" a bad experience, you manage to forget about it

Answers on page 44

1 Pre-reading

Think of three places where you can propose marriage. Then, think of three unusual ways of making the proposal.

2 Reading I

Read the article once. Were any of your ideas similar to the ones you thought of for the Pre-reading task?

3 Reading II

Read the article again. Then, answer the questions.

- How did Mike say that Caroline made him feel?
- What song did the guitarist sing?
- Where was Arvin when he made his proposal?
- Which passengers couldn't hear Alex's answer?
- Who was singing the Beatles' song "All you Need is Love"?
- Who tried to comfort the man who proposed during a basketball game?

9 words to describe travel experiences! [track 02]

Warm-up

Discussion: travel

Students have a discussion about travel, in particular, in connection with the situations or things below. They should think about any problems or issues they've had in relation to these things, or any stories or anecdotes. Write up the situations on the board or print them off.

Travel situations – what could possibly go wrong?

- Foreign toilets or bathrooms
- The overhead locker in a plane or train
- The baggage carousel at an airport
- Hotel rooms (insects, cleanliness...)
- Customs checkpoints at airports
- Security checkpoints at airports
- In a plane aisle
- Driving an unfamiliar rental car
- Navigating your way around an unfamiliar city
- Trying to make yourself understood in a foreign language
- Meeting people while travelling

Other?



Lesson activities

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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.

Follow-up activities

Retell it!

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

Dialogue

In pairs, students write notes for a dialogue based on one of the situations in this lesson. For example, between two people on a plane who are trying to get their bags in the overhead locker. 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 interviews (using notes, not reading it out word-for-word). Other students listen and vote on the best ones. Students could also film the dialogues on a smartphone then show it to the class.

News report

Students write a news report on an incident that takes place based on one of the situations from this lesson. The news report should include information that answers the following questions: *who, what, when, where, why, how*. Tell your students to make the news report as funny, silly, serious or dramatic as they like. When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. They should also present it as if they were two reporters in a news studio, sitting at a desk looking into the camera. Other students listen then ask questions, or the person presenting the news could ask them questions.

Presentation

Students write notes for a one- or two-minute presentation on stress-free travel. Students should give detailed instructions on what to do, what to take, how to react in different situations, how to stay safe, 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 think of 3 questions to ask, and also vote on the most interesting ones. Or, students could film the presentation on a smartphone and then show it to the class.

Objective To improve your reading and listening skills.

Think about it What are some of the best/worst travel experiences that you've ever had? Which words/situations from this article can you relate to? Can you think of any other words to describe typical travel experiences?

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

READ & LISTEN II

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Answers on page 44

1 Pre-reading

Look at the 9 invented words. What do you think they mean? What experiences do you think they describe?

2 Reading I

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

3 Reading II

Read the article again. Then, without referring back to it, write an invented word/ expression next to each description. It's used to describe

1. ...someone who tries to make themselves understood by speaking loudly in their own language.
2. ...the noise caused by someone trying to put their bag in the overhead locker.
3. ...someone who takes too long in an aeroplane toilet.
4. ...the expressions on the faces of people who work in passport control.
5. ...someone who moves against the flow of people in a plane aisle.
6. ...the action of becoming flustered because you can't work out how to operate a car in a foreign country.

9 NEW WORDS TO DESCRIBE TRAVEL EXPERIENCES

When was the last time you went travelling? Did anything funny or interesting happen? The *Lonely Planet* blog (www.lonelyplanet.com/blog) has a collection of invented words to describe unusual travel experiences. Here are some of them.

Lavahog (noun)

Someone who takes a long time in an aeroplane toilet. "I had to stand in the aisle for about 10 minutes waiting for this *lavahog* to finish up."

Aisle salmon (noun)

Someone who moves against the **flow** of people in a plane aisle. "There was this *aisle salmon* trying to get past me as I was putting my bag in the overhead locker."

Crankophone (noun)

Someone who tries to make themselves understood in a foreign country by speaking louder in their own language. "There was this crankophone in the shop trying to explain why he wanted to return a shirt he'd bought. It was hilarious."

(Get into a) carbungle (expression)

If you "get into a carbungle", you become **flustered** as you attempt to operate an unfamiliar car in a foreign country.

"I got into a *carbungle* with the rental car as I couldn't work out how to put it into reverse."

Farflunk (verb)

Someone who "farflunks" talks a lot about travelling to faraway places, but never actually goes on the trip. "He's been *farflunking* about going to Asia for the past three years, but he never does anything about it."

Overhead din (noun)

The disturbance caused by people trying to push an oversized bag into the overhead locker on a plane. "I was trying to read my book, but I couldn't because of all the *overhead din*."

Suitchase (verb)

To run around the baggage carousel as you attempt to **retrieve** your bag because the people in front of you are preventing you from getting it.

"I had to *suitchase* my bag half-way round the carousel because it was too crowded."

Buggage (noun)

Insects that you bring home in your luggage from bug-infested hotel rooms.

"I had to throw out the bag because it was full of *buggage*."

Checkpointlessness (noun)

The bored expression on the faces of customs officials who work in passport control. "I handed the police officer my passport and said good morning, but he just gave me a look of *checkpointlessness* and **waved me through**." ❖

GLOSSARY

flow *n*
the "flow" of people is a continuous movement of people in one direction
flustered *adj*
nervous and worried
a din *n*
an unpleasant noise that lasts a long time
to retrieve *v*
if you "retrieve" something, you take it from the place where you left it
to wave someone through *exp*
if you "wave someone through" an area, you make a signal with your hand that shows that you're allowing that person to enter the area

How to tell if your boss is a psychopath! [track 03]

Hot 134

Warm-up

Discussion: Character analysis

In pairs or individually, students read over the quotes below. As they do so, they see if they can think of someone they know (or someone from a film, TV series or a book) who might say or think these things. If they can, they explain why they think this, or give an example of how they acted in accordance with the sentiment. These quotes are taken from tests to determine whether someone is a psychopath or not.



- “I rarely make any plans, I’m far too spontaneous.”
- “I’d have no problem cheating on my partner if I knew I could get away with it.”
- “If I got a better offer, I wouldn’t mind cancelling any long-standing plans.”
- “I think it’s OK to step over other people to achieve my own ambitions.”
- “I’m very persuasive, and getting people to do what I want is a real talent of mine.”
- “If someone gets conned who cares? They're asking for it.”

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- “I’m rarely to blame for things going wrong; it’s usually the fault of the people around me.”
- “Every person for themselves; I don’t see the point in feeling sorry for other people and have no desire to help others.”
- “I have no problem or concern in lying in order to get what I want.”
- “Live in the moment is what I say; the future will take care of itself and learning from your past is pointless.”
- “I never feel remorse, shame or guilt about something I’ve said or done.”
- “I don’t see the point in taking on responsibilities of any kind — they just weigh you down.”



Lesson activities

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Follow-up activities

Retell it!

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

Dialogue

In pairs, students write up notes for a dialogue between an employee and a psychopathic boss. Try to include as many psychopathic traits in the dialogue as you can. 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. Or, students could also film the dialogues on a smartphone then show it to the class.

Investigation & presentation!

Students do some research online and find out about a famous person who is considered by some to have psychopathic traits. Stress that this is just a supposition and isn't based on fact. Students could research some behaviour that could indicate the person is a psychopath. When they're ready, students could either present the information to the class, using notes. Or, you could play a game with students taking turns to describe the famous person (without naming him/her) while other students guess who it is.

Famous people who might have psychopathic traits

- Harvey Weinstein
- Courtney Love
- Randy Quaid
- Faye Dunaway
- Mel Gibson
- Kevin Spacey
- Christian Bale
- Woody Allen
- Naomi Campbell
- Warren Beatty
- Mike Tyson
- Donald Trump

Objective To improve your reading and listening skills.

Think about it How would you describe your boss? Have you ever come across anyone you'd describe as a psychopath? Who were they? Which psychopathic characteristic could be useful to you?

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

HOW TO TELL IF YOUR BOSS IS A PSYCHOPATH!



What are the keys to success? Intelligence? Ambition? Industry expertise? According to some experts, it can also help if you're a psychopath!

For most people, the term "psychopath" conjures up the image of a sadistic killer. But not all psychopaths are evil murderers. Most are seemingly ordinary people who've never committed a crime. Some can come across as charming and charismatic, and several are even highly successful.

So, what is a psychopath? *The Journal of Abnormal Psychology* says that typical psychopaths are selfish, egocentric, callous and manipulative people who lack empathy – an ability to understand the feelings of other people – and who have no sense of remorse.

So, how can you tell if your boss or work colleague is a psychopath? Here are some of the telltale signs. A psychopath...

- ...likes to be the centre of attention.
- ...may take credit for things they haven't done.
- ...will manipulate others for their own ends.
- ...doesn't feel bad or apologetic after having done something wrong.
- ...may put down, humiliate or laugh at others.
- ...isn't concerned about ethical behaviour.
- ...is often unaware of the pain they can cause others.
- ...may lie to get their own way.
- ...won't feel bad if they have to sack people.

- ...may exploit and trick others for self-advancement.

Interestingly, many psychopathic characteristics are perfect for succeeding in the world of business. These include ruthlessness, fearlessness, self-confidence, mental toughness, charm and persuasiveness. Research psychologist Kevin Dutton talks about this in his book *The Wisdom of Psychopaths: What Saints, Spies and Serial Killers Can Teach Us About Success*. Dutton argues that there are "functional psychopaths" among us who use their personalities to succeed in mainstream society. And shockingly, in some fields, the more "psychopathic" people are, the more likely they are to succeed!

So, where can you find psychopaths? In a 2011 survey (*The Great British Psychopath Survey*), Kevin Dutton asked people to fill out a questionnaire online to find out how "psychopathic" they were. He found that those who scored high on the psychopathic scale included CEOs, lawyers, media executives (in radio and television), salespeople, surgeons, journalists, police officers, members of the clergy, chefs and civil servants. And those who scored low on the scale included nurses, therapists, craftspeople, beauticians, teachers, charity workers, creative artists, doctors and accountants.

Do you think your boss could be a psychopath? ☆

PSYCHOPATHIC

Find out how "psychopathic" you are in this mini-test: www.wisdomofpsychopaths.com

It's believed that about 3% of males and 1% of females are psychopaths. And estimates are that about 15% of the prison population is psychopathic. Of course, many ordinary people can have psychopathic traits without being considered psychopaths.

Psychopath versus sociopath: both psychopaths and sociopaths have anti-social personality disorders. However, the term "psychopath" is often used to describe someone who is born with the disorder, and "sociopath" is used for someone who develops it as a result of their childhood or social situation.

Psychopathic versus psychotic: someone who is "psychotic" is suffering from a mental disease. In many cases, psychotic people have problems distinguishing reality from fantasy, and may experience hallucinations and delusions, or suffer from schizophrenia.

GLOSSARY

to conjure up *phr vb*
if you "conjure up" an image, you create that image in your mind
to come across as *exp*
if you "come across as" a certain type of person, you seem to be that type of person because of the way you act, etc.
telltale signs *n*
signs that give you information about something
to take credit for *exp*
if A "takes credit for" B's work, A says that he/she did the work
to put down *phr vb*
if A "puts down" B, A says horrible, bad things about B
to sack (someone) *vb*
to tell someone that they have to leave their job
CEO *abbr*
the Chief Executive Officer – the most important person in a company
persuasiveness *n*
someone with a lot of "persuasiveness" can persuade other people to do things
a disorder *n*
a problem or illness which affects someone's mind or body
schizophrenia *n*
a serious mental illness. People who suffer from "schizophrenia" find it difficult to tell the difference between reality and fantasy

Answers on page 44

1 Pre-reading

What do you think a psychopath is? Write a short description.

2 Reading I

Read the article once. How does your definition of a psychopath compare to the description in the article?

3 Reading II

Read the article again. Then, find a word that...

1. ...is used to describe someone who enjoys hurting others =
2. ...describes someone who is nice, pleasant and attractive =
3. ...is used to describe someone who can influence people easily =
4. ...is used to describe someone who is often cruel and who shows no concern for others =
5. ...is used to describe someone who can persuade people to act in the way they want =
6. ...refers to an ability to understand other people's feelings and emotions (noun) =
7. ...describes a strong feeling of sadness about something wrong that you did =
8. ...describes a driving determination to do anything necessary to get what you want =
9. ...can be used to describe someone who is mentally very strong (two words) =