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# Learn hot English magazine

No.143

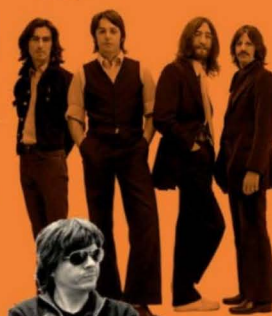
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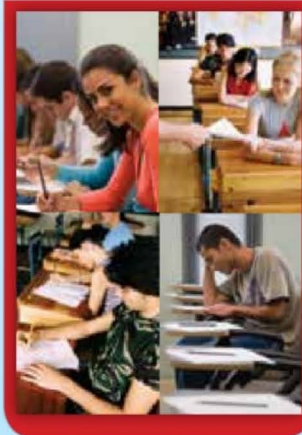
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# EDITOR'S INTRO

## How you learn English with Learn Hot English magazine

WHY ARE YOU LEARNING ENGLISH? TO GET A BETTER JOB, TO PASS AN OFFICIAL ENGLISH EXAM, TO TRAVEL, OR JUST TO COMMUNICATE IN ENGLISH? HOT ENGLISH MAGAZINE HELPS WITH ALL THIS.

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Hi, and welcome to another issue of *Learn Hot English* magazine – the practical magazine for learning English.

In this month's issue, we've got lots of great articles to help you improve your English. Our main theme is music and English. In our feature article, you can read about 9 songs that can help you understand English grammar. There's a little exercise to go with it where you have to listen to an extract from the song and complete the lyrics. We've also got some music idioms, music vocabulary, an article on Contemporary R&B and some top tips on how music can help you learn English.

Of course, that's not all. We've also got articles on American food, driverless cars, the top 100 words in English, messaging apps, e-cigarettes, the Finnish education system and funny websites... to mention just a few.

Don't forget to check out the blog on our website: [blog.learnhotenglish.com](http://blog.learnhotenglish.com) for free lessons and articles on how to learn English. Or like us on Facebook or Twitter (@LearnHotEnglish) so you can keep up with our latest news.

Remember, from now on, the printed version of Hot English will be bi-monthly. However, our online version (from the App Store and Google Play) comes out 12 months a year!



### AUDIO FILES

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Enjoy the magazine, learn lots of English and see you all next time,

Yours, *Andy*

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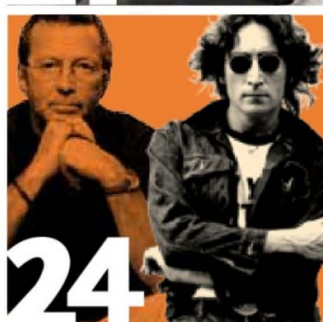
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# TYPES OF BUSKER

Here are some different types of street musicians.



Busker / street musician



Electric guitarist



Acoustic guitarist



Singer



Drummer



Accordion player



Bongo player



Harmonica player



Blues guitarist



Opera singer



Saxophonist



Violinist



Cellist



Double bass player



Harpist



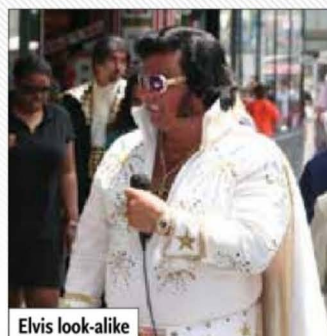
Samba band



One-man band



Organ grinder



Elvis look-alike



Banjo player

**Think about it** What types of buskers are there in your city/town? Do you like listening to them? Why? Why not? Are people allowed to busk in your city? Do you ever give them any money? Why? Why not? What do you think of buskers in general? What songs do buskers typically sing in your country?

Answers on page 44

**1 Pre-reading**

Match the musicians or groups (1 to 7) to their songs (a-g). Have you heard any of these songs? Have you ever heard them played by street musicians? Where?



- a. Let It Be
- b. Livin' on a Prayer
- c. Wonderwall
- d. I Shot the Sheriff
- e. You Really Got Me
- f. Bridge Over Troubled Water
- g. Cocaine

**2 Reading I**

What are the arguments for and against street musicians? Think of as many as you can. Then, read the article once to compare your ideas.

**3 Reading II**

Read the article again. Then, answer the questions.

1. Which city is famous for its country music?
2. Who used to busk in Covent Garden?
3. How much did Billy Bragg raise for the charity Shelter?
4. What is Robert Burck known as?
5. Where's his pitch?
6. How much do buskers have to pay to play in Camden?



# MUSIC IN THE STREET? NOT IN MY TOWN!

Street musicians have been a part of city life for centuries. But more and more places are imposing restrictions on buskers. Is that fair?

You can find street musicians all over the world, but some cities are famous for them. For the best in blues, go to New Orleans (Louisiana). If you're into country music, pop over to Nashville (Tennessee). And for some R&B and rock 'n' roll, head off to Memphis (Tennessee).

Many famous musicians started out as buskers. Guitarist Eric Clapton left school in 1961 and busked around London. American singer Bon Jovi played in London's Covent Garden; and in the early 1960s, Simon and Garfunkel left the States, travelled to England and busked in Leicester Square. British musician Billy Bragg spent his early career busking, and still does every now and then. In late 2013, he performed in London's Kings Cross to raise money for the homeless charity Shelter. He collected over £1,200.

Some street musicians are internationally famous. The Naked Cowboy (real name, Robert John Burck, b. 1970) is

from New York City. Wearing just cowboy boots, a hat and some underpants, his pitch is on New York City's Times Square. Tour guides often point him out and tourists ask to have their photo taken with him. He's got three albums, he's starred in music videos and documentaries and he's written a book: *Determination: The Legend of the Naked Cowboy*. He owns the trademark to his Naked Cowboy character and operates it as a franchise, charging others \$500 a month to operate as a Naked Cowboy or Cowgirl.

Buskers are seen as good for tourism, and as a way of bringing the streets to life. However, more and more cities are cracking down on them. Camden (an area in northern London) is one such example. Street musicians now need to pay a £19 annual licence fee, there's a 9pm curfew, and there are fines of up to £1,000 for not complying with the law. Jessica Tosh, who lives in Camden Town, told the *Guardian* newspaper, "Residents don't want to banish music from the borough; we just don't want buskers to force their choice of music on us at their choice of time."

A bit of street music, anyone? ➔

**TYPICAL BUSKER SONGS**

- Wonderwall (Oasis)
- I Wanna Hold your Hand (The Beatles)
- Hey Mr Tambourine Man (Bob Dylan)
- Layla (Eric Clapton)
- I'm A Believer (The Monkeys)
- Redemption Song (Bob Marley)
- The Boxer (Simon & Garfunkel)
- Always on my Mind (Willie Nelson)
- You've Got a Friend (James Taylor)
- Waterloo Sunset (The Kinks)

**VIDEO**

Watch the Naked Cowboy in action. Search YouTube for "naked cowboy new york city".

**GLOSSARY**

- a restriction** *n*: an official rule that says what you can or can't do and limits what you can do
- a busker** *n*: someone who plays music in the street for money. They're also known as street performers, travelling musicians or street entertainers
- to pop over to** *exp*: to go to
- R&B** *abbr*: Rhythm and Blues – an early form of rock and roll music
- to head off to** *exp*: to go to
- Covent Garden** *n*: a shopping area in central London that's popular with tourists
- Leicester Square** *n*: a square in central London – it's famous for its cinemas
- to perform** *vb*: if a musician "performs", he/she plays in front of people
- homeless** *adj*: a "homeless" person has no home and lives on the streets
- a charity** *n*: an organisation that helps poor people, etc.
- underpants** *n*: clothing a man wears under his trousers
- a pitch** *n*: an area on the street where a busker plays music
- a tour guide** *n*: a person whose job is to show tourists around a city, explaining things about it
- to point out** *phr vb*: if you "point out" something, you show people where it is
- a trademark** *n*: a name or symbol that a company uses on its products and that cannot legally be used by another company
- a franchise** *n*: if a business operates as a "franchise", you can sell the goods or services of that business in return for a monthly fee
- to crack down on** *exp*: if the government "cracks down on" a group of people, they force those people to obey the law
- a curfew** *n*: a law that says you must be at home at a certain time (usually before it gets dark)
- a fine** *n*: an amount of money you must pay if you have committed a crime
- to banish** *vb*: if you "banish" someone from an area, you force them to leave that area
- a borough** *n*: an area in a large town/city with its own council (government)

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

**Think about it** What reality TV shows are famous in your country at the moment? Are there any famous families in your country? Who are they? Why are they famous? Is hunting a popular sport in your country? Why? Why not?

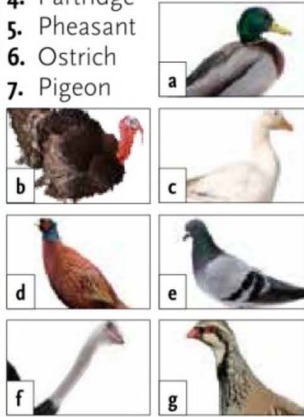
**Exams** This reading and listening activity will help prepare you for English exams such as KET and TOEFL.

Answers on page 44

### 1 Pre-reading

Match the types of birds (1 to 7) to the pictures (a-g). Which ones have you eaten? What did you think of them?

- Goose (plural: geese)
- Turkey
- Duck
- Partridge
- Pheasant
- Ostrich
- Pigeon



### 2 Reading I

You're going to read about a reality TV show about a family from Louisiana. Think of three questions to ask about the programme. For example, "Who stars in the show?" Then, read the article once. Did you find the answers to any of your questions?

### 3 Reading II

Read the article again. Then, answer the questions.

- Where do the Robertsons live?
- What's the name of Jase's brother?
- When did they found the company Duck Commander?
- How many duck calls did they sell in 2013?
- Who does Jase enjoy annoying?
- What does Willie have to look after in one of the episodes?

### 4 Language focus The Past Continuous

Look at the extract from the article on this page, "...The Robertsons were doing quite well before the show..." The writer has used the Past Continuous (*were doing*) to talk about an action in progress in the past.

QUACK QUACK!



FROM LEFT TO RIGHT: PHIL ROBERTSON, SI ROBERTSON, JASE ROBERTSON AND WILLIE ROBERTSON.

## DUCK DYNASTY: AMERICA'S MOST UNUSUAL FAMILY!

"For the life of me, I can't figure out why people are so attracted to our family," said Phil Robertson, one of the stars of the reality TV show, *Duck Dynasty*. So, what's so special about the Robertsons?

The Robertsons live in West Monroe, Louisiana – an area of lakes, forests and swamps. The main characters are Phil Robertson, Si Robertson (Phil's brother), and Phil's sons Jase and Willie. Other characters include their wives, children, uncles and aunts. Phil, Si, Jase and Willie speak with a southern drawl, have long beards and are keen hunters.

The Robertsons are a fairly conservative family. They're serious about marriage and quite religious. For example, at the end of each episode, the family are shown praying over the meal. But they're also extremely successful. Phil Robertson founded the company Duck Commander in 1973, selling hunting products. The star item is a duck call, which hunters use to attract ducks so they can shoot them.

The Robertsons were doing quite well before the show, but things really took off after the launch. "We sold

50,000 duck calls in 2012," Willie explained in an interview in *Forbes*. "But in 2013, we sold one million." They also do very well from merchandising Duck Dynasty products. In 2013, they sold an estimated \$400 million of product tie-ins.

But despite their wealth, the Robertsons are still quite ordinary and down-to-earth. Phil Robertson (born 1946) is famous for his dislike of modern technology. Si Robertson is a Vietnam War veteran who likes telling stories. Willie Robertson is the CEO of Duck Commander, and is extremely business-savvy. And Jase, who is in charge of manufacturing, often does things to annoy Willie.

A lot of the humour in the show comes from seeing how they react in different situations. In one episode, they have to deal with an extremely large order of duck calls. In another, the wives hold a yard sale and sell a few of the guys' treasured possessions, including Phil's favourite chair. In another, Willie has to look after a pet goat. And in another, they have a competition to see who can sell the most fish from the roadside.

Will you be watching *Duck Dynasty*? \*

### VIDEO

YouTube

Watch a video trailer of the show. Search YouTube for "Duck Dynasty Season 1 Episode 1 Trailer".

### GLOSSARY

- to figure out *phr vb*  
to understand
- a reality TV show *n*  
a programme about the lives of real people (not actors)
- a lake *n*  
an area of water with land all around it
- a swamp *n*  
an area of very wet ground
- a southern drawl *n*  
an accent from the southern states of the US
- keen *adj*  
if someone is a "keen" hunter, they really like hunting
- a hunter *n*  
someone who shoots and kills animals for sport or to use as food
- conservative *adj*  
someone who is "conservative" has traditional, right-wing ideas
- to pray *vb*  
to speak to God
- successful *adj*  
if someone is "successful", they're rich or they've done well at work, etc.
- hunting *n*  
the sport or practice of finding and catching or killing animals
- a duck call *n*  
an object that you can use to produce a sound that a duck makes. It's used to attract ducks
- to take off *phr vb*  
if things "take off", they become successful very quickly
- a launch *n*  
the "launch" of a show (for example) is when it's first shown on television
- merchandising *n*  
products (such as T-shirts, toys, key-rings, etc.) with images or logos from a TV show, film, music group, etc.
- a product tie-in *n*  
a product with the image or logo from a TV show, film, music group, etc.
- down-to-earth *adj*  
someone who is "down-to-earth" is normal and practical, even though they're rich and famous, for example
- a CEO *abbr*  
the chief executive officer – the most important person in a company
- business-savvy *adj*  
someone who is "business-savvy" knows a lot about business
- to deal with *phr vb*  
if you have to "deal with" a problem, you have to find a solution to the problem
- a yard sale *n*  
if you hold a "yard sale" in your garden, you sell your things to neighbours/friends, etc.
- a treasured possession *exp*  
something that you possess that you really like a lot
- a roadside *n*  
if you sell things from the "roadside", you sell them from the side of the road

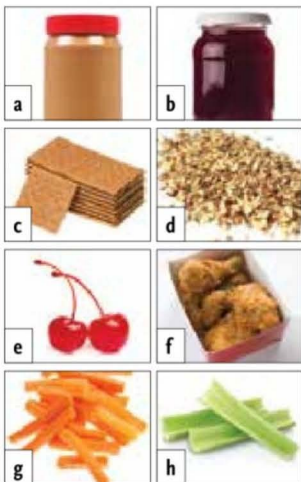


Answers on page 44

**1 Pre-reading**

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

1. Chicken wings
2. Celery sticks
3. Carrot sticks
4. Peanut butter
5. Jelly ("jam" in British English)
6. Graham Crackers
7. Crushed nuts
8. Maraschino cherries



**2 Reading I**

Read or listen to the article once. Which item of food would you like to eat most? Why?

**3 Reading II**

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

1. It's a type of hot dog.
2. It's a type of sandwich.
3. It's got chocolate sauce on top.
4. They're covered in a hot sauce.
5. It's often served with vegetables and potatoes.
6. The name is an abbreviation of two words.

**4 Language focus**  
**The Present Simple Passive**

Look at the extract from the article on this page, "...A PB&J sandwich is made with..." The writer has used the Present Simple Passive (is made) to describe a process, and to explain how something is made.

# ONLY IN AMERICA: 6 ORIGINAL THINGS TO EAT!

Here are 6 unusual but delicious things to eat from the USA!



**1 S'mores**

"If you eat a s'more, you'll want more!" That's the idea behind the name of this popular snack, which is short for "some more". A s'more is like a mini sandwich with a marshmallow and chocolate in the middle, and two Graham Crackers on the outside. Americans love s'mores so much that they even have a National S'mores Day, which is on 10th August.



**2 PB&J**

A PB&J sandwich is made with peanut butter (PB) and jelly (J). For your very own PB&J sandwich, simply take a slice of bread or piece of toast and spread on some butter. Then, add your favourite type of peanut butter (crunchy or smooth) and top it off with some delicious strawberry jelly. Yummy!



**3 Buffalo wings**

Buffalo wings (also known as "hot wings") are named after the city of Buffalo in

the state of New York, where they were invented. They're basically chicken wings that are deep fried then covered in a hot sauce. Buffalo wings are often served with a side dish of celery and carrot sticks that you can dip into a blue cheese or ranch dressing.



**4 Turducken**

This unusual concoction consists of a turkey with a duck inside and a chicken inside the duck. The name comes from these three birds: *Tur* (turkey), *duck* (duck), *en* (chicken). It's typically deep-fried and served with vegetables and potatoes.



**5 Corndogs**

A corndog is a hot dog that's covered in cornmeal batter then fried in hot oil. It's served on a wooden stick. This popular item of street food was invented almost 100 years ago. Americans celebrate National Corndog Day on the first Saturday of every March.



**6 Banana split**

A young pharmacist invented this famous dessert in Pennsylvania

in 1904. To enjoy your very own banana split, simply cut a banana in half and add three scoops of ice cream (one each of vanilla, chocolate and strawberry) between the two banana halves. A traditional split has pineapple topping over the strawberry ice cream, chocolate syrup over the vanilla ice cream, and strawberry topping over the chocolate ice cream, as well as whipped cream, crushed nuts and maraschino cherries.

This food may not be for everyone, but it'll always have a special place in the hearts of Americans. \*

**VIDEO**



Find out how to make s'mores. Search YouTube for "How to Make S'mores".

**GLOSSARY**

- to spread** *vb*  
if you "spread" butter on bread, you put it all over the bread
- crunchy** *adj*  
"crunchy" peanut butter has little pieces of broken peanuts in it
- smooth** *adj*  
"smooth" peanut butter has no little bits of broken peanuts in it
- to top off** *exp*  
if you "top off" a sandwich with jam (for example), you put the jam on top
- a stick** *n*  
a carrot "stick" is a thin piece of carrot
- to dip into** *exp*  
if you "dip" food A into a sauce, you put food A into the sauce
- a dressing** *n*  
a salad sauce made of a mixture of oil, vinegar and herbs
- ranch dressing** *n*  
a thick white salad dressing made with sour cream
- to deep-fry** *vb*  
if you "deep-fry" food, you fry it in a lot of hot oil
- cornmeal** *n*  
a powder made from maize/corn. It is used in cooking
- batter** *n*  
a mixture of flour, eggs and milk that you put over meat (for example) before frying it
- a pharmacist** *n* *US*  
someone who prepares and sells medicine
- a scoop** *n*  
an amount of ice cream that you take with a "scoop" (a type of large spoon)
- a topping** *n*  
food (such as chocolate or cheese) that you put on top of other food



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GRAMMAR BOOSTER

# HOW TO EXPRESS THE FUTURE WITH GOING TO

Affirmative	Negative	Interrogative
I'm going to leave.	I'm not going to leave.	Am I going to leave?
You're going to leave.	You aren't going to leave.	Are you going to leave?
He's going to leave.	He isn't going to leave.	Is he going to leave?
She's going to leave.	She isn't going to leave.	Is she going to leave?
It's going to leave.	It isn't going to leave.	Is it going to leave?
We're going to leave.	We aren't going to leave.	Are we going to leave?
They're going to leave.	They aren't going to leave.	Are they going to leave?

WE'RE GOING TO TRAVEL AROUND THE WORLD



The full forms are:  
I'm = I am; you're = you are; he's = he is; she's = she is; it's = it is; we're = we are; they're = they are. The negative full forms are:  
isn't = is not; aren't = are not.

We can use this structure to make future predictions, often where the predictions are based on physical evidence. For example:

- a) Look at those black clouds. It's going to rain.
- b) That horse is much faster. It's going to win the race for sure.

We can also use this structure to talk about definite future plans, often in reference to plans that we've made in advance and before the moment of speaking. For example:

- a) I'm going to talk to her later.

- b) She's going to sell the car.

We can use question words (*what, when, where, why, who, etc.*) with this structure. For example:

- a) Why aren't you going to do it?
- b) Who are you going to take with you?

**Going to versus will**

Compare the use of *going to* and *will* in this mini-dialogue:

- A:** What are you doing this weekend?
- B:** I'm **going to visit** some friends in Amsterdam.
- A:** Where are you going to stay?
- B:** I'm not sure yet. I'll **probably stay** in a hostel, unless Mike lets me stay at his place.

Notice how speaker B uses *going to* for planned

decisions taken before the moment of speaking (*going to visit*), and *will* for the spontaneous comment (*I'll probably stay*).

**Dialogue: Going away**

Alfie is at Megan's house. He's come to say goodbye as he's going away on a trip around the world. **[Listen and complete the text with the correct words.]**

- Megan:** So, you're going away for a year! I can't believe it.
- Alfie:** Yep, 12 months!
- Megan:** I'm going to miss you.
- Alfie:** I'll miss you too.
- Megan:** So, tell me all about it.
- Alfie:** Well, we're flying to Brazil next week, and we're going to (1) \_\_\_\_\_ in Sao Paolo for Christmas and New Year. Then, we're flying up to Mexico, where we'll (2) \_\_\_\_\_ for about a month, and then onto California.

- Megan:** Amazing.
- Alfie:** After a few weeks in the US, we're going to (3) \_\_\_\_\_ over to Hawaii where we're going to stay with my aunt.
- Megan:** Incredible.
- Alfie:** Then, we're going to Australia. We're going to (4) \_\_\_\_\_ with Jeff, an old school friend.
- Megan:** So, are you (5) \_\_\_\_\_ much luggage?
- Alfie:** Oh, that's funny you should mention that because I have got a few bags in the car.
- Megan:** The car?
- Alfie:** Yes, erm, I was wondering whether I could (6) \_\_\_\_\_ them at your house.
- Megan:** Here?
- Alfie:** Yes, you don't mind, do you? I had to (7) \_\_\_\_\_ out of my apartment.
- Megan:** Oh, erm, right, yes, erm, well, you know there isn't much space here.
- Alfie:** There are only six... seven of them.
- Megan:** Seven?
- Alfie:** Plus a bit of furniture. I'll (8) \_\_\_\_\_ it up for you.
- Megan:** Oh, erm...
- Alfie:** I've got it downstairs.
- Megan:** Erm...
- Alfie:** Actually, would you mind coming to help? The bookshelf weighs a ton.
- Megan:** Right. OK. Erm, I'll just get my shoes on.
- Alfie:** Great. See you downstairs! ✨

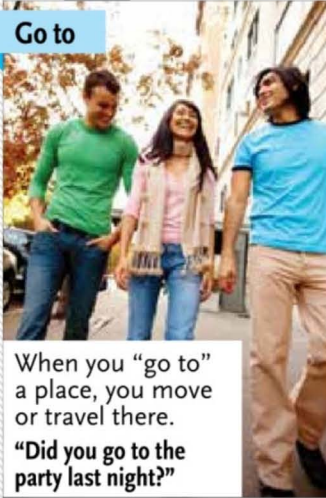


## 12 USEFUL EXPRESSIONS WITH GO



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The verb *to go* is extremely useful. It can be used in a number of expressions. Here are 12.

**Go to**

When you “go to” a place, you move or travel there.

“Did you go to the party last night?”

**Go barefoot**

If you “go barefoot”, you don’t wear any socks or shoes.

“It was hot so we went barefoot.”

**Go out with**

If you’re “going out with” someone, you’re having a relationship with them.

“How long has she been going out with him for?”

**Go well / go badly**

If something “goes well”, it’s successful and everything is fine.

**A:** Did the party go well?

**B:** I think so!

**Go well with (clothes)**

If clothing A “goes well with” clothing B, clothing A and B look good together.

“That tie goes really well with your suit.”

**Go home**

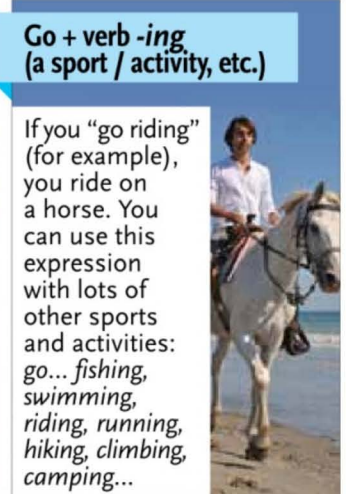
If you “go home”, you go to the house where you live.

“What time did you go home last night?”

**Go away**

If you tell someone to “go away”, you’re telling them to leave.

“Oh, just go away and stop annoying us!”

**Go + verb -ing (a sport / activity, etc.)**

If you “go riding” (for example), you ride on a horse. You can use this expression with lots of other sports and activities:  
*go... fishing, swimming, riding, running, hiking, climbing, camping...*

**Go up / go down**

If prices “go up”, they increase; if they “go down”, they decrease.

“Prices have been going up.”

**Go in/out**

If you “go in” to a room, you enter it. If you “go out” of it, you leave it.

“She went out of the living room and into the kitchen.”

**Go out**

If you “go out”, you go to a pub, bar, club, etc. and have a good time.

**A:** Did you go out last night?

**B:** No, I stayed at home.

**Go off**

If food “goes off”, it becomes bad and you can’t eat it.

“The meat went off because we left it in the sun.”

**Learning expressions**

The best way to learn any words or expressions is by seeing or hearing them in context when you’re reading or listening to English. Make a note of any words or expressions that you like (or want to learn) and write these down in sentences. Remember, always record language in phrases or sentences – never as individual words. You should also practise using the words or expressions as often as you can: in conversation, on the phone, in e-mails, etc.

**Objective** To learn some useful words and expressions for talking about crimes.

**Think about it**

Have you ever been stopped by the police? Why? What did they ask you? How strict are the traffic police in your country? What punishments are there for jumping a red light? What about cycling on the pavement?

ENGLISH IN ACTION...

# CRIME!



Learn 15 words & expressions for talking about crime!

### Useful words



Police officer



Police station



Police car



Handcuffs



Truncheon



Prison



Walkie talkie



Breathalyser



Mug shot



CCTV

### More words

- **Suspect** – someone who the police believe may have committed a crime.
- **Witness** – someone who has seen a crime.
- **Fine** – a sum of money someone must pay if they do something illegal.
- **Break the law** – if someone “breaks the law”, they do something illegal.
- **Arrest** – if the police “arrest” you, they take you to the police station because they think you’ve committed a crime.
- **Jump a red light** – if you “jump a red light”, you drive through a traffic light when it’s red and you’re supposed to stop.
- **Drunk driving** – driving while you’re drunk. Also, “drink driving” or “DUI” – Driving Under the Influence (of alcohol).
- **Breathalyse someone** – to ask someone to breathe into a breathalyser to see how much alcohol they’ve consumed.
- **Resist arrest** – if you “resist arrest”, you try to stop the police from arresting you.
- **Criminal offence** – something that is a crime: robbery, murder, etc.
- **Traffic offence** – something illegal that a driver does: jumping a red light, etc.
- **Evidence** – information which is used by the police to prove that someone has committed a crime.

### Dialogue: Dangerous cycling



Jamie is cycling to work when he's stopped by the police. [Complete the conversation with the correct words.]

Dialogue: P=Police C=Cyclist

- P: Oi! You! Stop right there!  
C: What?  
P: You heard me! Stop and get off the (1) \_\_\_\_\_ .  
C: What did I do?  
P: Are you aware that cycling on the (2) \_\_\_\_\_ is a criminal offence? You almost ran over that elderly gentleman.  
C: What?  
P: And I saw you jump a red light – that's a serious traffic offence.  
C: The (3) \_\_\_\_\_ were green.  
P: Plus, I have reason to believe that you've been drinking. I need you to breathe into this breathalyser.  
C: No, I won't.  
P: Then I'll have to ask you to accompany me to the (4) \_\_\_\_\_ .  
C: Under what (5) \_\_\_\_\_ ?  
P: Just blow into this, please.  
C: No.  
P: Right, then I'm arresting you for resisting arrest.  
C: Resisting arrest? This is a joke.  
P: Turn around and place your hands behind your (6) \_\_\_\_\_ .  
C: Why?  
P: So I can handcuff you!  
C: I can't believe this.  
P: You have the right to remain silent, but anything you do say will be taken down and may be used in evidence against you. You (7) \_\_\_\_\_ – you think you own the roads.  
C: This is unbelievable.  
P: Get into the (8) \_\_\_\_\_ .  
C: What about my bike?  
P: You can pick it up later.  
C: But someone might steal it.  
P: Bad luck! Now get in!

# WHAT'S THE HARDEST PART ABOUT LEARNING ENGLISH?

**Remember!**  
Remember, when people talk informally and spontaneously, they often use non-standard English.

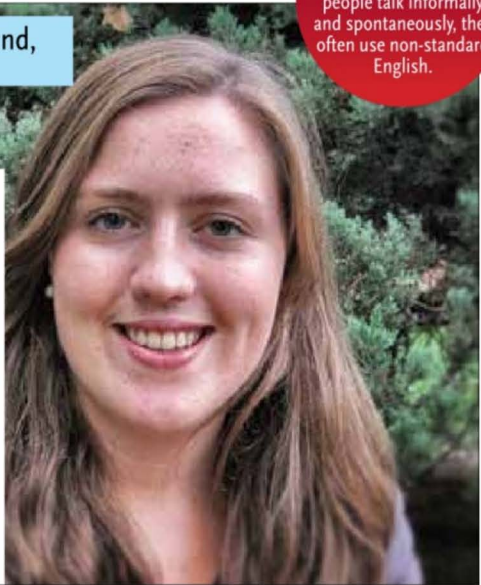
**Tal** (Belgium, Web Designer)

I would say pronunciation. There's something with French people that just will not **click** with certain English pronunciations, so... that's going to be my **life-long goal**, to pronounce things correctly.



**Laura J** (N. Ireland, Student)

I would imagine, getting the grammar right would be the **hardest**, because I still **mess up** a lot on English grammar anyway, even though I'm... yeah... I... it's my first language.



**José** (Spain, Flight Attendant)

The hardest part of learning English for me is... erm... trying to produce English, trying to communicate, trying... trying to... to talk in English. This is the hardest part because you have to use all the things that you have been learning all your life and put it in order in your **brain** and communicate the ideas. That's the... the hardest part.



**Ashleigh** (USA, English Teacher)

Erm... I would say probably pronunciation and spelling, because of the amount of... er... vowel combinations that we have. I'd say it's the hardest to **figure out** how to spell and how to pronounce.



**Julio** (Brazil, Management Consultant)

The hardest part... well, mine is to have a very good pronunciation. Because in... there's some... there's some... er... things you have to say in English that... that's not... the... the sound doesn't... doesn't exist in Portuguese. So, it sometimes is a little bit difficult for you to speak it really properly.



**Laura H** (USA, English teacher)

I'm actually teaching some little... some little students right now who are about 8 or 9, and they're not **native English speakers**, and... the hardest thing for them is learning to **differentiate** between their grammar and English grammar. They'll try to say things in English using the grammar structures that are in their native language, and it just gets really confusing.



## GLOSSARY

- to click** *vb*  
if something "clicks", you understand it
- life-long** *adj*  
a "life-long" goal (for example) is something you've wanted to do all your life
- a goal** *n*  
an objective; something you really want to do or achieve
- hard** *adj*  
difficult
- to mess up** *phr vb*  
if you "mess something up", you do it badly
- a brain** *n*  
the organ in your head that you use for thinking, etc.
- to figure out** *phr vb*  
if you "figure something out", you understand it
- a native English speaker** *n*  
a person who speaks English because they were born in an English speaking country
- to differentiate** *vb*  
if you can "differentiate" A from B, you understand the difference between A and B

**Objective** To improve your listening skills.

**Think about it** Have you ever tried to make conversation with someone in a lift? What did you talk about? When was the last time you tried to make conversation with someone? Where were you going? Who were you with? What questions did you ask? What did you talk about?

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

Answers on page 44

**1 Pre-listening**

Think of five questions to ask someone about the school they went to as a child. For example:

- Where was the school?
- What was the name of the school?
- Did you have to wear school uniform?
- What was the food like?

Then, answer all the questions yourself.

**2 Listening I**

You're going to listen to two people who are talking about their schools. Listen once. Did they ask any of the questions that you thought of?

**3 Listening II**

Listen again. Then, write **T** (True) or **F** (False) next to each statement.

1. Jessica went to a vegetarian school.
2. She had to wear a uniform.
3. There were about 350 pupils in her school.
4. Bob's school was strict.
5. At break time, the children had to play football or basketball or join a club.
6. Bob threw some water over an older child.
7. Bob was allowed to go home to change his shirt.

**4 Language focus**  
**Short answers**

Look at this extract from the audio script of the recording *Starting a conversation*:

**Jessica:** Did you go to the conference last week?

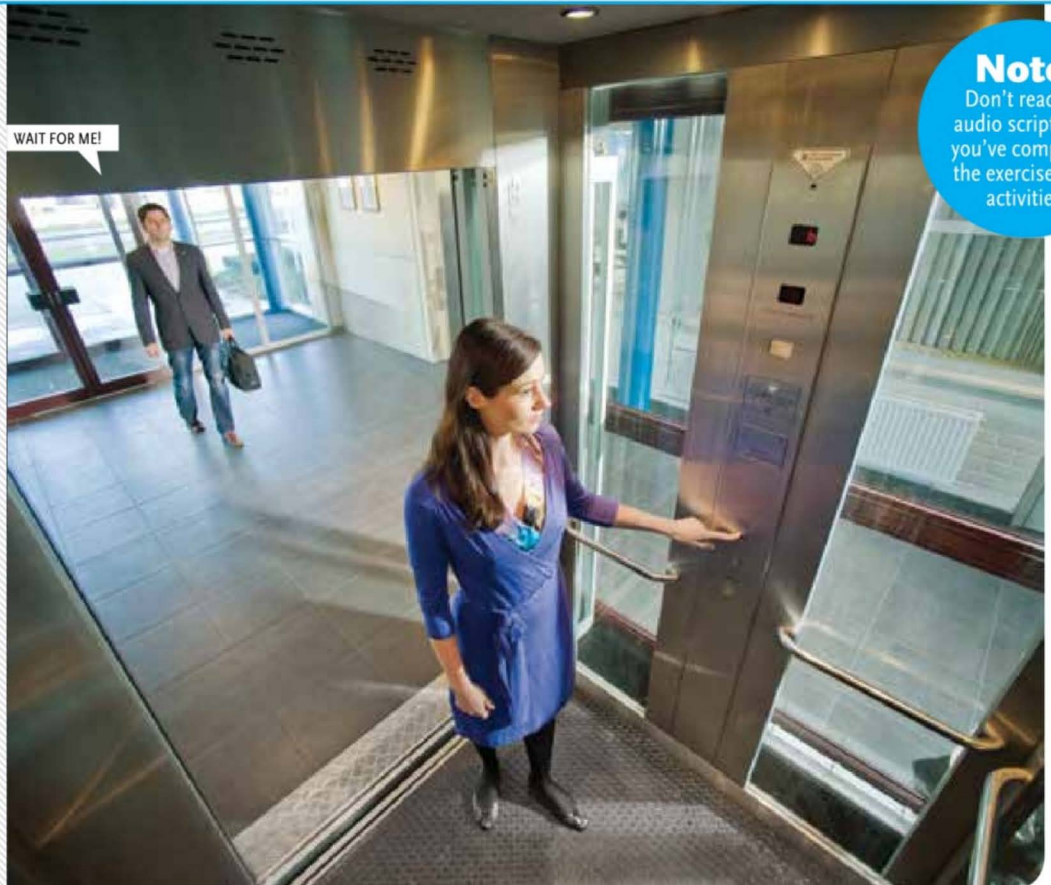
**Bob:** No, I didn't.

Notice how Bob uses a short answer. Give affirmative short answers to the following questions.

1. Was she at home last night?
2. Has she finished it yet?
3. Did he like it?
4. Is he going to leave now?

**5 Listening III**

Complete the audio script with the correct words.



**Note!**  
 Don't read the audio script until you've completed the exercises and activities.

# Starting a conversation

Bob and Jessica are in a lift going up to the 33rd floor in the building where they work. It seems to be taking a very long time. Jessica is trying to make conversation.

**Audio script**

**Jessica:** So, erm, busy at work?

**Bob:** Yeah, a bit.

**Jessica:** Did you go to the conference last week?

**Bob:** No, I didn't.

**Jessica:** Oh, right. Erm, have you (1) \_\_\_\_\_ anything good on TV lately?

**Bob:** Not really.

**Jessica:** Where, where did you go to school?

**Bob:** What?

**Jessica:** School? Erm, where did you go?

**Bob:** That was a long time ago.

**Jessica:** I know. Erm, Well, I (2) \_\_\_\_\_ to this really unusual school. It was vegetarian.

**Bob:** Vegetarian? You mean, like, you couldn't eat meat?

**Jessica:** Yes. And we didn't have to (3) \_\_\_\_\_ a uniform or go to class

either.

**Bob:** You didn't have to go to class? What was the name of the school?

**Jessica:** St Christopher's. It was in Letchworth – a small city just north of London. Have you (4) \_\_\_\_\_ of it?

**Bob:** No. Was it big?

**Jessica:** Not really – about 350 pupils.

**Bob:** No meat! That is weird. My school was pretty strict. There were rules for just about everything! For example, at break time you weren't allowed to just (5) \_\_\_\_\_ around doing nothing, you had to play football or basketball or you had to join one of the clubs – the chess club, the drawing club or something like that. And

if you didn't want to do any of these things you had to (6) \_\_\_\_\_ along a yellow line around the edge of the playground.

**Jessica:** Like prisoners.

**Bob:** Yeah, and they were really strict about fighting. Once, this older kid in year 12 (7) \_\_\_\_\_ some water over me. My shirt got soaked and I was cold, so I went to the teacher and asked if I could call someone to bring me another shirt, and you know what (8) \_\_\_\_\_?

**Jessica:** What?

**Bob:** I got suspended for fighting.

**Jessica:** Suspended? That isn't fair.

**Bob:** Yeah, and then...  
*[fades out]*

**Objective** To learn some useful words and expressions for being assertive.

**Think about it** When was the last time you had to say “no” to someone? Who were you talking to? What were you talking about? Are you good at letting people know what you want? Give examples? Are you good at expressing your feelings? Give examples. What’s the best way to deal with people who are trying to pressurise you?

TRACK 8: ENGLISHMAN & ENGLISHWOMAN

## PRACTICAL ENGLISH

# HOW TO BE ASSERTIVE!

This month we’re looking at how to be assertive in English. Being assertive is all about saying clearly what you want, need or feel.



### Being assertive

- I’m afraid I can’t do that.
- I’d rather not do it.
- I don’t feel like going today.
- I’d prefer not to have that one.
- Thanks, but I’d rather not do that.
- I don’t want to be associated with that.
- I’m not prepared to support that idea.
- I can’t make that a priority right now.

### Being insistent

- I demand a refund.
- I insist that you get the manager.
- I know you’d like me to go, but I can’t.
- I’m sorry but 2pm won’t work for me.
- This one isn’t the one I was looking for.
- I won’t leave until I speak to the manager.
- I really need to change the time of the meeting.
- You’re going to have to respect my point of view.

### Saying no

- Thanks, but no thanks.
- No, not at the moment.
- I’m afraid I can’t do that.
- I’m sorry but I won’t do that.
- Thanks, but I’m not interested.
- I’m sorry but the answer is no.
- I’m driving so I don’t want to drink.
- I’m sorry but I’m not comfortable with that.
- Thanks for thinking of me, but I think I’ll pass this time.

### The broken record

This is a technique that involves repeating something over and over again. For example:

A: Do you want the blue one?

B: No, I want the red one.

A: The blue one’s much better.

B: Well, I want the red one.

A: It’s much cheaper.

B: I’m sorry but I want the red one.

THANKS, BUT NO THANKS!



### Expressing displeasure

- That was extremely offensive.
- I felt offended by your comment.
- I really don’t appreciate your tone of voice.
- It’s annoying when things like that happen.
- I’m sorry but I’m not comfortable with that.
- Please respect my wishes, even if you disagree with them.

### Dialogue: Under pressure!

Gary and his cousin Kiera are in a pub having a chat. Kiera doesn’t want to stay for too long. [Complete the text with the correct prepositions.] G=Gary K=Kiera

G: A pint of lager?

K: No, I think I’ll stick to orange juice. I’m driving, so I don’t want to drink.

G: Oh, come on, one pint won’t hurt.

K: No, I don’t want to drink.

G: OK, then one pint of lager (1) \_\_\_\_\_ me, and an “orange juice” for you. [He brings the drinks back.] So, are you coming (2) \_\_\_\_\_ the party later?

K: No, I’ve got to study (3) \_\_\_\_\_ the exam tomorrow.

G: Oh, come on, it’ll be fun.

K: No, I’ve got to get (4) \_\_\_\_\_ early

tomorrow. Next time, maybe. [silence] Hey, by the way, have you got that money you owe me?

G: Erm, can I pay you (5) \_\_\_\_\_ next week?

K: Well, I really need it now. You promised to pay it back this week, so I’d like you to pay it back now.

G: I tell you what, I’ll bring it round (6) \_\_\_\_\_ your place first thing on Monday morning.

K: Well, I really need it now.

G: I’ve only got £50 (7) \_\_\_\_\_ me.

K: Well, you owe me £40, so you’ll be all right.

G: But that won’t leave me enough to get a taxi (8) \_\_\_\_\_ the party, unless you can drive me there.

K: I really need that money back.

G: Oh, all right. Here you are.

K: So, the weather’s been pretty bad, hasn’t it?

G: Yes.

K: Well, then, I’d better get going. It was nice chatting (9) \_\_\_\_\_ you.

G: So, are you going to give me a lift (10) \_\_\_\_\_ the party then?

K: No, I’m going home. But you’re welcome to come and study with me.

G: But I want to go to the party.

K: And I want to go home and study. Catch you later. Bye!

G: Goodbye! [He dials phone.]

Mum, can you come and pick me up and take me to Jessica’s house –she’s having a party. I’m (11) \_\_\_\_\_ the pub on the corner of... [fades out]

### TOP TIP

When you’re being assertive, try to use “I” statements as much as possible: *I want...* / *I’d like...* / *I need...*, etc. And avoid using “you” as it’s **provocative**: *You always...* / *You never...*, etc.

### BEING POLITE

In some cases, you may want to **soften** the message. In order to do this, you can add the following expressions at the start: *I’m sorry but...* / *I’m afraid that...* / *Thanks, but...* And if you want to be more direct, simply omit these phrases.

### VIDEO

YouTube

Watch this short video on being assertive. Search YouTube for “How To Become Assertive”.

### GLOSSARY

**to soften** *vb*  
if you “soften” a message, you make it sound less critical, aggressive, violent, etc.  
**provocative** *adj*  
something “provocative” can make other people angry

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

**Think about it** Would you like to travel in a driverless car? Why? Why not? Do you think driverless cars will be common in the future? What are the pros and cons of driverless cars? What dangers are there?

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



# How safe are Google's driverless cars?

Answers on page 44

## 1 Pre-reading

What are the pros and cons of driverless cars?

## 2 Reading I

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

## 3 Reading II

Read the article again. Then, choose the correct answers.

- Google driverless cars have driven **600,000 / 60,000** kilometres without incident.
- The cars have **44 / 64** rotating laser beams.
- A driverless car travelling at 40mph can stop within **9 / 12** feet of an object.
- A car driven by a human travelling at 40mph can stop within **9 / 12** feet of an object.
- The state of Nevada passed a law allowing driverless cars in **2011 / 2012**.
- California passed the law in **2011 / 2012**.

## 4 Language focus The Present Perfect Simple

Look at the extract from the article on this page, "...Tests so far have been extremely positive..." The writer has used the present perfect with the expression "so far" to mean "up until now".

Google's driverless cars are cars that can drive themselves. Tests so far have been extremely positive, with prototypes driving over 600,000 kilometres without incident. But just how safe are they?

The cars use sophisticated computer technology. As part of this, 64 rotating laser beams create a 3D model of the surrounding environment. Pre-loaded maps tell the system where fixed objects are – traffic lights, telephone poles, etc. – and the laser beams fill in the landscape with moving objects, such as people and cars.

There are lots of advantages to driverless cars. While you're in the car, you can read, watch TV, make calls on your mobile phone or even go to sleep. And it won't matter whether you're under age, over age or drunk because the car does all the driving. Driverless cars can also solve parking problems as they could drop you off, then park far away where space isn't a problem, then return later to pick you up.

One of the principal benefits is that they'll improve road safety. In America alone, over 30,000 people are killed

every year in automobile accidents. Driverless cars are much better at keeping a safe distance between vehicles. They're also good at braking. In one test, a driverless car driving at 40mph could stop within 9 feet of an object in an emergency; the average human who is paying attention, can only do it within 12 feet. So, if someone stepped out in front of a driverless car at 10 feet, they'd be uninjured, which wouldn't be the case if they stepped out in front of an ordinary car.

So, what about the future of driverless cars? In June 2011, the US state of Nevada passed a law allowing autonomous cars. And the first licence for a driverless car (a Toyota Prius modified with Google's driverless technology) was issued in May 2012. In April 2012, Florida became the second state to allow driverless cars on public roads; and California joined them in September 2012.

However, not everyone is convinced. What would happen if one of the cars killed a human? Who would be responsible? And what about cyber security? A car's computer could be hacked. For many, there are still

quite a few issues to resolve!

Are you ready to hand over the controls? ☺

## VIDEO

YouTube

Watch a short video on driverless cars. Search YouTube for "Driverless Cars are the Future".

## GLOSSARY

- a driverless car** *exp* a car that can drive along roads on its own (using a computer). Also known as an autonomous car, a self-driving car or a robot car
- a prototype** *n* a new type of machine which is being tested and which isn't ready to be sold yet
- rotating** *adj* turning around and around
- a laser beam** *n* a thin line of concentrated light produced by a special machine
- the surrounding environment** *n* the area around you; all the land, mountains, hills, etc. around you
- pre-loaded** *adj* if a map (for example) has been "pre-loaded", it has been put onto the computer system before you use it
- to fill in** *phr vb* if you "fill in" a system, you complete it with more information
- the landscape** *n* everything you can see when you look at an area of land, including hills, rivers, buildings, trees and plants
- to drop off** *phr vb* if someone "drops you off", they take you somewhere in a car then leave you there
- to pick up** *phr vb* if someone "picks you up", they drive to where you are and take you in the car
- to brake** *vb* to stop a car by pushing a pedal on the floor
- a foot** *n* there are more or less 3 feet in a metre
- to pay attention** *exp* if you're "paying attention", you're concentrating on what you're doing
- to step out** *phr vb* if someone "steps out" in front of a car, they suddenly stand in front of the car
- uninjured** *adj* with no injuries – with no cuts or broken arms, legs, etc.
- to hack** *vb* if you "hack" a computer system, you enter into it illegally

Answers on page 44

## 1 Pre-reading

Look at the list of outdoor activities below. Which ones have you done? Which ones would you like to do?

- hiking sailing skiing
- mountain biking canoeing
- orienteering kayaking
- swimming in a river
- climbing abseiling
- walking on high ropes
- snowboarding backpacking
- camping caving
- river walking scuba diving

## 2 Reading I

What can we do to make children more active? Make notes. Then, read the article once to compare your ideas. What do you think of Tim and Kerry Meek's solution?

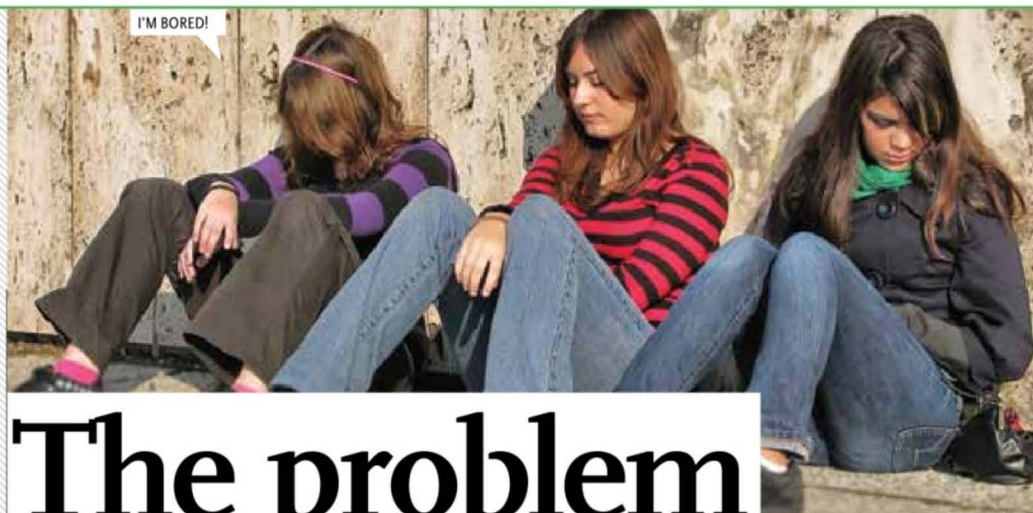
## 3 Reading II

Read the article again. Then, answer the questions.

1. How many children regularly play in wild places, according to a National Trust report?
2. How much time do 11- to 15-year-olds spend in front of a screen?
3. According to the RSPB, how many children aged 8-12 had a connection with nature?
4. What does The Wild Network want children to do?
5. What did the Meeks ban their daughters from doing?
6. What did their daughters have to do instead?

## Language focus The Gerund

Look at the extract from the article on this page, "...They argue that by doing this..." The writer has used the gerund after a preposition (*by doing*). Remember, we use the gerund with verbs that appear after prepositions: *for talking, in going, by taking...*



# The problem with lazy children!

Are children spending too much time in front of TV screens and not enough in the fresh air? There's a serious debate going on about whether children should be more active.

In the past, children regularly played outside. They'd climb trees, pick berries, build forts, catch fish and have a great time discovering things. But these days, outdoor play is extremely rare. A report by the National Trust shows that the number of children regularly playing in wild places in the UK has fallen from half to fewer than one in 10.

But that's not all. In the US, in just six years (1997-2003) children with outdoor hobbies fell by 50%. Eleven- to 15-year-olds in Britain now spend half their waking day in front of a screen. Andy Simpson, the chairman of The Wild Network, said, "The tragic truth is that kids have lost touch with nature and the outdoors in just one generation." Another study by the RSPB has found that only one in five children aged eight to 12 had a connection with nature.

This, in turn, is leading to a number of problems. There's been a rise in obesity and asthma among children, and a decline in cardio-respiratory fitness. There's also a link between indoor life and an increase in ADHD (attention deficit hyperactivity disorder). Research at the University of Illinois found that playing among trees and grass is associated with a reduction in ADHD; while playing indoors or on Tarmac appears to increase it.

Several organisations are trying to improve the situation. The Wild Network campaign is trying to get children to swap 30 minutes of watching television or playing computer games for outdoor activities. They argue that by doing this, they'll increase their levels of fitness and alertness and improve their well-being.

Many parents are concerned too. Married couple Tim and Kerry Meek banned their daughters from watching TV for a year, according to a report in the *Daily Mail*. Instead, they set them 100 outdoor challenges to complete. Some of these included

camping in a forest, canoeing down a river and cooking in the wild.

A walk in the woods, anyone? ☆

## GLOSSARY

- a screen** *n* the part of a television or computer that you look at
- to pick** *v* if you "pick" fruit, you take it off the trees
- a berry** *n* a small round fruit that grows on bushes
- a fort** *n* a strong building for soldiers. Like a small castle
- the National Trust** *n* a British organisation that protects historic buildings and areas of natural beauty
- to lose touch with** *exp* if you "lose touch with" nature (for example), you stop understanding it because you have little contact with it
- the RSPB** *abbr* the Royal Society for the Protection of Birds – an organisation that protects birds
- obesity** *n* the state of being "obese" – very fat
- asthma** *n* someone with "asthma" has a lung condition and has difficulty in breathing
- cardio-respiratory fitness** *exp* someone with "cardio-respiratory fitness" can do exercise for a long time
- a link** *n* a connection
- ADHD** *abbr* attention deficit hyperactivity disorder – a condition that affects many children. They find it hard to concentrate
- Tarmac** *n* if someone is on the "Tarmac", they're on a road
- to swap** *vb* if you "swap" A for B, you give someone A and they give you B
- well-being** *n* your "well-being" is your health and happiness
- to ban** *vb* if you "ban" something, you say that people can't do that thing
- a challenge** *n* if you set someone a "challenge", you ask them to try to do something difficult: to run a marathon, for example

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

**Think about it** What are some of your favourite English words? Which words do you find difficult to learn? Why? Which words are easy for you to learn? Do you make word lists? How are they organised?

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

Answers on page 44

## 1 Pre-reading

What do you think are the top 100 most frequent words in English? Make notes. Then, compare your ideas to the list below. [Source: Oxford]

### The top 100 words in English

*the, be, to, of, and, a, in, that, have, I, it, for, not, on, with, he, as, you, do, at, this, but, his, by, from, they, we, say, her, she, or, an, will, my, one, all, would, there, their, what, so, up, out, if, about, who, get, which, go, me, when, make, can, like, time, no, just, him, know, take, people, into, year, your, good, some, could, them, see, other, than, then, now, look, only, come, its, over, think, also, back, after, use, two, how, our, work, first, well, way, even, new, want, because, any, these, give, day, most, us*

## 2 Reading I

How useful is the list of the most important words in English for language learning? Make notes. Then, read the article once to compare your ideas.

## 3 Reading II

Read the article again. Then, answer the questions.

1. What percentage of all the words we use in English do the top 100 words represent?
2. What percentage do the top 1,000 words represent?
3. What percentage of all the words you will ever use in your life would 7,000 words cover?
4. What percentage do the top 10 words represent?
5. Of the top 1,000 high-frequency headwords in English, how many other related words are there?

## 4 Language focus

### Nouns

Find the meaning of the following nouns from the article:

1. runner;
2. runaway;
3. runner-up;
4. ski run;
5. trial run



# CAN YOU LEARN ENGLISH WITH THE TOP 100 WORDS?

There are thousands of words in the English language. And every year, there are more as English continues to grow. But how many of these words do you really need to learn?

A study by **Oxford Online\*** has identified the top 100 words in English. The list was compiled from the Oxford English **Corpus**, which has billions of words in it. The research shows that these top 100 words **make up** an incredible 50% of all the words we use in English.

But that isn't all. They also found that the top 1,000 words account for 75% of our vocabulary. And with only 7,000 words, you've covered 90% of all of the words you will ever use in your lifetime. The other 10% are words related to extremely specialist subjects.

Incredibly, they also found that the top 10 words in English (*the, be, to, of, and, a, in, that, have, I*) make up 25% of all the words we use. So, if you take any 100-word paragraph from an article, the chances are that 25 of them will be one of these words.

Sound good? Unfortunately, it isn't that **straightforward**. For a start, most of the words that appear in the list are **headwords**. A headword is like a **root word**, with lots of other words that come off it. For example, from the headword *run* there are **inflections** (*runs, running, ran*) and **derivatives** (*runner, runaway, runner-up, runny*).

But that's not all. There are also compound nouns (*ski run, trial run*), phrasal verbs (*run out of something*), idioms (*run out of steam*), verbal expressions (*run a business*), prefixes (*re-run*) and suffixes (*run-down*) – all from that one little word, *run*.

On top of that, words often have different meanings. So, while the most common meaning of *run* is "to move quickly" (faster than walking), if you say that a road "runs" in a particular direction, you're describing which way the road goes. For example, "The road runs from north to south."

So, of the 1,000 **high-frequency** headwords there are thousands of other related words. However, studying high-frequency words can still be useful:

if you know the basic meaning of the headwords, you can often guess the meaning of the other terms and expressions.

So, get studying that list! 🌟

### \*OXFORD ONLINE

Oxford Online is associated with the Oxford English Dictionary (OED).

### WORD LISTS

Check out Oxford's 3,000 most frequent, important and useful words. How many of them do you know? Search Google for "The Oxford 3000".

Or the "General Service List", which was created by Michael West in 1954. Search Google for "the General Service List (GSL)".

### GLOSSARY

**a corpus** *n*  
a large collection of written or spoken texts that is used for language research

**to make up** *phr vb*  
if A "makes up" a certain percentage, it represents that percentage

**straightforward** *adj*  
easy, simple

**a headword** *n*  
the main form of a word. There are lots of other forms that come off this word

**a root word** *n*  
the main form of a word. There are lots of other forms that come off this word

**an inflection** *n*  
a change in the form of a word that shows its grammatical function, for example: *take, takes, taking...*

**a derivative** *n*  
a word that comes from a headword. For example: *run* (headword) = *runner* (derivative)

**high-frequency** *adj*  
a "high-frequency" word is a popular word that is used a lot in writing or speech





# HOW TO PROMOTE A PRODUCT WITH BUZZ MARKETING!

Answers on page 44

## 1 Pre-reading

You're going to read an article about some original ways to promote products. How would you promote the following things. Think of as many ideas as you can.

a horror film    a TV series

a website for interns

a correction fluid product

## 2 Reading I

Read or listen to the article once to compare your ideas from the Pre-reading activity. Which idea is the cleverest? Why?

## 3 Reading II

Read the article again. Then, write the name of a film, product, etc. next to each statement.

- The site got half a million visitors.
- 74,000 people applied in the first 48 hours.
- A character from the video invites viewers to participate in the video.
- It made \$194 million worldwide.
- The campaign featured a Hollywood star.
- 42 alternative scenes were shot.
- You can download the finished product to your computer.
- It was only released in a small number of cities.

## 4 Language focus Conditionals

Look at the extract from the article on this page, "...If you wanted the movie to be shown..." The writer has used a conditional. Notice the use of the passive infinitive: *to be shown*.

One great way to promote a product is through **buzz marketing**. This involves doing something original or creative that **creates a buzz** – that gets people talking about it and sharing it. Here are four examples of buzz marketing.

### 1 Paranormal Activity

*Paranormal Activity* was a horror film that cost just \$15,000 to make. However, it earned nearly \$108 million at the US **box office** and \$194 million worldwide. A lot of its success was a result of a clever buzz marketing campaign. As part of this, the film was only released in a small number of cities. If you wanted the movie to be shown where you lived, you had to **sign a petition**. Once there were enough votes, the film would be shown there too. Restricting the availability of the film was a great way of generating interest in it.

### 2 Mad Men

For the third season of the TV series *Mad Men*, **cable channel** AMC launched *Mad Men Yourself*. This was an online **avatar**-creator that let you make a 1960s' version of yourself. The site got half a million visitors in the first week, and the Season 3 **premiere** of *Mad Men* saw record **ratings**. The avatar-creator lets you choose a background scene for your avatar, as well as your body shape, clothing, facial hair and eyes, all while listening to some cool 1960s jazzy music. And once you've finished, you can download it to your computer.

### 3 Internships.com

Hollywood star Charlie Sheen was paid over \$100,000 to send two **Tweets** to promote the website Internships.com. One of the Tweets read, "I'm looking to **hire** a winning **intern** with TigerBlood. Apply here." As a result of the Tweets, the internship website got 74,000 **applicants** in the first 48 hours, and over one million **unique visitors** during the campaign. Incidentally, TigerBlood is what Charlie Sheen thinks runs through his **veins**. According to the actor, it makes him **resistant** to the dangers of **addiction**.

### 4 Tipp-Ex

**Correction fluid** manufacturer Tipp-Ex came up with a clever idea to promote their **whiteout Pocket Mouse**. They launched a "choose-your-own-adventure" campaign on YouTube with a video called A Hunter Shoots a Bear. In the clip, a man is out camping when a bear suddenly appears behind him. He **grabs** a rifle, and his friend tells him to shoot the bear. However, the man says he doesn't want to, then picks up the Tipp-Ex mouse and **whites out** the word "shoots" from the title, inviting viewers to write another word or expression. For example, instead of "shoots", you could write "washes" or "plays football with". Then, you can watch a video of the hunter doing that thing with the bear. Forty-two alternative scenes were filmed, covering most people's **requests**. Within 36 hours, the video became a **viral hit**.

## VIDEO

YouTube

Watch the Tipp-Ex ad. Search YouTube for "a hunter shoots a bear".

## GLOSSARY

- buzz marketing** *n*: a form of marketing that involves doing something surprising that makes people talk about it and get excited about it
- to create a buzz** *exp*: to do something that makes people talk about something and get excited about it
- the box office** *n*: the money a film makes at the "box office" is the money it makes from ticket sales
- to sign** *vb*: if you "sign" a document, you put your name on it
- a petition** *n*: a document signed by a lot of people with a request for the government to do something
- a cable channel** *n*: a television network that you pay for. Your television is connected to it through cables
- an avatar** *n*: a figure that represents you in a computer game, etc.
- a premiere** *n*: the first time a film is shown in the cinema
- ratings** *n*: the statistics that show how popular a television programme is
- a Tweet** *n*: a message sent by the social network Twitter
- to hire** *vb*: if you "hire" someone, you give them a job
- an intern** *n*: a person who works in a company for experience (they aren't paid)
- an applicant** *n*: someone who applies for a job – often by sending in a letter, etc.
- a unique visitor** *n*: individual people who visit a website
- a vein** *n*: the thin tubes in your body with blood flowing through them towards your heart
- resistant to** *exp*: if you're "resistant to" a disease (for example), you can't catch that disease
- an addiction** *n*: if you've got an "addiction" to something, you really want/need that thing
- correction fluid** *n*: a white liquid you can paint over writing to cover the writing so you can write again
- whiteout** *n*: a white liquid you can use to paint over writing
- a Pocket Mouse** *n*: a whiteout product in the shape of a mouse that you can put in your pocket
- to grab** *vb*: to take suddenly and quickly
- to white out** *phr vb*: to delete writing by putting a white liquid on it
- a request** *n*: if there's a "request" for something, someone asks for that thing
- a viral hit** *n*: something that is very popular on the internet

**Objective** To improve your listening skills.

**Think about it** When was the last time you called to book an appointment? What was it for? Did you get the appointment at the time you wanted it for? How often do you have to phone to book an appointment? Who do you call to do that?

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

TRACK 13: ENGLISHMAN & ENGLISHWOMAN

IT'S A DOG!

### Note!

Don't read the audio script until you've completed the exercises and activities.

THIS MIGHT HURT!

### Audio script

# Booking an appointment

Answers on page 44

## 1 Pre-listening

What questions do you have to ask when you phone to book an appointment? What questions do they ask you? Think of at least three.

## 2 Listening I

You're going to listen to two conversations with people calling up to book an appointment. Listen once. Did they ask any of the questions that you thought of?

## 3 Listening II

Listen again. Then, answer the questions.

1. What's Zoe's policy number?
2. What time is her appointment?
3. Why does she want to see the doctor?
4. What's her mobile phone number?
5. Where is the clinic?
6. In the second conversation, what is Abbie's surname?
7. Who is she going to talk to at the clinic?
8. Who seems to have hurt his leg?

## 4 Listening III

Complete the audio script with the correct words.

### The medical clinic

**Reception:** The Winstone Clinic. How may I help you?

**Zoe:** Oh, hi, I wanted to book an appointment to see Dr Martinelli, please.

**Reception:** Of course. Could I have your (1) \_\_\_\_\_ please?

**Zoe:** Yes, it's Zoe Baker.

**Reception:** Have you got your policy number to hand?

**Zoe:** Yes, it's X785 4490Y.

**Reception:** OK, then how about Tuesday at 1pm?

**Zoe:** Oh, erm, I've got a (2) \_\_\_\_\_ at 1pm.

**Reception:** OK, then, how about Wednesday at 10am?

**Zoe:** Perfect.

**Reception:** What's the purpose of the (3) \_\_\_\_\_?

**Zoe:** Just, like, a routine check-up.

**Reception:** That's fine. Could I just confirm your mobile phone number please?

**Zoe:** Yes, it's 0856 89453.

**Reception:** Great. Thanks a lot. Was there anything else?

**Zoe:** Oh, yes, erm, where is the (4) \_\_\_\_\_? I've got the Martling Street address, but I think you've moved, haven't you?

**Reception:** Yes, we're at 23 Playbury Avenue. Just on the (5) \_\_\_\_\_ of Wakely Street.

**Zoe:** 23 Playbury Avenue, great. Thanks a lot.

**Reception:** OK, then, have a nice day.

**Zoe:** You too. Bye.

**Reception:** Bye.

### The animal clinic

**Clinic:** Happy Pets animal clinic. How may I help you?

**Abbie:** Oh, hi, I was wondering whether I could book an appointment for my pet (6) \_\_\_\_\_.

**Clinic:** OK. Can I have your name, please?

**Abbie:** Yes, it's Abbie Harper.

**Clinic:** Have you been here before?

**Abbie:** Yes.

**Clinic:** What was your name again? I can't seem to be able to locate it.

**Abbie:** Harper. Abbie Harper. Maybe we're registered under my husband's name.

**Clinic:** Oh, yes, here it is. So, what seems to be the (7) \_\_\_\_\_?

**Abbie:** Well, it's our pet parrot – Captain Hook – he's been a bit aggressive lately.

**Clinic:** OK, well, we could schedule an appointment to see the pet psychologist.

**Abbie:** Psychologist?

**Clinic:** Yes, she'll evaluate the (8) \_\_\_\_\_ and see if there's anything that you could do to help him return to (9) \_\_\_\_\_.

**Abbie:** Oh, right. Sounds interesting. Oh, and there was another thing. Reginald – our bulldog – seems to have hurt his (10) \_\_\_\_\_. I noticed that he was limping this morning.

**Clinic:** Oh, right, well, then you'd better bring him in too. *[There's some noise in the background]* What's going on?

**Abbie:** Oh, no, they're just playing. *[to his pet dog]* Reginald, stop that! Stop! No, put him down! Down, I said! *[to the receptionist]* I'm sorry, but I'll have to call you back. *[phone goes dead]*

**Objective** To improve your range of business English vocabulary.

**Think about it**

Do you ever drink wine? What type? Does your country produce wine? What type of wine? How popular is wine in your country? What other alcoholic drinks are produced in your country? How strong is the market? Does your country export any alcoholic drinks? Which ones?

TRACK 14: ENGLISHMAN & US MAN

**BUSINESS NEWS**

**BIG CHANGES IN THE WINE INDUSTRY**



Answers on page 44

**1 Pre-reading**

Look at the list of wine-related words below. What do they mean? Can you think of any more terms to add to the list?

- grape wine glass cork
- glass of wine bottle of wine
- vineyard wine bottle
- decanter wine waiter
- Champagne sparkling wine
- rosé red wine white wine
- barrel sherry vintage
- soil bouquet vine

**2 Reading I**

What changes do you think have been taking place in the wine industry? Think in terms of production and consumption. Make notes. Then, read or listen to the article once to compare your ideas.

**3 Reading II**

Read the article again. Then, answer the questions.

1. How much did output in Europe fall by between 2011 and 2012?
2. Where does the UK import the most wine from: France or Australia?
3. How much wine was China producing in the mid-1990s?
4. How much did the amount of wine consumed in France decline by between 2007 and 2013?
5. How much has consumption of red wine in China risen by since 2007?
6. What percentage of the wines consumed in China are made in China?

**G**lobal demand for wine has hit nearly three billion cases a year and is rising fast. But the industry has been going through a few changes.

At present, Europe is the leader in terms of wine production, with France, Italy and Spain at the top of the table. However, overall output from this part of the world fell by 9.5% between 2011 and 2012. In particular, France has lowered production by 11% since 2007, and Italy has reduced it by at least 7%.

But while production in Europe is falling, it's rising in the rest of the world. Australia is now one of the main exporters of wine in the world, and Australian wines are sold in over 100 countries. In fact, these days, the UK imports more wine from Australia than it does from France. Australia is also expanding their wine marketing into Hong Kong and Asia. Another rising star is China, which is second only to the US among the New World wine makers. From near-zero levels in the mid-1990s, it now ranks in the top 10.

The industry is changing in terms of consumption too. The French and Italians have historically drunk the most wine. However, between 2007 and 2013, the

amount consumed in France declined by 18% and in Italy by 5.8%. These two countries have now been overtaken by the US, which remains the biggest consumer of all types of wine, including white and sparkling, with consumption expected to hit 385 million cases by 2017.

There are big changes in China too. Overall consumption is rising rapidly, but that of red wine has gone up by an incredible 136% since 2007. As a result, China has now overtaken France and Italy to become the world's biggest consumer of red wine. Last year, they drank over 1.8 billion bottles of red, according to the wine and spirits trade association VINEXPO. More than 80% of the wines consumed in China are made in the country, but imported wines are rapidly gaining market share.

Meanwhile, global warming is expected to add further changes to the industry. Wine grapes are generally grown in places where frost is rare, temperatures are moderate (on average between 10ff and 20ff centigrade) and there's just the right amount of rain and humidity. Any increases in temperature could have a negative effect on this delicate balance. On the other hand, as temperatures

increase, colder countries such as the UK could perhaps become major wine producers.

Glass of wine, anyone? ☺

**GLOSSARY**

- a case (of wine)** *n* in general, a case of wine has 12 bottles of wine in it (with 750ml or one litre of wine in each bottle)
- production** *n* the process of manufacturing or growing something in large quantities
- overall** *adj* "overall" output, for example, is the output for all of the area, including output for all countries in the area
- output** *n* the amount that is manufactured or produced
- to fall** *vb* to decrease; to go down
- an exporter** *n* a country/company that sells goods in another country
- to import** *vb* to buy goods from another country
- New World** *adj* this term is often used to refer to countries in North or South America (not Europe)
- to rank** *vb* if an organisation "ranks" in the top 10 (for example), it is in the top 10 list
- consumption** *n* the "consumption" of food or drink is the act of eating or drinking it
- to decline** *vb* to decrease; to go down
- to overtake** *vb* if A "overtakes" B, A becomes better or more successful than B
- a consumer** *n* a person who buys things or uses services
- to gain market share** *exp* if a country "gains market share", it controls more of the market
- global warming** *n* the theory that the world's temperatures are increasing
- frost** *n* when there's "frost", there's ice on the ground/grass, etc.
- humidity** *n* "humidity" is the amount of water in the air
- a balance** *n* a "balance" is a situation in which all the different parts are equal in strength. If the "balance" is "delicate", any small change could destroy this
- a producer** *n* a person, company or country that produces goods or services

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

**Think about it** Do you use any social networks? Which ones? What do you like/dislike about them? Do you use any messaging apps? Which ones? What do you like/dislike about them?

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

Answers on page 44

## 1 Pre-reading

Look at the list of text message abbreviations (1 to 10). What do they mean? Try to guess.

Then, match them to the meanings (a-j).

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. FYI <input type="checkbox"/> | 6. ILY <input type="checkbox"/>   |
| 2. BTW <input type="checkbox"/> | 7. NP <input type="checkbox"/>    |
| 3. BRB <input type="checkbox"/> | 8. THX <input type="checkbox"/>   |
| 4. B4N <input type="checkbox"/> | 9. TTYL <input type="checkbox"/>  |
| 5. BFF <input type="checkbox"/> | 10. XOXO <input type="checkbox"/> |

- No problem
- Bye for now
- Talk to you later
- By the way
- For your information
- Thanks
- I love you
- Hugs and kisses
- Be right back
- Best friends forever

## 2 Reading I

What are the pros and cons of social networks such as Facebook? Make notes.

Then, read the article once to compare your ideas.

## 3 Reading II

Read the article again. Then, answer the questions.

- How many monthly active users has Facebook got?
- What do people use Facebook for, according to the author?
- What's the main problem with Facebook, according to the author?
- Why are text messages on messaging apps free to send?
- How much did Facebook pay for WhatsApp?
- How many users has WhatsApp got?

## 4 Language focus

### Transitive verbs

Look at the extract from the article on this page, "...with people all over the world using it..." The writer has used a transitive verb ("to use") that requires an object ("it"). Look through the article again and see if you can find any more transitive verbs.



# Messaging apps take on social networks!

Facebook has almost 1.2 billion monthly active users, but more and more young people are using messaging apps. Will they eventually take over from social networks?

Facebook is the most popular social network, with people all over the world using it to keep in touch with friends, meet new people, make connections, share photos and post news of important events such as a wedding, the birth of a baby or the purchase of a new home.

However, there are a few drawbacks. One of the main problems with social networks is that you end up connecting with a lot of people – often people you hardly know or who aren't necessarily your friends. This means that every time you post something, all these people are going to see it. "I use Facebook less and less because I don't want the whole world to know what I'm doing," said one user.

This has led to a need for intimacy, which is why messaging apps for mobile devices are becoming popular. Messaging apps are basically programs that

you can download onto your smartphone. They let you send text messages for free because the messages are sent via the internet. So, if you've got a data plan for internet use on your phone, the messages won't cost you anything. As well as text, the messages can include video, audio and images.

The main benefit of messaging apps is that you can restrict your group of contacts to the people you've got on your smartphone – people who you're in regular contact with, and those who are your more intimate friends. On top of that, messaging apps offer a lot more these days, including games.

Of course, Facebook has been monitoring this shift in the market, which is why they just paid \$19bn for one of the world's most popular messaging apps: WhatsApp\*. WhatsApp was launched in 2009 by two ex-Yahoo staff members: Brian Acton and Jan Koum. It's got more than 450 million users around the world, and it handles over 10 billion messages a day. With more than one million new registered users every day, it

aims to have one billion by the end of the year.

Will you be "WhatsApping" anytime soon? 🔄

### \*WHATSAAPP

WhatsApp is a version of the expression "What's up?", which is a form of greeting that means, "How are you?" or "What's going on?"

### GLOSSARY

- a messaging app** *n*  
a program that you can download onto your smartphone. It lets you send text messages for free
- a social network** *n*  
a website where you can connect with other people and send them messages, post images, comment on things, etc.
- a drawback** *n*  
a disadvantage; something that isn't good
- to post** *vb*  
to put a comment, photo, etc. on a website
- intimacy** *n*  
if there's "intimacy" between two people, those people are in a very close personal relationship
- to download** *vb*  
to take a photo, film, piece of music, etc. from the internet and to put it onto your computer
- a smartphone** *n*  
a mobile phone that you can use to surf the internet, listen to music, watch videos, check your e-mails, etc.
- a data plan** *n*  
a "data plan" refers to the amount of data (normally measured in Megabytes: MB) that you can download or use on your smartphone or mobile phone
- to restrict** *vb*  
if you "restrict" something, you put a limit on it so it doesn't get too big
- intimate** *adj*  
your "intimate" friends are your very close friends
- a shift** *n*  
a change
- to handle** *vb*  
if a company can "handle" 10 billion messages a day (for example), it has the capacity to deal with that number of messages

## Objective

To improve your English by reading about music and listening to song lyrics.

## Think about it

Have you heard any contemporary R&B songs? Who were they by? What did you think of them? Do you like contemporary R&B? Why? Why not? Which other R&B stars do you like or have you heard?

# CONTEMPORARY R&B

Contemporary R&B (Rhythm and Blues) is a mixture of hip hop and electronic music. It started in the 1980s and is still hugely popular. Here are three contemporary R&B stars.



## Alicia Keys

Alicia Keys (born Alicia Cook) is an American R&B singer-songwriter, pianist, musician, record producer and actress. She was born in New York in January 1981. Alicia has been nicknamed the "Princess of Soul", and all five of her albums have topped the charts in the US. Alicia's debut album, *Songs in A Minor* (2001), sold over 12 million copies worldwide. In 2010, cable television network VH1 included Alicia on its list of the 100 Greatest Artists of All Time.

### Song

*Girl on Fire* is the lead single on Alicia Keys' fifth studio album of the same name, which was released in 2012. The inspiration for the song came from the birth of her son, Egypt.

### Song extract

*Looks like a girl, but she's a flame,  
So bright, she can burn your eyes,  
Better look the other way,  
You can try but you'll never forget her name,  
She's on top of the world,  
Hottest of the hottest girls.*



## Rihanna

Rihanna (Robyn Rihanna Fenty) was born in Barbados in February 1988. Her debut album, *Music of the Sun*, was released in August 2005. In 2012, Forbes ranked her the fourth most powerful celebrity of the year. That same year, *TIME* named Rihanna one of the 100 Most Influential People in the World.

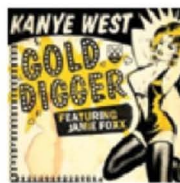
### Song

*What's My Name?*, from Rihanna's 2010

album *Loud*, features rapper Drake. This song has heavy R&B and reggae sounds throughout. It's a romantic track about two people who meet and are instantly attracted to each other.

### Song extract

*Hey, boy, I really wanna see if you can go  
downtown with a girl like me,  
Hey, boy, I really wanna be with you 'cause you  
just my type,  
Oh na na na na, I need a boy, to take it over  
Looking for a guy to put you work up, oh, oh,  
Oh na na, what's my name? [repeat]*



## Kanye West

Kanye West (born in June 1977) is an American hip hop recording artist, songwriter, record producer, film director, entrepreneur and fashion designer from Chicago (Illinois).

Four of his five solo albums have become number-one hits in the US. He's also won a total of 21 Grammy Awards. *TIME* has named West one of the 100 most influential people in the world.

### Song

Kanye West's song *Gold Digger* is about a woman who's after his money. The song peaked at number one on the US Billboard Hot 100 in September 2005. It features a background track of Ray Charles' song *I Got a Woman*, which is sung by actor Jamie Foxx (who played the part of Ray Charles in the movie *Ray*). At the time, the single broke a record for the most digital downloads in a week, selling over 80,000 copies.

### Song extract

*If you ain't no punk, holler "We want pre-nup!"  
"We want pre-nup!", yeah.  
It's something that you need to have,  
Cause when she leave you, she gonna leave  
with half,  
18 years, 18 years, and on her 18th birthday,  
he found out it wasn't his,  
Now, I ain't sayin' she a gold digger... ❀*

## GLOSSARY

**R&B** *abbr*  
rhythm and blues. Contemporary R&B is a mixture of hip hop and electronic music; traditional R&B was a mixture of jazz, blues, rock 'n' roll and soul music

**to top** *vb*  
if a song "tops" the charts, it's at the top of the charts

**the charts** *n*  
the list of the most popular songs in a country

**a debut album** *n*  
an artist's first album

**a cable television network** *n*  
a television channel you pay for. The films are delivered to your television through cables (not satellite)

**inspiration** *n*  
if something/someone is the "inspiration" for a song (for example), they gave you the idea for the song

**to release** *vb*  
if a song is "released", it appears in shops and you can buy it

**a flame** *n*  
a "flame" is a hot bright stream of burning gas. If you describe someone as a "flame", you're saying that they're hot (see next entry)

**hot** *adj*  
someone who is "hot" is attractive and sexy

**to rank** *vb*  
if you're "ranked" fourth in a list (for example), you're number four on the list

**to feature** *vb*  
if a song "features" someone, that person sings on the song too

**a track** *n*  
a song

**wanna** *abbr*  
want to

**'cause you** *exp*  
because you

**an entrepreneur** *n*  
an important and successful

businessman / businesswoman

**a Grammy Award** *n*  
an American award for musicians, bands,

singers, etc.

**a gold digger** *n*  
someone who marries another person just

for their money

**after** *exp*  
if you're "after" someone, you want them

**to peak at** *exp*  
if a song "peaks at" number one, it reaches

the number one position a **background track** *n*  
a song that is played in the background

(often at a lower volume level) at the same time as the main song

**Ray Charles** *n*  
a famous American blues and soul singer-

songwriter (1930-2004)

**ain't** *abbr*  
isn't / aren't

**to holler** *vb*  
to shout

**a pre-nup** *abbr*  
a prenuptial agreement - a type of contract

that says what each person will receive if they divorce

**when she leave you** *exp*  
notice the use of the non-standard English

"she leave". The standard form would be: "she leaves"

**gonna** *n*  
going to

**she a...** *exp*  
notice the use of the non-standard English

"she a". The standard form would be: "she is a"

# GOING THROUGH CUSTOMS

Practical English to use in English-speaking countries. This month: Customs

## Useful words



Customs officer



Passport



ID card



Suitcase



Backpack



Hand luggage



Firearm



Metal detector



Body scanner



Packet of cigarettes



Carton of cigarettes



Bottle of spirits

## Extra words

- **Luggage** – all the bags that you take with you when you travel abroad.
- **Exotic species** – a plant, animal or insect that is taken from its native habitat into another country.
- **Smuggle** – to take goods illegally into a country.
- **Tax / duty** – money you pay to the government for certain goods: cigarettes, alcohol, etc.
- **Duty-free shop** – a shop in an airport where you can buy goods at a cheaper price because you do not have to pay tax on them.
- **Duty-free allowance** – the amount of goods you're allowed to take into a country without having to pay tax.
- **VAT – Value Added Tax** – a tax that is added to the price of goods or services.
- **Declare** – if you have something to declare, you have goods that you must pay tax on.
- **Green channel** – you walk through this area in an airport if you have nothing to declare.
- **Red channel** – you walk through this area in an airport if you have something to declare.
- **Banned goods** – goods that you can't bring into a country: drugs, guns, explosives...
- **Restricted goods** – goods that have controls over the quantity you can bring in, etc: some food products, some animal products, some plants, some souvenirs made from endangered species...

## Dialogue: The customs officer

In this dialogue, Peter, who has flown in from New York City, is going through customs. [Complete the dialogue with the correct words.]



**Customs:** Hi, could you put your bag on the table, please?  
**Peter:** Yes, sure.  
**Customs:** Would you mind (1) \_\_\_\_\_ it for me, please?  
**Peter:** Yes, of course.  
**Customs:** Did you (2) \_\_\_\_\_ it yourself?  
**Peter:** Yes, I did.  
**Customs:** Where have you (3) \_\_\_\_\_ in from?  
**Peter:** New York City.  
**Customs:** Is this your first time in the UK?  
**Peter:** Yes.  
**Customs:** Is there anyone else (4) \_\_\_\_\_ with you?  
**Peter:** No.  
**Customs:** Can I (5) \_\_\_\_\_ your passport, please?  
**Peter:** Yes, erm, here you are.

**Customs:** OK, and what's the purpose of your visit?  
**Peter:** I'm (6) \_\_\_\_\_ some friends and relatives.  
**Customs:** And how long do you plan to (7) \_\_\_\_\_?  
**Peter:** 15 days.  
**Customs:** Where will you be staying?  
**Peter:** At my uncle's house.  
**Customs:** Have you got anything to (8) \_\_\_\_\_?  
**Peter:** No, I don't think so. I mean, I've got this bottle of whisky, but I got it in the duty-free shop.  
**Customs:** That's all right. That's within your duty free allowance. OK, you can go now. Enjoy your stay.  
**Peter:** Thanks.

# 11 ways that songs can help you learn English!

LEARN SOME SLANG WITH ME!

Listening to songs is a great way to learn English. Here are a few reasons why.

## 1 Fun!

Listening to music is fun. And when you're enjoying yourself, you learn without even realising it. The best thing is that there are so many good songs in English and there's such a wide variety of genres including pop, country, R&B, rock, blues, rock 'n' roll, soul and reggae. Let David Bowie, Madonna, The Beatles, Alicia Keys, Bob Marley, Robbie Williams, Jessie J and Bono be your teacher!

## 2 Easy!

Learning English by listening to music is easy, too. Just load up your MP3 player with your favourite tracks and press play. And you can listen to them whenever and wherever you want, so you can learn English while you're walking, driving, doing sport or relaxing on the sofa.

## 3 Natural

While you're listening to a song, you're receiving language **input** in the form of hundreds of useful English words, expressions, phrases and sentences. So, you're learning English the natural way – not through studying, but **subconsciously**.

## 4 Memory!

Tests have shown that it's much easier to remember language in the form of a song. This is why you can still remember **nursery rhymes** from your childhood. By their nature, songs are very repetitive, and they recycle vocabulary and language structures, which makes them easier to remember. Also, by singing along to the song several times, you'll eventually learn the words **by heart**.

## 5 Vocabulary!

Songs are great for expanding your range of vocabulary. For a start, a lot of songs are **thematic**. So, you'll learn lots of words around a theme, which is a good way of organising your learning. For example, in the song *Brown-Eyed Girl* by Van Morrison, there are lots of words related to nature: *rain, misty, fog, sunlight, rainbow, waterfall*, etc. But that's not all, there are also phrasal verbs (*going down*), collocations (*standing in*), useful expressions (*I'm all on my own*), idioms (*cast my memory back*) and compound adjectives (*brown-eyed girl*). Songs are rich in vocabulary.

## 6 Slang!

Songs are also great for teaching you **slang** and **non-standard English**. For example, in the song *Where is the Love* by the Black Eyed Peas, there's this phrase, "People livin' like they ain't got no mamas," which includes the non-Standard *ain't got* (*haven't got*).

## 7 Grammar

Songs are good for developing your understanding of English grammar. While you're listening to songs, you're **raising your awareness** of language structures and reinforcing any existing knowledge. Plus, you're seeing how the structures are formed and used. Just about every song has at least one grammatical structure in it. For example, in the Police song *Every Breath You Take*, there's the Future Continuous (*will be + verb -ing*): "I'll be watching you."

## 8 Speaking & writing

Songs are full of useful

language that you can use when you're speaking and writing. For example, in the Avril Lavigne song *Complicated* you can learn the useful phrase, "That's the way it is." And after singing along to the songs several times, all those phrases and expressions will become firmly fixed in your long-term memory. Then, later, you'll find that you use them naturally when you're speaking or writing.

## 9 Listening

Songs are also great for improving your general listening skills. While you're listening to songs, you're getting used to the sounds in English. You're also learning about things such as connected speech – when the final consonant sound of one word merges with the initial vowel sound of the following word. For example, in the song *Happy* by Pharrell Williams, you can hear how the words "I'm" and "about" merge together: "I m\_ about". On top of that, by listening to songs, you're practising a really useful skill: listening for gist. This involves listening for a general understanding, not trying to understand every single word.

## 10 Pronunciation

Songs can teach you a lot about English pronunciation. You'll learn about all sorts of things, including sentence stress, word stress, intonation and rhythm. For example, in the Robbie Williams song *Go Gentle*, you'll hear how the word "disappointment" has the stress on the third syllable ("disappointment"). In the same song, you'll hear how the following key words

(the underlined words) are stressed, and all the rest are unstressed: "Except for one or two, some of them are angry." You'll also learn about rhyming word sounds. In this example from the same song, there are rhyming pairs of words with the / u: / and / i: / sounds:

*You're gonna meet some strangers, welcome to the zoo, Bitter disappointments, except for one or two, Some of them are angry, some of them are mean, Most of them are twisted, few of them are clean.*

## 11 Culture

Finally, songs can teach you about history, culture and traditions. For example, the song *American Pie* (1971) by folk singer-songwriter Don McLean is about the 1959 plane crash that killed Buddy Holly, Ritchie Valens and The Big Bopper (Jiles Perry Richardson, Jr.), which was an important event in US history.

So, load up your MP3 player, put on your headphones and press play! 🎧

## GLOSSARY

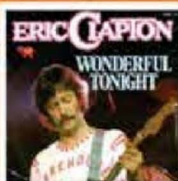
- subconsciously** *adv*  
if something happens to you "subconsciously", you change the way you act or think without you realising it or noticing it
- input** *n*  
information or language that you receive, hear or see
- nursery rhymes** *n*  
short songs or poems for children
- by heart** *exp*  
if you learn a piece of writing "by heart", you can repeat it without reading it
- thematic** *adj*  
something "thematic" is based on a topic, subject or theme: geography, politics, history, music, film...
- slang** *n*  
informal language that's used by people who are chatting among friends
- non-standard English** *exp*  
a type of language that isn't the generally accepted form of language. For example, saying "he like" instead of "he likes"
- to raise awareness** *exp*  
if you "raise someone's awareness" of a topic, you tell them about it and they learn about it

# 9 songs

to teach you  
about  
**English**  
grammar!



Songs are great for improving your English. They can increase your range of vocabulary, teach you about pronunciation and reinforce your knowledge of grammar. Here are 9 songs with interesting grammar points. [Complete each song with the correct verbs/participles, etc.]



## 1 Wonderful Tonight

**Artist:** Eric Clapton (1945) – an English musician, singer

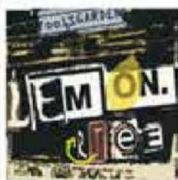
and songwriter.

**Grammar point:** The Present Simple (*I live, you live, he lives, she lives...*)

In this song, the Present Simple is used to describe a sequence of events. We often use the Present Simple when we tell stories, even though we're referring to the past. For example, "She gets up, walks to the door, then suddenly remembers that she's got to wait for him to call."

### Extract

*It's late in the evening,  
She's wondering what clothes to wear,  
She (1) \_\_\_\_\_ on her make-up,  
And (2) \_\_\_\_\_ her long blonde hair,  
And then she asks me...*



## 2 Lemon Tree

**Artist:** Fool's Garden – a German group that was formed in 1991.

**Grammar point:** The Present Continuous (*I'm learning, you're learning, he's learning...*) This song features the use of the Present Continuous to describe a temporary action or an action in progress. For example, "She's talking to him right now."

### Extract

*I'm sitting here in a boring room,  
It's just another rainy Sunday afternoon,  
I'm (3) \_\_\_\_\_ my time, I got nothing to do,  
I'm (4) \_\_\_\_\_ around,  
I'm waiting for you,  
But nothing ever happens and I wonder.*



## 3 I Will Survive

**Artist:** Gloria Gaynor (1949) – an American singer who was known as the Queen of Disco.

**Grammar point:** The Past Simple (*had, took, played, worked...*) We use the Past Simple to refer to actions from the past that are complete and remote and which have no connection to the present. For example, "I waited for 10 minutes, then got into the car and drove off."

### Extract

*At first I was afraid I was petrified,  
Kept thinking I could never live without you by my side,  
But then I (5) \_\_\_\_\_ so many nights,  
Thinking how you (6) \_\_\_\_\_ me wrong,  
And I grew strong, and I learned how to get along.*



## 4 Jealous Guy

**Artist:** John Lennon (1940-1980) – one of the founding

members of the Beatles.

**Grammar point:** The Past Continuous (*I was eating, you were eating, she was eating...*)

The Past Continuous can be used to refer to past states or to describe actions that were in progress at some point in the past. For example, "They were playing in the park at 8pm last night."

### Extract

*I was (7) \_\_\_\_\_ insecure,  
You might not love me anymore,  
I was (8) \_\_\_\_\_ inside,*



## 5 We are the Champions

**Artist:** Queen – a British rock band formed in London in 1970.

**Grammar point:** the Present Perfect (*I've seen it, you've seen it, she's seen it...*)

This song features the use of the Present Perfect, which is used to describe past experiences, or to refer to actions from the past that have some connection to the present. For example, "I've broken my arm, which is why I can't play tennis."

### Extract

*I've paid my dues, time after time,  
I've (9) \_\_\_\_\_ my sentence,  
But committed no crime,  
And bad mistakes, I've (10) \_\_\_\_\_ a few...*



## 6 My Girl

**Artist:** Madness – an English ska band that formed in 1976.

**Grammar point:** The Past Perfect (*I'd seen it, you'd seen it, she'd seen it...*)

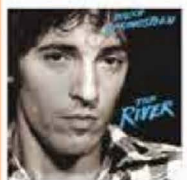




This song features examples of the Past Perfect, which is used to refer to an action in the past that happened before another past tense action. For example, "When I arrived at the cinema, the film **had** already started." The contracted forms are: *I'd, you'd, it'd, he'd, she'd, we'd, they'd.*

**Extract**

*My girl's mad at me,  
We argued just the other night,  
I thought we'd (11) \_\_\_\_\_ it straight,  
We talked and talked until it was light,  
I thought we'd (12) \_\_\_\_\_, I thought we'd talked it out...*



**7 The River**  
**Artist:** Bruce Springsteen (1949) – an American musician and

singer-songwriter also known as The Boss.

**Grammar point:** *Would* to refer to repeated activities in the past

This song features the use of *would*. We can use *would* + a verb to refer to repeated past tense actions – things that we did many times in the past. For example: "When we were young, we would often stay at my aunt's house in the summer." The contracted forms are: *I'd, you'd, it'd, he'd, she'd, we'd, they'd.*

**Extract**

*Me and Mary we met in high school,  
When she was just seventeen,  
We'd (13) \_\_\_\_\_ out of this valley, down to where the fields were green,  
We'd (14) \_\_\_\_\_ down to the river,  
And into the river we'd dive,  
Oh down to the river we'd ride.*



**8 I'll Sail This Ship Alone**  
**Artist:** The Beautiful South – an

English pop/rock group formed in the late 1980s.

**Grammar point:** The First Conditional (*If it rains, we'll take an umbrella...*) This song has a few examples of the First Conditional. We use the First Conditional to describe things that will probably happen in the future if certain conditions are met. For example, "If you tell her about it, she'll be angry." We often use contracted forms of will: *I'll, you'll, it'll, he'll, she'll, we'll, they'll.*

**Extract**

*Now if, if you (15) \_\_\_\_\_ that this is for the best,  
Well, then I'll sail this ship alone,  
And if, if you (16) \_\_\_\_\_ that you no longer care,  
Well then I'll sail this ship alone,  
I'll sail this ship alone.*



**9 Norwegian Wood**  
**Artist:** The Beatles – an English rock band that was

formed in Liverpool in 1960.

**Grammar point:** Reported Speech (*She told me to leave / They asked us to come...*)

This song features some examples of Reported Speech. We use Reported Speech to describe the things that people have said. For example:

**Direct speech (what someone says):** "I really like this song."

**Reported speech:** She said that she really liked the song." We often use the verbs *said, told* or *asked* with Reported Speech.

**Extract**

*She (17) \_\_\_\_\_ me to stay,  
And she (18) \_\_\_\_\_ me to sit anywhere,  
So I looked around,  
And I noticed there wasn't a chair.*

Next time you're listening to your favourite songs, try to identify any interesting grammar points! 🎵



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# GISELE BÜNDCHEN

**G**isele Bündchen is one of the world's top models. But she's also an **astute** businesswoman. So, what are the secrets to her success?

## 1 Gisele the model

Gisele was initially discovered by a **modelling scout**. After campaigns in Brazil for Versace, Chloe, Missoni and Valentino, she moved to the US. By the end of 1999, she had appeared on the front of *Vogue* magazine three times. Then, in 2000, she signed a record-breaking \$25 million contract with **lingerie** company Victoria's Secret. Since her early days, Gisele has always been selective about the brands she's chosen to work with. And Victoria's Secret was the perfect choice!

## 1 Gisele the brand

Gisele has been described by *Vogue* magazine as the "**King Midas** of fashion" because everything she touches seems to turn to gold. For example, in 2010, after signing a contract to represent Dutch brand C&A in Brazil, sales **soared** by 30%. When her contract ended with Victoria's Secret in May 2007, **stock** in the company dropped 31.5%. And in early 2011, after Gisele started representing Procter & Gamble's Pantene shampoo products, sales increased 40% in Latin America.

## 1 Gisele the businesswoman

But Gisele is also a successful businesswoman. According to *Forbes*, it's her **merchandising** and **business ventures** that are her biggest **source of income**. In 2001, Gisele launched Ipanema Gisele Bündchen, her line of **flip-flops** in association with the official Ipanema brand. In three years, sales **topped** \$30 million, with a portion of proceeds going to **green**

**causes**. In 2010 alone, over 25 million pairs were sold, **rivalling** the world-renowned Havaianas brand. In 2010, Gisele launched an all-natural skin care product line Sejaa Pure Skincare. In addition, she owns Palladium Executive, a hotel in Brazil. In 2013, she launched her very own lingerie collection, Gisele Bündchen Intimates.

## 1 Gisele the generous

In 2012, Gisele was ranked 15th on *Forbes's* 30 most generous celebrities list. And she regularly gives to **charity**. For example, in 2005, she helped raise money for victims of Hurricane Katrina. In 2008, she **auctioned** a collection of diamonds for the Russell Simmons' Diamond Empowerment Fund, which supports education in countries where diamonds are a natural resource. And in 2010 she wrote a \$1.5 million cheque to the Red Cross to help the relief effort in Haiti after an **earthquake** destroyed much of the country.

## 1 Gisele the environmentalist

Gisele is also an active **environmentalist**. In 2008, she appeared on the cover of US magazine *American Photo* to promote her "Forests of the Future" project for the reforestation of the Brazilian Atlantic Forest.

In November 2011, she was named the Greenest Celebrity at the 2011 International Green awards at the National History Museum in London, beating Paul McCartney and Miguel Bosé. And on the eve of World Environment Day (4th June 2012), Gisele (who is Goodwill Ambassador of the **UNEP**) went to Rio de Janeiro to plant the first of a series of 50,000 trees in a degraded area.

Gisele Bündchen is so much more than a top model! ♻️

## Bio - Gisele Bündchen

Gisele Bündchen is a fashion model and businesswoman. She's also the goodwill ambassador for the United Nations Environment Programme. She was born on 20th July 1980. She's Brazilian but her parents are of German descent. She had a five-year relationship with actor Leonardo DiCaprio. She's appeared in several films, including *Taxi*, which starred Queen Latifah and Jimmy Fallon. She married American football star Tom Brady in 2009. They have two children.

## Objective

To learn some business tips from world-famous entrepreneurs.

## Think about it

Are there any famous models from your country? Who are they? Why are they famous? Have they set up any businesses? Which ones? Do you know anything about Gisele Bündchen? What?

## GLOSSARY

- astute** *adj*  
clever, intelligent, with a good understanding of a topic (business, in this case)
- a modelling scout** *n*  
someone whose job is to find people who could become successful models
- lingerie** *n*  
women's underwear and nightclothes
- selective** *adj*  
if you're "selective", you're careful about the things you choose
- King Midas** *n*  
a king from Greek mythology. Everything he touched became gold
- to soar** *vb*  
to increase very quickly and by a lot
- stock** *n*  
a company's stock is the amount of money which the company has through selling shares
- merchandising** *n*  
goods (toys, T-shirts, clothes, etc.) that have the name of a famous person or sports team or pop group, etc. on them
- a business venture** *n*  
a new and exciting business project
- a source of income** *n*  
something that sells or makes money: a product, a business...
- flip-flops** *n*  
open shoes which are held on your feet by a strap that goes between your toes
- to top** *vb*  
if sales "top" a particular amount, they're more than that amount
- green causes** *n*  
someone who is fighting for "green causes" is trying to protect the earth and the environment
- to rival** *vb*  
if company A "rivals" company B, companies A and B are both of the same standard or quality
- a charity** *n*  
an organisation that helps poor people, etc.
- to auction** *vb*  
if you "auction" an object, you sell it in a public sale. The person who offers the most money can have it
- an earthquake** *n*  
a violent movement of the ground. It often causes buildings to fall down
- an environmentalist** *n*  
someone who wants to protect the environment: the earth, land, sea, air, etc.
- reforestation** *n*  
planting new trees in an area where trees have disappeared
- UNEP** *abbr*  
the United Nations Environment Programme

# BANANA SPLIT



### Ingredients

- 1 1 banana
- 2 1 scoop of chocolate ice cream
- 3 1 scoop of strawberry ice cream
- 4 1 scoop of vanilla ice cream
- 150ml of **cream**
- 5 80 grams of dark chocolate
- 6 2 **tablespoons** of strawberry jam
- 7 **Crushed** hazelnuts
- 8 Chocolate flakes

### Process

1. Chop up the dark chocolate and **melt** in a **bain marie**. Add two **tablespoons** of the cream and **stir**.
2. Put the strawberry jam in a **sieve** to **remove** the **seeds**.
3. Cut a banana **lengthwise** and place in a dish.
4. Arrange the three scoops of ice cream on top.
5. **Garnish** with the chocolate and strawberry sauces. Put the strawberry sauce over the chocolate and strawberry ice cream, and the chocolate sauce over the vanilla ice cream.
6. **Whip** the remaining cream. Add some of the whipped cream on each scoop, then place three cherries on top of the whipped cream.
7. **Sprinkle** some chopped hazelnuts and chocolate flakes over the top.

Now it's time to enjoy your delicious banana split! 🍌

### VIDEO



Watch how to make a banana split. Search YouTube for "Banana split - quick recipe".

### GLOSSARY

**cream** *n*  
a type of thick milk that you can use in cooking or to put on desserts

**a tablespoon** *n*  
a large spoon used in cooking. It's often used for eating soup or cereal

**crushed** *adj*  
"crushed" nuts (for example) have been broken into very small pieces

**to melt** *vb*  
when you "melt" chocolate (for example) it becomes a liquid

**a bain marie** *n*  
a method of cooking: pan A has water in it and is cooking; pan B is placed inside pan A. Pan B is used to melt chocolate, etc. slowly and carefully

**to stir** *vb*  
if you "stir" food, you move it and mix it with a spoon

**a sieve** *n*  
a metal or plastic kitchen object with holes in it that's used to separate solids from liquids

**to remove** *vb*  
if you "remove" object A from a container, you take A out of the container

**seeds** *n*  
the small, hard parts of a plant from which a new plant grows

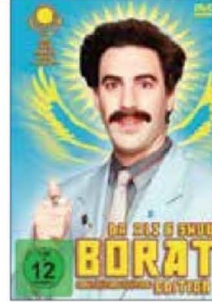
**lengthwise** *adv*  
if you cut something "lengthwise", you cut it along its longest side

**to garnish** *vb*  
if you "garnish" food, you decorate it with herbs, bits of chocolate, etc.

**to whip** *vb*  
if you "whip" cream, you move it around very quickly until it becomes thick

**to sprinkle** *vb*  
if you "sprinkle" chocolate (for example) over the top of ice cream, you put a small amount of chocolate over the ice cream

# BORAT



Borat is a television reporter from Kazakhstan... well, actually, he isn't really, he's comedian Sacha Baron Cohen **pretending** to be a reporter from Kazakhstan. As part of his **fictitious** job, Borat reports on life in the US and UK, interviewing real people: doctors, politicians, sportspeople, actors... Borat's interview technique is simple:

- 1 He asks silly questions or says ridiculous things.
- 2 The people he's talking to accept this – they just think that's the way he is;
- 3 They end up becoming the **butt of the joke**. In this scene, Borat is talking to a **recruitment** expert about how to get a job. Notice Borat's use of **broken English**.

### The Script

I=Interviewer B=Borat

I: Tell me a little bit about... what would your boss that you had at your last job... if I **called him up** and asked him what kind of **employee** you were, what would he say about you?

B: Erm, he will say bad things, but that is because he a **liar** [sic\*].

I: OK. What things would he say?

B: Erm, he would say that I'm very **lazy**.

I: OK, what does he mean by that?

B: He think I do not like work [sic].

I: OK, what about the previous job that you had. What would that boss say about you?

B: He also say a bad thing [sic]. He a liar too [sic].

I: Really?

B: Yes.

I: OK, so all of your **former** bosses are going to **lie** about you?

B: There is one that would say a good thing.

I: Which one is that?

B: He from a, from a sales company [sic], but he, erm, he's dead.

I: He's dead?

B: Yes.

I: OK, so we can't **get in touch** with him?

B: No.

I: Do you feel like you're the kind of person that can work well with other people?

B: I very good work with other people [sic], and I want you to know that I can **sniff out** if there is a **traitor** in a company. And if I find them, I can **finish** them.

I: Well, we really don't need you to do that.

### VIDEO



Watch the clip from the interview. search YouTube for "Borat job interviews".

### \*SIC

"sic" is used to indicate that the text has appeared exactly the way someone said something, often when that text is non-standard or incorrect. Literally, "sic" is Latin for "thus". "Sic" often appears in square brackets [sic].

### GLOSSARY

**to pretend** *vb*  
if you "pretend" to be someone, you act as if you're that person, even though you aren't really

**fictitious** *adj*  
a "fictitious" person isn't a real person and doesn't really exist

**the butt of a joke** *exp*  
the "butt of a joke" is the person who is the victim of the joke and the person who everyone else laughs at

**recruitment** *n*  
a "recruitment" expert helps people find work

**broken English** *exp*  
a style of English that a foreigner might use, with incorrect grammar and the incorrect use of words, etc.

**to call up** *phr vb*  
to telephone someone

**an employee** *n*  
someone who works in a company / organisation

**a liar** *n*  
someone who doesn't tell the truth

**lazy** *adj*  
someone who doesn't like to work

**former** *adj*  
your "former" boss is the one you had before the one you've got now

**to lie** *vb*  
to say things that aren't true

**to get in touch with** *exp*  
if you "get in touch with" someone, you speak to them by phone, etc.

**to sniff out** *phr vb*  
if you "sniff out" a traitor (for example), you discover them

**a traitor** *n*  
a "traitor" does something bad or illegal against their country or against the company where they work

**to finish** *vb intrans*  
if you "finish" someone, you kill them

I LIKE MONEY!

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

**Think about it** Have you ever lent anyone any money? Who was it? How much was it? Have you ever borrowed any money? Who from? How much was it? Have you got any loans or mortgages at the moment? When do you have to pay them back?

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



Answers on page 44

### 1 Pre-reading

Think of as many “money” words as you can. See if you can add some more words to the list: *debt, coin, note, exchange rate, dollar, yen, pound...*

### 2 Reading I

What methods could a debt-collecting agency use to collect a debt? Think of as many ways as you can. Then, read over the article once. Which method is the most effective? Which one is the most unethical? Why?

### 3 Reading II

Read the article again. Then, answer the questions.

1. How much does the average household owe (not including the mortgage)?
2. What are the pros and cons of pay-day loans?
3. How did the debt collector get Hannah Smith to pay back the loan?
4. What did debt collectors threaten to do to Marcy Newport?
5. Why was Barbara Cartlight angry with the debt collectors?
6. Why did Simon Gibbons put “Heaven” as the address for his dad’s letter?

### 4 Language focus

#### The use of get

Look at the extract from the article on this page, “...And the situation is only getting worse...” The writer has used an expression with “get” (“to get worse”). In this case, *get* is used to mean *become*. We can use *get* with lots of other words in this sense: *to get better, to get tired, to get lost, to get married...*

# MONEY PROBLEMS? WATCH OUT FOR THE DEBT COLLECTOR!

**L**ies. Scare tactics. Death threats. Some debt collectors will do anything to get their money back. And the situation is only getting worse.

Debt is a big problem in the UK. According to recent figures from the ONS (the Office for National Statistics), the average household has a mortgage of around £75,000, and owes £3,200 on credit cards, overdrafts or loans.

Desperate for money, many people turn to **pay-day loans**. These are short-term loans that are often advances on the next **pay check**. The loans are fine if you repay them within a short period of time, but if you don’t, the interest rates are extremely high. For example, you could be charged about \$15 on a loan of \$100, which is the equivalent of an **APR** (annual percentage rate) of over 3,000%.

So, what happens if you can’t repay a debt? One of two things: the debt can be **restructured**, giving you more time to repay it; or a debt-collecting agency is contracted to **retrieve** it. And here’s where the problems start. Debt-collecting agents’ salaries are often based on what they can collect, so they’ll do anything they can to get the money. And the quickest way to do that is by using highly aggressive tactics.

Hannah Smith of Las Vegas

was at work when she got a call from a man who gave his name as Officer Shard. Hannah had previously **taken out** a payday loan online. The caller said that if Hannah didn’t pay up, he’d send someone over to arrest her. “I consider myself **savvy**, but I **fell for** it,” she explained, after having borrowed the money from her parents in order to pay back the loan.

Marcy Newport of New Jersey told reporters how debt collectors had called and said they had the police outside. If she didn’t pay, they were going to **“drag”** her to jail. Paul Nichols started receiving messages on his Facebook page, informing all his friends and relatives of a debt he had with a credit card company. Stephen Simmonds from Pennsylvania was told that he was going to lose his home if he didn’t pay up. He owed \$12,000 in credit card debt after charging **everyday living expenses** on his card.

Barbara Cartlight was **hounded** by debt collectors who were calling her over a debt that belonged to her husband’s previous wife (imagine how she felt about that!). And Simon Gibbons had collectors **on his case** for a credit card debt his dad allegedly owed when he **passed away**. They only stopped after he sent back a bill with his father’s address **crossed out** and the

new address as “Number 1, Cloud Way, Heaven”.

Watch out for those nasty debt-collectors! ☹️

## GLOSSARY

- scare tactics** *vi*  
if someone uses “scare tactics”, they do things to frighten you
- a death threat** *vi*  
a promise to kill someone
- a debt collector** *vi*  
someone who collects debts (see next entry)
- (a) debt** *vi*  
an amount of money you must pay back to someone because they gave it to you before
- a mortgage** *vi*  
money the bank gives you to buy a house
- to owe** *vb*  
if you “owe” money, you must pay back that money to someone because you borrowed it from them
- an overdraft** *vi*  
if you’ve got an “overdraft”, you spend more money than you had in the bank
- a loan** *vi*  
a sum of money that you borrow
- a pay-day loan** *vi*  
a sum of money that you borrow instantly from a pay-day company
- a pay check** *vi*  
the money you receive for the work you do – your salary
- APR** *abbr*  
an annual percentage rate – the annual rate that is charged for borrowing money including all costs
- to restructure** *vb*  
if you “restructure” a loan, you change the conditions so you can pay it back over a longer period, for example
- to retrieve** *vb*  
if you “retrieve” money, you receive it from the person who borrowed it
- to take out** *phr vb*  
if you “take out” a loan, you borrow money
- savvy** *adj*  
if you’re “savvy”, you’re clever and understand how things work
- to fall for** *exp*  
if you “fall for” a trick, you become the victim of that trick
- to drag** *vb*  
if you “drag” someone to a place, you pull them there by force
- everyday living expenses** *vi*  
things that you have to pay for every day: food, transport, clothing, electricity, etc.
- to hound** *vb*  
if A “hounds” B, A keeps asking B questions or annoying B
- on your case** *exp*  
if someone is “on your case”, they’re investigating you and trying to make you do something
- to pass away** *phr vb*  
to die
- to cross out** *phr vb*  
if you “cross out” words, you put a line through them and write something else there instead

Answers on page 44

### 1 Pre-reading

Match the Nordic countries (1 to 5) to the capitals (a-e).

- Iceland
- Sweden
- Finland
- Norway
- Denmark

- Oslo
- Copenhagen
- Helsinki
- Stockholm
- Reykjavik

What do you know about these countries? What words do you associate with Scandinavia? Add some more to the list:

*skiing, wolves, forests, Vikings, snow, ice, fjords, boats, mountains, blonde hair...*

### 2 Reading I

Read or listen to the article once. Which Nordic Noir series sounds more interesting? Why?

### 3 Reading II

Read the article again. Then, write *The Killing* or *The Bridge* next to each statement.

- The first season was broadcast in 2011.
- It's set in Copenhagen.
- The police agencies from two countries have to collaborate.
- It was first broadcast in January 2007.
- It was shown on BBC Four in January 2014.
- The Duchess of Cornwall is a big fan.

### 4 Language focus Phrasal verbs

Look at the extract from the article on this page, "...The stories often revolve around..." The writer has used a phrasal verb particle "around". Make sentences with the following phrasal verbs: look around, walk around, take around, show around.



# HAVE YOU SEEN A NORDIC NOIR?

**N**ordic Noir is used to refer to crime books, films and TV series from Scandinavia (principally Denmark and Sweden). The stories often revolve around a murder, and feature bleak landscapes, isolated settings and fairly ordinary police officers who have to solve the crime. Here are two popular Nordic Noir TV series.

#### 1 The Killing

*The Killing* is a TV crime series. It was first broadcast on the Danish national television channel DR1 on 7th January 2007, and has since been shown in a number of other countries worldwide. The series is set in Copenhagen's main police department and revolves around Detective Inspector Sarah Lund (played by Sofie Gråbøl) and her team. In each season, there's a different murder case, with a one-hour episode typically covering 24 hours of the investigation. *The Killing* was a big hit in Denmark and other countries such as the UK, Germany and The Netherlands. Prince Charles' wife, Camilla (the Duchess of Cornwall) is a big fan. She once turned up at the set to greet the actors and was presented with a jumper similar to the one

typically worn by Sarah Lund (the principal character in the series). In season one, the brutally-murdered body of a 19-year old woman is discovered. Sarah must head the investigation to catch the killer.

#### 2 The Bridge

Saga Noren is the main star of *The Bridge*. She's a professionally obsessive and socially-inept detective from the Swedish city of Malmo. She spends the show tracking down serial killers and master criminals across Sweden and Denmark. The series was first broadcast on Sweden's SVT1 and Denmark's DR1 during the autumn of 2011. The second series aired in Sweden, Denmark, Norway, Finland and Iceland over 10 weeks from 22nd September to 24th November 2013, and was shown in the UK on BBC Four from 4th January 2014. Season one of the series revolves around a police investigation following the discovery of a body on the Øresund Bridge, which connects Sweden and Denmark. The body has been placed between the countries, falling under the jurisdiction of both the Danish and Swedish police agencies. Saga Norén, from the Swedish side, and Martin

Rohde from the Danish, lead the investigation

A bit of Nordic Noir anyone? 🗣️

#### VIDEO



Watch a trailer for *The Killing*. Search YouTube for "The Killing DVD trailer".

#### GLOSSARY

- Nordic** *adj* "Nordic" countries are Scandinavian countries such as Norway, Denmark, etc.
- (Film) noir** *n* film "noir" refers to a genre of black and white crime films from the 1940s to 50s
- to feature** *vb* if a film "features" a particular thing, that thing is an important part of it
- bleak** *adj* a "bleak" place is cold, empty and unattractive
- a landscape** *n* everything you can see when you look across an area of land: the mountains, hills, rivers, buildings, trees...
- isolated** *adj* an "isolated" place is a long way away from towns and people
- a setting** *n* a particular "setting" is a place where something happens
- to broadcast** *vb* to show a film or TV show on television, etc.
- brutally-murdered** *adj* murdered in a cruel, violent and horrible way
- to head** *vb* if someone is "heading" an investigation, they're in control of it and they're the leader / boss
- obsessive** *adj* if someone's behaviour is "obsessive", they cannot stop doing a particular thing
- socially-inept** *adj* someone who is "socially-inept" isn't very good at talking to or dealing with people
- to track down** *phr vb* if you "track down" a murderer (for example), you find and arrest them
- a serial killer** *n* someone who kills several people over a period of time
- to revolve around** *phr vb* if a show "revolves around" an investigation (for example), it's about that investigation
- a jurisdiction** *n* if an investigation is under the "jurisdiction" of Denmark (for example), Denmark has the authority to investigate the crime

WHERE'S THE SMOKE?

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

**Think about it** Have you ever smoked regularly? How many cigarettes did you smoke a day? What are your top tips for giving up? What do you think of the smoking bans? How effective are they? What else can be done to help people give up smoking?

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

# HOW EFFECTIVE ARE E-CIGARETTES?

Answers on page 44

## 1 Pre-reading

Look at the list of "smoking-related words below. What do they mean? Can you think of any other words for the list?

*cigarette, cigar, cigarette butt, smoke, filter, smoker, lungs, packet of cigarettes, inhale, exhale, ash, ashtray, tobacco, second-hand smoke, passive smoker...*

## 2 Reading I

What are the pros and cons of e-cigarettes? Make notes. Then, read or listen to the article once to compare your ideas.

## 3 Reading II

Read the article again. Then, answer the questions.

1. What type of liquid solutions do e-cigarettes have?
2. How many Britons use e-cigarettes?
3. What did the American Heart Association say about nicotine addiction?
4. Why are e-cigarettes safer?
5. How many cigarettes was Patrick Morsey smoking every day before he gave up?
6. What has the WHO said about e-cigarettes?

## 4 Language focus Passives

Look at the extract from the article on this page, "...e-cigarettes are unregulated..." The writer has used a passive construction: *are unregulated*. Why do you think the writer has used a passive?

What's the best way to give up smoking? Some say that e-cigarettes are the answer. But just how effective are they?

E-cigarettes look and feel like real cigarettes. But that's where the similarity ends. Inside an e-cigarette there's a battery, a heating element and a **replaceable cartridge** filled with liquids. Some of the liquid solutions have a mixture of nicotine and **flavourings**, while others just have flavourings. The heating element creates a **vapour** from the liquids that smokers can **inhale** and **exhale**.

Around 1.3 million Britons now use e-cigarettes. So, why are they so popular? For a start, they satisfy a **craving** for nicotine. Nicotine is a powerful drug that acts as a **stimulant**. It's also highly **addictive**. In fact, the American Heart Association claims that nicotine addiction is one of the hardest to **break**.

E-cigarettes are also safer. The tobacco in ordinary cigarettes contains over 4,000 chemicals, as well as **tar**, which **sticks** in the lungs. However, e-cigarettes have none of these dangerous substances, so you can enjoy them without damaging your health. Plus, there's no ash and no nasty smell, and you can smoke e-cigarettes in most bars, pubs, clubs and restaurants.

So, can e-cigarettes help smokers give up the habit? Traditionally, people who want to stop have used **nicotine patches** and **gum**. However, many find e-cigarettes more effective because they **replicate** the physical action of smoking. "I was a 30-a-day man, and I'd tried just about everything, but within days of using an e-cigarette, I'd given up!" explained ex-smoker Patrick Morsey.

However, there are a few **drawbacks**. For a start, e-cigarettes are **unregulated** and there hasn't been much research on them, so no one is sure of the risks. The **WHO** says that while there are fewer toxins in e-cigarettes, there are still some. Also, e-cigarettes can become **addictive** as people often suck on them **non-stop**, without realising how much nicotine they're consuming. Others say that they **glamorise** smoking, especially among the young.

As a result, public health officials in the UK have advised **sticking to** patches and gum. But Sarah Wollaston, a GP and Conservative MP for Totnes, has said, "We have patches and nicotine tablets but they don't **suit** everybody. If there's a product out there that for some people is going to be better for them, I don't think we should **turn our backs on** that."

E-cigarette anyone? ☺

## VIDEO

YouTube

Watch a video on e-cigarettes. Search YouTube for "How Do Electronic Cigarettes Work?".

## GLOSSARY

**to give up** *phr vb*  
if you "give up" smoking, you stop smoking

**replaceable** *adj*  
if something is "replaceable", you can throw it away and put a new one in its place

**a cartridge** *n*  
a part of a machine that you can take out and replace when it's empty, etc.

**a flavouring** *n*  
substances that are added to food or drink to give it a particular taste: strawberry, vanilla, etc.

**a vapour** *n*  
little drops of water in the air which appear as a kind of gas

**to inhale** *vb*  
when you "inhale", you take air into your mouth

**to exhale** *vb*  
when you "exhale", you push air out of your mouth

**a craving** *n*  
if you've got a "craving" for something, you really want that thing

**a stimulant** *n*  
a drug that makes your body work faster, often increasing your heart rate

**addictive** *adj*  
if a substance is "addictive", you cannot stop taking it

**to break** *vb*  
if you "break" an addiction, you manage to stop it

**tar** *n*  
one of the poisonous substances in tobacco

**to stick** *vb*  
if a substance "sticks" to you, it goes onto you and you can't take it off

**a nicotine patch** *n*  
an object you stick on your body (your arm, for example). It releases nicotine into your body

**gum** *n*  
chewing gum – a soft, sticky substance that you chew (eat with your teeth), but don't swallow (take into your stomach)

**to replicate** *vb*  
to copy; to copy the action of

**a drawback** *n*  
a disadvantage; something that isn't good or positive

**unregulated** *adj*  
if something is "unregulated", there are no rules or laws for it

**the WHO** *abbr*  
the World Health Organisation

**non-stop** *adj*  
if you do something "non-stop", you continue doing it and you don't stop

**to glamorise** *vb*  
to make something appear to be more attractive than it really is

**to stick to** *exp*  
if you "stick to" something, you continue using it and don't change

**to suit** *vb*  
if something "suits" you, you like it

**to turn your back on** *exp*  
if you "turn your back on" something, you ignore it and don't consider it as an option

# MUSIC & MUSICIANS

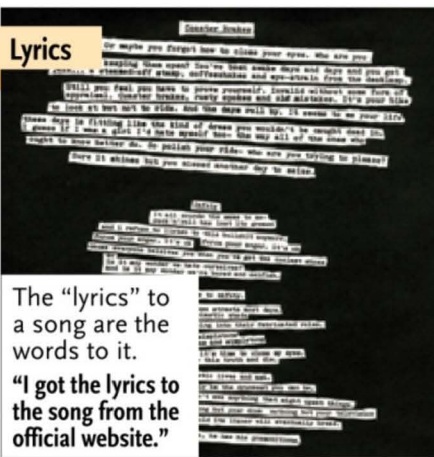
Here are some words to describe music.

## Catchy



A “catchy” song is easy to remember.  
 “The song is really catchy – I’ve been singing it all day.”

## Lyrics



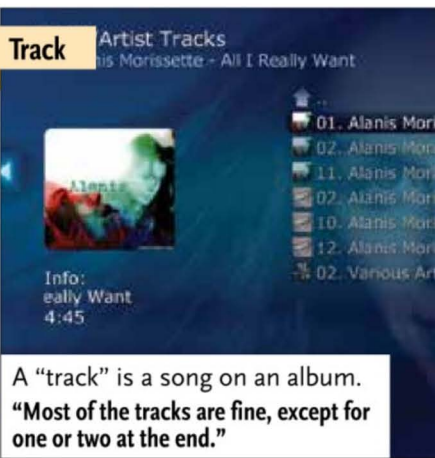
The “lyrics” to a song are the words to it.  
 “I got the lyrics to the song from the official website.”

## Jingle



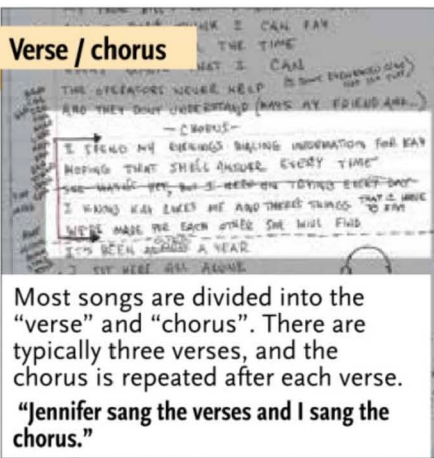
A short, simple tune, often with words, which is used to advertise a product.  
 “I love that jingle for Sandy’s Ice Creams – it’s really catchy.”

## Track



A “track” is a song on an album.  
 “Most of the tracks are fine, except for one or two at the end.”

## Verse / chorus



Most songs are divided into the “verse” and “chorus”. There are typically three verses, and the chorus is repeated after each verse.  
 “Jennifer sang the verses and I sang the chorus.”

## Rhythm



The “rhythm” of a song is the regular series of sounds that it produces.  
 “She was clapping along to the rhythm of the song.”

## Beat



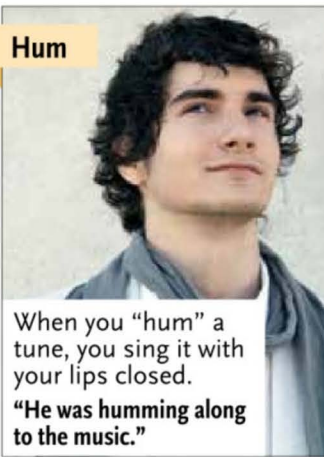
The beat of a piece of music is the main rhythm that it has.  
 “Our hotel room was just above a nightclub, so we could hear the beat of the music all night!”

## Funky



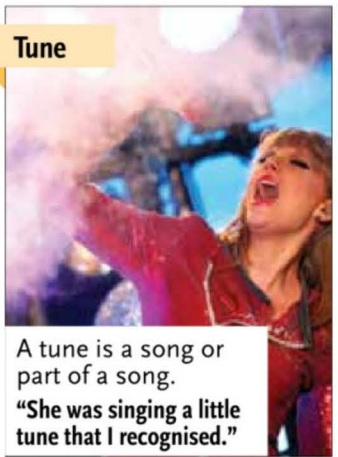
“Funky” music has a strong beat that is good for dancing.  
 “I love dancing to this song – it’s so funky.”

## Hum



When you “hum” a tune, you sing it with your lips closed.  
 “He was humming along to the music.”

## Tune



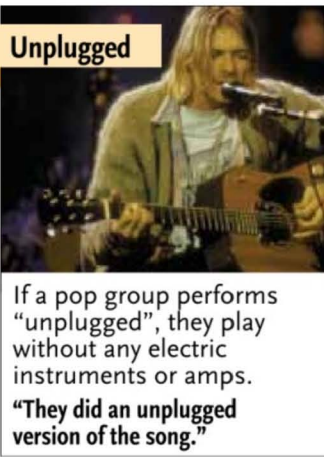
A tune is a song or part of a song.  
 “She was singing a little tune that I recognised.”

## Melody



A “melody” is a series of musical notes that sounds nice and is easy to remember.  
 “I really like the melody in this song.”

## Unplugged



If a pop group performs “unplugged”, they play without any electric instruments or amps.  
 “They did an unplugged version of the song.”

## In tune / out of tune



If someone is singing “in tune”, they’re producing the right notes. The opposite is “out of tune”.  
 “She was singing a bit out of tune.”

## Earworm (informal)



An “earworm” is a song that you can’t stop singing because it’s “trapped” in your head.  
 “I’ve had this earworm in my head all day.”

## QUIRKY NEWS

Unusual news stories from around the world.

## THIEVING ANIMALS!



It isn't only humans who steal. Some animals are expert **thieves**, as these three stories clearly show.

## The squirrel

For several months, **residents** of a quiet street in London noticed how their soap and shower gel **kept** disappearing. No one was sure who the **culprit** was until an elderly gentleman noticed a squirrel jumping from the branch of a nearby tree into an open bathroom window. "I saw this little grey squirrel **leap** into an open window," explained 72-year-old Mark Murphy. "Seconds later, he jumped out again with a bar of soap under his arms." Those living in the street have now complained to the local council about the trees being too close to their homes; and they're demanding they be cut down.

## The cat

A 42-year-old man from Peterborough has written a letter to neighbours **apologising** for the behaviour of his cat. Norbert, a four-year-old **tabby**, has been stealing things from nearby houses and gardens. The list of stolen items includes **dishcloths**, **bras**, jumpers, T-shirts and boxer shorts. He's also been caught with half a pizza, an unopened

packet of pâté and a large German sausage. "At first we thought it was funny to see him bringing the stuff through the **cat flap**," the owner explained. "But he wouldn't stop, and now there's a big **pile** of things in the house belonging to our neighbours." In the letter, the owner wrote, "If you've lost anything recently, please let us know and I'll look through the items we have here. Apologies again for any inconvenience."

## The magpie

Three years ago, Jessica Boaler lost her diamond **engagement ring**. "I was **heartbroken**," she explained. "And my partner, Justin, wasn't too pleased either. I'd left the ring on the bathroom **window ledge** when I took a shower but it wasn't there when I returned. I thought it must have fallen out of the window but it was a complete mystery," she added. However, just recently, her partner, Jason, found it in a Magpie's **nest**. He'd climbed up a tree so he could cut off some of the **branches** when he **spotted** the ring. "The bird must have **swooped down** and taken it from the open window. It's amazing the ring was still there but I'm so glad to get it back." Still engaged, the pair have now **insured** the ring and are



planning to get married in the very near future. ☺

## VIDEO



Watch a magpie stealing some candles. Search YouTube for "A magpie caught stealing our candles".

## GLOSSARY

- a thief** *n*  
someone who steals something
- a resident** *n*  
the "residents" of a house or street are the people who live there
- to keep + gerund** *exp*  
if something "keeps" happening, it happens many times, one after the other
- a culprit** *n*  
the person who committed a crime
- to leap** *vb*  
to jump
- to apologise** *vb*  
to say sorry
- a tabby (cat)** *n*  
a cat that has fur (hair) with dark stripes (lines) on a lighter background
- a dishcloth** *n*  
a small piece of material you use to dry plates after you've washed them
- a bra** *n*  
an item of clothing that women wear under their shirts/blouses
- a cat flap** *n*  
a small hole at the bottom of a door that a cat can use to enter or leave the kitchen
- a pile** *n*  
a "pile" of things is a mass of them with one thing on top of the other
- an engagement ring** *n*  
a piece of jewellery you wear on your finger to show that you're engaged (going to get married)
- heartbroken** *adj*  
very sad
- a window ledge** *n*  
a narrow area just below a window. People often put plants on it
- a nest** *n*  
a little bird house in a tree that a bird makes with little sticks
- a branch** *n*  
a part of a tree that grows out of its trunk (the main part of the tree)
- to spot** *vb*  
to see / to notice
- to swoop down** *phr vb*  
if a bird "swoops down", it flies down in a smooth, continuous movement
- to insure** *vb*  
if you "insure" an object, you pay money to an insurance company so that if you lose that object, they'll give you some money so you can get another one

Answers on page 44

## Pre-reading

Match the animals (1 to 3) to the items that they stole (a-c). Use your imagination to guess.

- Squirrel
- Cat
- Magpie

- Clothing
- A diamond ring
- Soap and shower gel

## Reading I

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

## Reading II

Read the article again. Then, write Squirrel, Cat or Magpie next to each statement.

- His owner has had to apologise to neighbours.
- He stole it three years ago.
- He jumped in through an open window.
- An elderly gentleman discovered that he was the culprit.
- He took it off a window ledge.
- His crimes escalated and became unstoppable.



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Answers on page 44

### 1 Pre-listening

Think of as many types of party as you can:

*birthday party, wedding party, going away party, surprise party, homecoming party, fancy-dress party, dinner party, engagement party, Halloween party, pyjama party, New Year's Eve party...*

What does each one involve? What are your favourite types? Why?

### 2 Listening I

You're going to listen to two people talking about parties. Listen once. What type of parties do they mention?

### 3 Listening II

Listen again. Then, answer the questions.

- Whose house did Madison go to for the party?
- What happened towards the end of the party?
- What did the drunk guy at Oscar's party do in the kitchen?
- Why did he "shuffle away"?
- What was Madison going to do for her 23rd birthday party?
- What happened when she walked into her friend's house?

### 4 Language focus Short answers

Look at this extract from the audio script of the recording *Chatting about parties*:

Oscar: Was it any good?

Madison: Not too bad.

Notice how the second speaker uses a short phrase to answer the yes/no question (*not too bad*). Can you think of any more short phrases to use in answer to this question?

### 5 Listening III

Complete the audio script with the correct words.

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

**Think about it** When was the last time you went to a party? What was it like? Have you ever hosted a party? How did it go? What type of party was it? What do you like/dislike about parties? What would your dream party be like?

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

### Note!

Don't read the audio script until you've completed the exercises and activities.



# Chatting about parties!

It's Monday lunchtime and Oscar and Madison are chatting in a coffee shop. Oscar is asking about Madison's weekend.

**Oscar:** So, what did you get up to at the weekend?

**Madison:** Not much... oh, well, I went over to Ben's house on Saturday – he was having a party.

**Oscar:** Was it any good?

**Madison:** Not too bad, but the neighbours complained – they came down a couple of times to tell us to (1) \_\_\_\_\_, then they called the police at about one in the morning.

**Oscar:** Oh, no.

**Madison:** Yeah, but nothing happened because it was all sort of over by then anyway.

**Oscar:** Last time I had a house party I swore I'd never do it again. It took me days to clean up afterwards, and the smell of alcohol and cigarette smoke didn't go away (2) \_\_\_\_\_. I had to chuck out the carpet from the living room as it was impossible to get the stains out.

**Madison:** Terrible!

**Oscar:** I remember this one guy who was there – I didn't have a clue who he was – he was really drunk in the kitchen and he goes, "Hey, come and have a look at this," and he opens the fridge door and (3) \_\_\_\_\_ that's inside it, which was actually mine! "Look what I found," he says all pleased with himself, "Want

some?" And I go, "Well, actually, it's my fridge and my cake, so maybe later." He just shuffled off after that. I saw him (4) \_\_\_\_\_ – he'd passed out.

**Madison:** Did the neighbours complain?

**Oscar:** No, but I got some pretty nasty looks for a few weeks after that in the corridor.

**Madison:** One of the best parties I ever had was for my 23rd. No one was around, so I'd sort of resigned myself to having a quiet night in on my own. Anyway, I was just about to start watching a DVD when there was a (5) \_\_\_\_\_. It was one of my friends, and he'd popped over to see if I wanted to go to the pub. Yeah, sure, I said and we (6) \_\_\_\_\_. On the way, he stopped off at his house to pick up a jacket, and asked me to come in as he wanted to show me (7) \_\_\_\_\_. So, I went with him and just as soon as I walked in, all my friends popped out of nowhere and shouted "Surprise!" It was great – they'd organised this surprise party for me (8) \_\_\_\_\_. I thought they'd forgotten all about me.

**Oscar:** Nice!

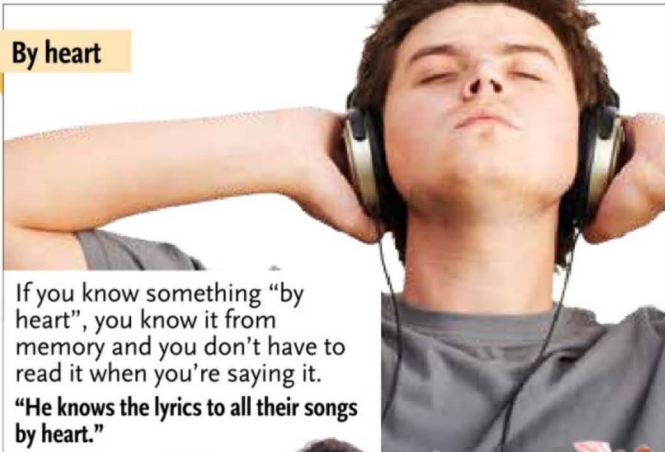
**Madison:** So, has anyone ever organised a surprise party for you?

**Oscar:** No, they haven't, but I did ... [fades out]

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## By heart



If you know something "by heart", you know it from memory and you don't have to read it when you're saying it.  
"He knows the lyrics to all their songs by heart."

## As fit as a fiddle



Someone who is "as fit as a fiddle" is very healthy and in good physical shape.  
"She's over 60, but she's as fit as a fiddle."

## Play second fiddle



If you "play second fiddle" to someone, you work in an inferior position to that person as they are superior.  
"I'd rather leave the company than stay here and play second fiddle to him!"

## Strike the right note / hit the right note



If you "strike the right note", you do something that everyone else likes or approves of.  
"Your speech went down really well with the guests and struck just the right note."

## Sound like a broken record



If someone "sounds like a broken record", they keep repeating the same thing over and over again.  
"OK, I got the message, there's no need to keep going on about it. You're starting to sound like a broken record."

## Go for a song



If something "goes for a song", it's sold for a very cheap price.  
"The antique chairs were going for a song."

## Ring a bell



If something "rings a bell", you recognise it or you think you've heard it before.  
"Your name rings a bell, but I can't remember where we've met before."

## Blow your own trumpet



If someone "blows their own trumpet", they talk about how good they are or how well they've done.  
"You were very good, but there's no need to keep blowing your own trumpet about it."

**Objective** To improve your advanced listening skills by listening to several speakers chatting in an informal setting.

**Think about it**

What do you usually do on Sundays? What are you going to do next Sunday? What's your idea of the perfect Sunday? Do you ever work on Sunday? What do you do? Do you ever do any sport on Sunday? What?

TRACK 24: SEVERAL ENGLISH ACCENTS

I WISH IT WAS SUNDAY!



**Note!**

Don't read the audio script until you've completed the exercises. Also, please note that when people chat informally, they often use non-standard English and rarely speak in full sentences.

GROUP TALK

CHATTING ABOUT SUNDAY!

Answers on page 44

**1 Listening I**

What do you like to do on Sunday? Make a list. Then, listen to the conversation once. Did they mention any of your ideas?

**2 Listening II**

Listen again. Then, answer the questions.

1. How old was the first speaker when she started working in retail?
2. What does the second speaker like to do on Sunday?
3. Why does the male speaker think it's difficult to shop on Sunday?
4. What does one of the speakers say about the people who have to work on Sunday?
5. What does the male speaker say that Sunday is reserved as?
6. When would he rather go shopping?

Audio script: Sunday

**Megan:** Well, I've worked in retail since I was sixteen years old, and I've always worked on a Sunday, never the Saturdays like everyone else, I've always just worked Sundays. But the Sunday shoppers, the people that shop on Sundays, I don't know if I agree with it. I think, weekends you can enjoy it, be at home... But everyone goes shopping on a Sunday, what do you think, good or bad idea?

**Sara:** For me, Sundays are definitely the days I need to just relax. [exactly] Like, shopping can be relaxing but for me it's not, so for me, shopping on Sunday is a major like... [no, no] No, no, I don't want to do that.

**Tim:** Yeah, definitely and also I think that shopping on, on Sundays in particular, let alone weekends, is kind of difficult to do because all the stores that I want to go to are closed.

**Megan:** Exactly. But a lot of places now, everywhere's open on a Sunday until so late at night. [That's true.] And it's just, I think it's ruining the fun of the weekend. For me, for me working on Sundays, it ruins the fun of the weekend, it's so busy and there's...

**Sara:** Yeah, you do have to think about, yeah, you have that perspective of the person who's actually doing the work. [exactly] And the people who are working

want to relax too.

**Megan:** I know!

**Tim:** And in my, in my personal opinion, Sunday's always been reserved as a, as a family day. [That's true.] And you spend six, you spend almost seven days out of seven days in a week working, working, working and you just need some time to, to relax. [some time to yourself] Some time to yourself.

**Sara:** Yeah and with your family and to yourself.

**Tim:** Yeah, I would have to say that, it's not my choice day to go shopping. I'd rather go shopping on, like, a Friday or something like that.

**Megan:** Definitely, me too. 🍕

**Top tip: how to listen**

The most important thing to remember when listening to a conversation is that you won't understand every word. So, you should only listen out for the key words – the most important words in the conversation: the nouns, verbs, adjectives, etc. Then, you can use your intuition to fill in the gaps – just as you do in your own language. Knowing the context and topic of the conversation will help with this.

**Objective** To teach you some slang words and expressions.

**Think about it** When was the last time you had problems with a piece of technology? What was the problem? How did you fix it? What do you normally do when you have a problem with technology? Are you good at fixing things? Give examples.

# SLANG CONVERSATION TECHNOLOGY!

**Warning**  
Many of the words and expressions from this section are used in informal situations. So, be careful how you use them yourself!

Sandra is at work. She's been having some problems with her computer. Computer technician Nigel has come over to have a look at it. [Listen once and answer these questions.]

1. What does the technician suggest in the end?
2. Why is Sandra in trouble?

Then, listen again and try to guess the meaning of the following slang expressions (also marked in bold in the text). Write out a version of them in Standard English:

	Slang expression	Standard version
1	TO PLAY UP (A MACHINE)	
2	A RACKET	
3	NO LUCK	
4	KEEP YOUR HAIR ON!	
5	TO BASH	
6	OMG	
7	FILTHY	
8	BEATS ME!	
9	FYI	
10	GIVE ME A HAND	
11	GRAB HOLD OF THIS	
12	DODGY	
13	TO MUNCH ON	
14	TO PACK IN / TO CONK OUT	
15	BTW	
16	LOL	
17	TO GET THE HANG OF SOMETHING	

## Dialogue N=Nigel S=Sandra

**N:** So, what's up?  
**S:** Computer's been **playing up** again. It started making this awful **racket** when I turned it on this morning then the screen went blank.  
**N:** Have you tried turning it off and on again?  
**S:** Yeah, but **no luck!**  
**N:** OK, let's see what's going on. [*He starts hitting it with a hammer.*]  
**S:** Careful!  
**N:** **Keep your hair on!** I know what I'm doing. Sometimes you just need to **bash** it about a bit. [*He tries to turn it on again.*] Right, well, that didn't work. Let's open her up. [*He opens it up.*] **OMG!** This is **filthy!** [*He's pulling things out.*]  
**S:** What's that?  
**N:** **Beats me!** **FYI** – you need to clean the inside of the computer a bit every now and then. There's more dust in here than on the moon.  
**S:** Right.  
**N:** Here, **give me a hand.** **Grab hold of this.** [*He gives him something from inside the computer.*] And this. There's some **dodgy** wiring in here too. Look at this, the cable's half chewed. Have you got mice?  
**S:** What?

I HATE TECHNOLOGY!



**N:** Mice. It looks like a mouse has been **munching on** this.  
**S:** Dave had a hamster he kept here but it escaped. Maybe it was him.  
**N:** You can't keep hamsters at work. I might be forced to report you to management.  
**S:** Right, so, erm, what's the matter with it?  
**N:** Well, the hard-drive is corrupted, your motherboard has **packed in** and the power supply has **conked out**.  
**S:** In plain English?  
**N:** You need a new computer.  
**S:** But can you get the data out?  
**N:** I'll have to see. Don't you people do back-ups?  
**S:** Well, you know how it is.  
**N:** Well, this is the price you pay. **BTW**, I'm going away for a couple of days, so I won't be able to get it back to you this week.  
**S:** **OMG.** I'm in big trouble.  
**N:** **LOL** – you're **getting the hang of this!**  
**S:** Oh, **STFU!**  
**N:** What does that mean?  
**S:** Look it up!

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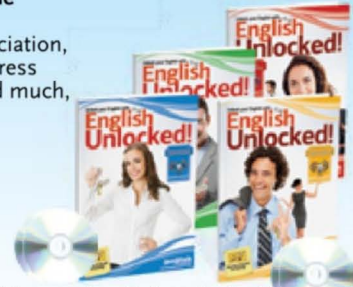
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**Objective** To improve your reading and listening skills.

**Think about it** How would you describe your sense of humour? What makes you laugh? What funny films do you like? Which comedians do you like? Why do you like them? Have you visited any funny websites lately? Which ones are they? What could you see/do there? Have you seen any funny videos on YouTube recently? What were they?

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

# 5 websites to make you laugh



**F**eeling down? Why not visit one of these five comedy websites. They're guaranteed to make you laugh!



## 1 Reddit.com

Founded in 2005, *Reddit.com* is a social news and entertainment website. Registered users submit content in the form of a link or texts. Other users then vote these things "up" or "down". The most recent and well-liked content appears at the top on the front page of the site. Although *Reddit* isn't strictly a comedy site, it has lots of great stuff in its "Funny" section.



## 2 BuzzFeed.com

This site has loads of funny videos, articles, memes, games and quizzes. Things to look out for include 15 *Wildest Office Pranks*, 12 *Signs You Might Be Addicted To A TV Show*, 15 *Facts That Prove Cat People Aren't Crazy* and 51 *Animal Pictures You Need To See Before You Die*.



## 3 CollegeHumor.com

This site was created in 1999 and gets about seven million visitors per month. Two of its videos have been chosen as the winners for Webby Awards: *Pixar Intro Parody* which is a **bizarre** video about the funeral of

one of the letters from the word "Pixar"; and *Web Site Story*, which is a **parody** of the musical *West Side Story*. Other hilarious videos to look out for include a debate on the pros and cons of going to college, and another with advice on "How to get out of the friend-zone".



## 4 TheOnion.com

First appearing as a **satirical** newspaper in 1988, *TheOnion.com* has hundreds of videos and articles on news and current affairs, and receives an average of 7.5 million visitors a month. It's famous for its **spoof** items, such as *Michelle Obama Seen Outside Walking Family Rhinoceros*, which comes complete with a photo-shopped image of Michelle and a gigantic rhino, or the **ludicrous** *Dad Can't Believe Lawn Didn't Get Him Anything For Father's Day*.



## 5 FunnyorDie.com

This site has lots of really funny videos. And as the name suggests, users vote on videos, choosing the options "funny" or "die". If the video receives too many "die" votes, it's sent to the site's "crypt". But if it gets enough "funny" votes it goes into the Hall of Fame. The site was created in 2006 by comedians Will Ferrell and Adam McKay. The site's first video, *The Landlord*, stars Will Ferrell and has had over 70 million views. In this short film, an

angry **toddler** plays the part of the landlord. Videos to watch out for include *Just A Tip: Taxi* with some valuable advice on how to catch a taxi when you're in a traffic jam, and *Over Analyzing Texts*, with some top tips on how to respond to **text messages** from someone you've recently started **dating**.

Have fun! ✨

## VIDEO

YouTube

Watch Will Ferrell's Landlord sketch. Search YouTube for "Will Ferrell - The Landlord".

## GLOSSARY

- down** *adj*  
if you're feeling "down", you're feeling a bit sad or depressed
- entertainment** *n*  
an "entertainment" website will have things that make you laugh or that give you pleasure, such as interesting stories, etc.
- a user** *n*  
someone who is a registered member of a website, etc.
- to submit** *vb*  
if you "submit" information, you send it, upload it or put it on the website
- loads of** *exp*  
lots of
- to look out for** *exp*  
if you tell someone to "look out for" something, you're saying that they should see it because it's interesting
- wild** *adj*  
crazy, really funny
- a prank** *n*  
a joke you play on someone, often with the intention of making them look stupid
- bizarre** *adj*  
very strange or unusual
- a parody** *n*  
a funny version of a famous piece of music, film, book, etc.
- the friend-zone** *n inform*  
if you're in the "friend-zone" with someone, you're friends with them and not romantically involved
- satirical** *adj*  
a "satirical" newspaper (for example) uses humour to criticise or make fun of people
- spoof** *adj*  
a "spoof" story is one that appears to be serious but is actually a joke
- ludicrous** *adj*  
ridiculous or funny in a silly way
- a lawn** *n*  
an area of grass that is short and well-looked after
- a crypt** *n*  
literally, a "crypt" is a room under a church where people are buried. In this case, it's a closed area on the website for videos that aren't popular
- a toddler** *n*  
a young child between the ages of 2 and 4
- a text message** *n*  
a written message that you send on your mobile phone
- to date** *vb*  
the person you're "dating" is the person you're having a relationship with

Answers on page 44

## 1 Pre-reading

Make a list of three of your favourite websites. Why do you like them? How often do you visit them? What is there to read or see on the website?

## 2 Reading I

Read or listen to the article once. Which website sounds the most interesting? Which one would you like to visit? Why?

## 3 Reading II

Read the article again. Then, write the name of a website next to each statement. Do it without referring back to the article.

1. A video on the site was a parody of a famous musical.
2. Popular links appear at the top of the homepage.
3. Unpopular videos on the website are confined to a "crypt".
4. Content posted on the website is submitted in the form of a link.
5. It has a lot of spoof news items.
6. One of the posts on the site had some funny animal pictures.

## 4 Language focus Linking words

Look at the extract from the article on this page, "...Although Reddit isn't strictly a comedy site..." The writer has used a linking word (*although*). See if you can write three of your own sentences with *although*.

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

**Think about it** How do you organise your time? How could you improve your time management? Do you keep track of your spending? Why? Why not? Do you have a filing system at home? How does it work? Would you describe yourself as an organised person? Give examples. Which areas of your life would you like to improve? Why?

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

I'M FEELING  
BETTER  
ALREADY!

Answers on page 44

## 1 Pre-reading

What five things could you do to improve your life right now? Make notes.

## 2 Reading I

Read or listen to the article once. Which ideas do you like? Which ones could you incorporate into your life?

## 3 Reading II

Read or listen to the article again. Then, answer the questions without referring back to the article.

1. How does the writer suggest you get rid of any clutter?
2. What advice do psychologists have for motivating yourself?
3. What does the writer say you should do if you start having negative thoughts?
4. How does the writer suggest you can save money?
5. What does the writer say you should do with the things on your "must-do" list?
6. How much time does the writer suggest spending on web-related activities?

## 4 Language focus Reflecting on the past

Look at the extract from the article on this page, "...Stop thinking about all the things you should have done or could have done..." The writer has used some Perfect modal verbs (*should have done / could have done*). Write down three things you should have done yesterday or last week.

# 10 ways to improve your life!

**W**ant to earn more money, have more time for yourself and live a happier life? If so, why not try incorporating a few of these ideas into your daily routine?

Get rid of any **clutter**. Go through your drawers and cupboards and throw out any old magazines, keys and batteries that you've **accumulated** over the years.

Walk around your home and identify 10 things you need to fix: a broken light bulb, a missing button, a broken kitchen cupboard door. Then, try to repair them one by one for the next 10 weeks.

Psychologists say that one of the best ways to motivate yourself is to write down five things you're really grateful for. Try it!

Make a list of 10 to 20 things that you enjoy doing. For example: walking in the park, going to the cinema, chatting with friends. Then, try to do at least one of them every day.

Stop thinking about all the things you should have done or could have done and focus instead on the things that you can do and will do. As soon as any negative thoughts try to **creep in**, start thinking of something more positive.

Try to learn at least one new thing every day: the name of a tree that grows in the park near your house, an unusual word from the dictionary, the composer of a piece of music that you like...

**Track** every penny you spend for the next four weeks. Then, create a spending plan and try to stick to it. Also, look up any tips on how to save money. For example: go shopping with a list, turn off lights any time you leave the room, put on a sweater instead of turning on the heating...

Make a list of all the things you've got to do and put them into two columns: "must do" and "would like to do". Then, prioritise the ones on the "must-do" list and try to **cross off** at least one every week for the next few months.

Track how you spend your time for 30 days. Then, use the information to create a time plan. You can decide on the percentage of your time that you want to **devote** to each activity that you engage in on a regular basis. Also, **set** a time limit (one hour, for example) for the amount of time you spend checking your e-mails, visiting Facebook and surfing the internet. And try to watch a maximum of one hour of television a

day. Instead of watching TV, you could read a book or do something else creative.

Spend a few minutes at the end of each day organising your desk, **fling** papers, and making sure that your work area is clean and orderly, so that you can walk in to a neat desk the next day. Also, do the washing up and tidy up the living room before you go to bed. There's nothing worse than waking up to mess.

You're probably feeling a whole lot better already! ✨

## VIDEO

YouTube

Watch this video on how to improve your life. Search YouTube for "How to Improve Your Life By Thinking Outside the Box".

## GLOSSARY

**clutter** *n*  
a lot of things (papers, books, magazines, notes, etc.) in your room, office, etc.  
**to accumulate** *vb*  
if you "accumulate" things, you collect them over a period of time  
**to creep in** *phr vb*  
to enter quietly and secretly without you noticing at first  
**to track** *vb*  
if you "track" something, you watch over it and investigate it so you can learn more about it  
**to cross off** *phr vb*  
if you "cross something off" a list, you delete it from the list because you've done it  
**to devote** *vb*  
the time you "devote" to something is the time you spend on it  
**to set** *vb*  
if you "set" a time limit of one hour (for example), you say that you have just one hour to do it  
**to file** *vb*  
if you "file" a piece of paper / document, etc., you put it in the correct file or place

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

**Think about it** What's the education system like in your country? How would you rate it? What are the keys to a good education system? What should children learn at school? How should they be taught? What lessons can be learnt from systems in other countries?

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

LET'S LEARN TO BE THE BEST!



Answers on page 44

**1 Pre-reading**

What factors would contribute towards a good education system? Think of the following (or anything else): *teachers, teacher training, pupils, class size, state schools, teacher autonomy, government investment, exams, school ranking, school league tables...*

**2 Reading I**

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

**3 Reading II**

Read the article again. Then, answer the questions without referring back to the article.

1. What evidence is there that teachers are highly qualified?
2. What professional support do teachers receive?
3. In what way are teachers autonomous?
4. How do teachers deal with pupils who are having difficulties?
5. How competitive are Finnish schools?
6. What evidence is there that the atmosphere at school is fairly relaxed?

**4 Language focus Phrasal verbs**

Look at the extract from the article on this page, "...If a child is falling behind..." The writer has used a phrasal verb ("fall behind"). What do the following phrasal verbs with *fall* mean?

1. The chair **fell apart**.
2. He **fell for** the trick.
3. She **fell out with** her business partner.
4. Our plans for expansion **fell through**.

# WHY DOES FINLAND HAVE THE BEST EDUCATION SYSTEM IN THE WORLD?

**F**inland has the best education system in the world, according to a report by the *Economist Intelligence Unit* for publishing company Pearson. But why is it so good? Here are a few possible reasons.

Most teachers in Finland are professionals who have been selected from the top 10% of the nation's **graduates**. And in order to teach, they need a **master's degree** in education (the equivalent of five years of university study). Teachers also have a lot of respect and status in Finland.

Teachers get ongoing professional training, and they work closely with the university that's closest to their school. They also have fewer teaching hours than any other school system in the world, which gives them more time to reflect on their teaching methods.

Teachers have a great deal of **autonomy**. Even though there's a **national curriculum** that says what children should learn, all teachers are free to decide how and when they teach it. Teachers also set their own lessons and choose the textbooks for the classes.

Students spend fewer hours in school than pupils in other western countries.

Class sizes rarely exceed 20 students, so teachers can **monitor** students' progress more closely. There are also specialised assistants in the classroom to help the teacher. If a child is **falling behind**, the teaching staff create a plan to **address** that child's individual needs. Likewise, if a child is doing really well, staff will address this too. Nearly 30% of Finland's children receive some kind of special help during the first nine years of school.

There are no standardised tests in Finland, apart from one exam at the end of students' senior year in high school. There are no **rankings**, no comparisons or competition between students, schools or regions. Finnish schools have sports, but no sports teams – competition isn't valued; and there's no competition from private schools either because there are no private schools.

The atmosphere at school is fairly relaxed. Students call teachers by their first names, there's no uniform and they take off their shoes when go into class, using special indoor slippers. The school day starts at 8am and finishes at midday for young children, and between 2 and 4 pm for older students. Pupils have 10 to 11 weeks of holiday in the

summer, and many other days are added throughout the year. Children never get more than half an hour's homework at night, which they aren't obliged to do. Compulsory school in Finland doesn't begin until children are 7 years old; and children play outside for at least 30 minutes each day even in the cold winters. Schools often have a lounge area for children with a fireplace.

Clearly, a lot of factors determine how well students do in class. But Finland seems to have created the perfect formula! 🍀

**VIDEO**

Watch this short news report on the Finnish education system. Search YouTube for "Finland has best education system in the world".

**GLOSSARY**

- a graduate** *n*: someone who has completed a degree course at university or college
- a master's degree** *n*: a high level university course which you do after completing your first degree. A master's takes one or two years to complete
- autonomy** *n*: if you've got "autonomy", you're free to decide what to do
- a national curriculum** *n*: the things that all students in the country should learn at a certain age
- to monitor** *vb*: if you "monitor" something, you check it regularly and see how it's progressing
- to fall behind** *exp*: if you "fall behind", you don't make as much progress as other people
- to address** *vb*: if you "address" a problem, you try to find a solution to it
- rankings** *n*: official lists that show who the best is, etc.



**Objective** To improve your listening skills.

**Think about it** When was the last time you had a discussion with someone about whether to buy something or not? What were you talking about? What do you do when you can't decide what to do about something? What's your relationship like with your superiors at work? How often do you have to deal with them? When was the last time you had a bad experience in a restaurant? What happened?

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



Answers on page 44

## 1 Listening I

You're going to listen to four short dialogues. Listen once, and say where each dialogue takes place and what you think the relationship is between the speakers.

## 2 Listening II

Listen again. Then, answer the questions.

### Dialogue 1

1. What does one of the speakers say about the price?
2. What do they suggest doing about the decision?

### Dialogue 2

3. What monetary concerns does the girl's dad have?
4. Why does he suggest she go to bed soon?

### Dialogue 3

5. What evidence is there that the first speaker thinks the post office is easy to locate?
6. What does the employee think he should do?

### Dialogue 4

7. What evidence is there that the waiter has been ignoring them?
8. What excuse does the waiter give for not having taken their order?

## 4 Language focus Ellipsis

Look at this extract from the audio script of the recording *Four social dialogues*: "...You mean near the supermarket?..." The speaker has used ellipsis and omitted the auxiliary verb "do" (Do you mean...?). Which words are omitted in the following sentences/questions.

1. You go out last night?
2. Nice dress!
3. A: Whose is it? B: Bill's.
4. A: What shall we do? B: Not sure.
5. She say what she wanted?
6. You ever stop to wonder why?

## 3 Listening III

Complete the audio script with the correct words.

### Note!

Don't read the audio script until you've completed the exercises and activities.

# FOUR SOCIAL DIALOGUES

## Audio script

### 1

**Mark:** So, do you think the painting would look good in the living room?

**Dave:** I don't know. I'm not entirely convinced. It's all right, but I'm not sure the colours (1) \_\_\_\_\_. And besides, it's pretty expensive.

**Mark:** Yeah, \$23,000 would be stretching it a bit. (2) \_\_\_\_\_.

**Dave:** Maybe we should sleep on it.

**Mark:** Yes, we can always come back tomorrow.

**Dave:** Good idea. Let's do that.

### 2

**Jeff:** I'm going to bed. Shall I switch off the computer?

**Alice:** No, leave it on – I need to check something on Facebook. Don't worry, I'll turn it off before I go to bed.

**Jeff:** You can't have the computer on and the TV – (3) \_\_\_\_\_.

**Alice:** I just want to see the end of this, then I'll turn the TV off – (4) \_\_\_\_\_.

**Jeff:** OK, but don't be too late – you've got to get up for school tomorrow.

**Alice:** I know, I know.

### 3

**Colin:** When you pop out to get the paper for the photocopier, I need you to take

these letters down to the post office too. They're for a client we're working with.

**Otis:** OK. Sure. Erm, where's the post office?

**Colin:** It's just on the corner of Wakesfield and Marley Street – (5) \_\_\_\_\_.

**Otis:** You mean near the supermarket?

**Colin:** No, you go down the main street then turn right at the park. It's right there in front of you.

**Otis:** Wait a minute, are you talking about the park in Spitalfields Road?

**Colin:** No.

**Otis:** Oh, (6) \_\_\_\_\_.

**Colin:** Good idea.

### 4

**Ellie:** He's walked past us twice now and hasn't even batted an eyelid.

**Paul:** Here, let's get him when he comes back.

**Ellie:** Excuse me. (7) \_\_\_\_\_ We've been waiting here for about 20 minutes now.

**Staff:** I'm sorry, we're a bit busy. Can I get you something to drink?

**Ellie:** We ordered drinks about 10 minutes ago, but (8) \_\_\_\_\_.

**Staff:** I'll go and see what's happening.

**Ellie:** And can you give us some menus so we can start thinking about what we want to order? \*

# EMOTIONS

This month we are looking at some phrasal verbs you can use to describe emotions.

Complete the sentences (1 to 8) with the words from below.

time everyone team role see prize change back

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**1**



**Cheer up**  
If someone "cheers you up", they make you feel happier again.  
"She soon cheered up when I told her that she'd been selected to form part of the \_\_\_\_\_."

**2**



**Calm down**  
To stop feeling upset, angry or excited.  
"Just calm down – getting angry about it isn't going to \_\_\_\_\_ anything."

**3**




**Get over**  
If you "get over" a bad experience or something that makes you unhappy, you recover from it, stop being affected by it and start to feel better again.  
"We all know what you've been through – but you just need a bit of \_\_\_\_\_ to get over it."

**4**



**Pull yourself together**  
If you manage to "pull yourself together", you become calm again after being so angry or upset that you were incapable of acting normally.  
"Come on, pull yourself together! You can't let them \_\_\_\_\_ you like this."

**5**



**Eat away at**  
If something is "eating away at" you, it's worrying you a lot and making you feel stressed.  
"The thought that they might come \_\_\_\_\_ at any time was just eating away at me."

**6**



**Take aback**  
If something "takes you aback", it surprises you a lot.  
"She was really taken aback when she heard that they'd chosen her for the \_\_\_\_\_ in the film."

**7**



**Get to (informal)**  
If something "gets to" you, it affects you and makes you feel angry, sad or upset.  
"Don't worry, she talks like that to \_\_\_\_\_, so don't let it get to you!"

**8**



**Carry away**  
If you get "carried away", you become so excited about something that you lose control and forget about everything else.  
"I think I got a bit carried away after hearing that we'd won the first \_\_\_\_\_."

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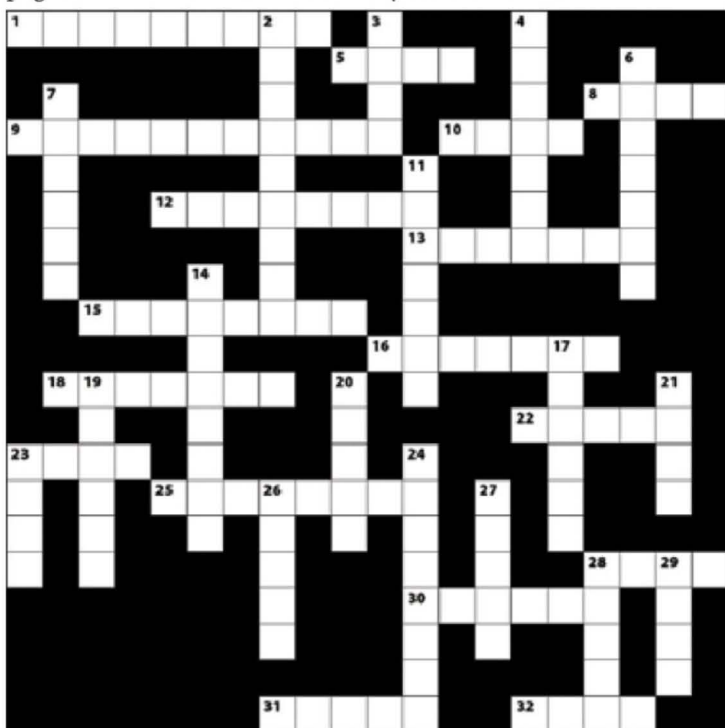
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# HOT CROSSWORD

Answers on page 44

See if you can complete this crossword. It's based on words and expressions from the magazine. So, the best thing is to do it after reading all the magazine. Having problems? Refer back to the pages in brackets. How much can you remember?



## Across

3. Everything you can see when you look across an area of land: trees, rivers, mountains, etc. (page 14)
5. To give someone a job (page 17)
8. An amount of money you borrow from the bank, etc. (page 28)
9. If something gives you this for a song (for example), it gives you the idea for the song. (page 21)
10. To take suddenly and with force. (page 17)
12. An amount of money you borrow from the bank to buy a house. (page 28)
13. If this happens to a song, it appears in shops and you can buy it. (page 21)
15. Someone who is like this has no home. (page 5)
16. A strong desire to have something. (page 30)
18. An organisation that helps poor people, etc. (page 5)
22. To stop a car by pushing a pedal on the floor. (page 14)
23. An amount of money you pay if you commit a crime. (page 5)
25. A person who buys things or who uses a service. (page 19)
28. To die = to \_\_\_\_\_ away (page 28)
30. A street musician. (page 5)
31. A cold, empty, unattractive place. (page 29)
32. An area of water surrounded by land. (page 6)

## Down

2. A new type of machine that is being tested and which isn't ready yet. (page 14)
3. To put your name on a formal document. (page 17)
4. Very strange and unusual. (page 38)
6. A child between the ages of 2 and 4. (page 38)
7. Someone who works in an office for free in order to get experience. (page 17)
11. To play music in front of an audience. (page 5)
14. A document signed by a lot of people which asks a government to do something. (page 17)
17. A word used to describe the people or countries in Scandinavia. (page 29)
19. A person who shoots animals for sport. (page 6)
20. An area of wet ground. (page 6)
21. An amount of money that you owe someone. (page 28)
23. To decrease. (page 19)
24. A disadvantage. (page 30)
26. A story that appears to be serious but which is actually a joke. (page 38)
27. Ice on the ground or grass in the morning. (page 19)
28. A joke you play on someone, often to make them appear stupid or ridiculous. (page 38)
29. If items of clothing do this to you, they look good on you. (page 30)

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## STORY TIME

Jokes, anecdotes and stories as told by native English speakers.



## Alphabet joke

**A:** I say, I say, I say. Why is “U” the happiest letter in the alphabet?

**B:** I don’t know. Why is “U” the happiest letter in the alphabet?

**A:** Because it is in the middle of “fun”.

## Mother’s Day

Three rich brothers each want to do something special for their elderly mother on Mother’s Day. The first brother buys her a **huge** house. The second brother gives

her a **limousine** with a **chauffeur**. And the third brother gets her a specially-trained parrot that she can talk to. A few days later, the brothers get **thank-you notes** from their mother. The first son’s note says, “The house you bought me is much too big! I only live in a small part of it, but I have to clean the whole thing!” The second son gets a note that says, “I rarely leave the house anymore, so I hardly use the limo you

gave me. And when I do use it, the driver is rude!” And the third son’s note says, “My darling baby boy, you know just what your mother loves! The chicken was delicious!” ✪

## GLOSSARY

**huge** *adj*  
very big  
**a limousine** *n*  
a very long, large car often used by very rich or important people  
**a chauffeur** *n*  
a person whose job is to drive and look after a car for a rich person  
**a thank-you note** *n*  
a letter or note you send to someone to say thanks for something that they did for you

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