

CROSSCUT

EDUCATION SYSTEM

5th Generation



CONTENT



CROSSCUT 5

CORE COURSE



CROSSCUT⁺

Language Method Fourth Generation



زبان آموز محترم کانون زبان داوری :DNI
بدلیل محفوظ ماندن مالکیت فکری و حق کپی رایت این اثر علمی-تحقیقی، لطفاً از انتقال محتویات این مجموعه و یا کپی برداری به هر نحو،
موکداً خودداری فرمایید و در صورت مشاهده بدلیل حمایت معنوی و جلوگیری از سرقت ادبی، مراتب را به مدیریت کانون از طریق ایمیل
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با سپاس فراوان

The CROSSCUT[®] Plus *Core Course* series has been authored and compiled of plenty of course books and references. Attempt has been made to select the most authentic and reliant topics from among the newly-published resources during a breath-taking period at Daavari Noandish Institute (DNI) R&D committee.

Once fully authored, the contexts were revised in order to go in line with the foundations of the CROSSCUT[®] English Teaching Method. Hence, it is absolutely *essential* to ask for a written permission in case of copying *in advance* from the CROSSCUT[®].

TRY SOMETHING DIFFERENT

DNI Research Team

2017



Try Something Different



CONTENT

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INTRODUCTION

CROSSCUT CORE Course *Fifth Generation* is a comprehensive 7-level course for learners of English. Its innovative spiraled curriculum integrates life-skill topics, functions, grammar and real-life scenarios in an imaginative evolution theme that puts learners in the fast lane for an exciting and motivating journey to English language proficiency.

This series is organized by an authentic curriculum that is covered at different degrees of intensity and depth at each level.

PRE-CUT 1 and 2 and CROSS-CUT 1 provide beginning and elementary-level students with the most important vocabulary, grammar, listening activities and functional expressions needed to communicate at a basic level in a full range of situations and contexts.

CROSS-CUT 2 and 3 cover the same full range of situations and contexts, but offer pre-intermediate and intermediate-level students expanded vocabulary, necessary grammar, resume and email writing and a wider choice of functional expressions, and real-life listening and speaking techniques.

CROSS-CUT 4 and 5 present more complex situations as well as business English, academic writing, news and daily communications' tips and tricks for upper-intermediate and advanced-level learners.

CROSSCUT CORE Course *Fifth Generation* program consists of the following components:

- **Student Coursebooks** — offering speaking, reading, writing, and listening comprehension practice that integrates grammar and functions in a topic- based curriculum.
- **Online Activity Workbooks** — offering totally independent online platform for reinforcement through grammar, reading, writing, and listening comprehension practice fully coordinated with the student coursebooks. The activity workbooks also feature dynamic videos in pronunciation, rhythm, stress, and intonation.
- **Elective Companion Program** — extra weekly in-class lessons offering a complete life skill curriculum fully integrated with the CROSSCUT CORE Course to reinforce and settle taught materials in student course books.
- **Teacher's Guides** — providing background notes and expansion activities for all lessons and step-by-step instructions for teachers.
- **Audio Program** — offering realistic presentations of conversations, listening comprehension exercises, and readings from the student coursebooks and workbooks.
- **Scenario Program** — featuring Picture Cards and/or situations for vocabulary development, enrichment exercises, and role-playing activities.
- **Online Placement and Achievement Testing Program** — providing tools for the evaluation of student levels and progress.



Lesson 1

Read-in
I wish I had
married for
money, not love

Trouble in
paradise

Reality Check

Grammar Focus
Tense review

Passive

Read-in

I wish I had married for money, not love

I wish I had married for money, not love

WHEN BILL AND I GOT MARRIED, his relaxed attitude to money amused me. He's a teacher and enjoys his job. I work in medical sales: more stressful, but it pays well. I have, however, become secretly, overwhelmingly, envious of my friends, who can rely on their husbands as the breadwinners.

Our first home was a tiny flat in a lovely area, which was fine even when our first daughter was born. Our second daughter's arrival two years later put a strain on space and finances, so we had to move – and I had to learn to bite my tongue so as not to seem ungrateful. It was then that I noticed that my best friend Carol's standard of living was better than ours: her husband is a consultant surgeon and their first home was a five-bedroom detached house. We bought a three-bedroom house in a nice street, but I couldn't help comparing it with friends' houses. I've had promotions, but Bill has no plans to apply for anything beyond head of department, his current position; I think he should go for a deputy head post.

Bill is a brilliant dad, and with the girls now reaching their teens, I appreciate how well he gets on with them and puts so much effort into their homework and hobbies. But although I'd never admit this to friends, I believe that there's more to life than being good parents. Carol is having a champagne party for her 40th, as well as a week in Paris with her husband and a weekend in New York with their 14-year-old daughter. I pretended to be thrilled, but was sick with envy. I know many people can't take a holiday at all, but we mix with people who have no mortgages, work part-time or not at all, can afford private education and have three or four holidays a year.

I feel resentful, especially as it's the men who bring in the money; and even if Bill were a head teacher, he wouldn't come close. When I go out with my girlfriends I hear Susan moan about John's business trips and I have to stop myself from shouting that his £250,000 salary must make up for some of his absences. Or Trisha: she inherited a house from her parents, which means that though her husband is on a normal salary, she needn't work, and spends her time at the gym. Bill tells our girls that they can achieve anything and I agree, but when they start dating, I'll try to guide them (behind his back) towards men who can give them the sort of life I've never had.

Feminism's fine, but there's a lot to be said for having your bills paid.

deputy head /ˌdepjuːti 'hed/ the assistant to the director of a school

consultant surgeon /kənˌsʌltant 'sɜːdʒən/ a surgeon of the highest rank in a hospital

Trouble in Paradise

Matrimonial nightmares.

Ready to say "I do"? American marriages have a 50% success rate, according to recent statistics. So, nowadays, it's common to have a **pre-nuptial agreement**. It outlines the **assets** for each **spouse** so that both parties get what they want out of the marriage in the event of a divorce. US matrimonial lawyer Raoul Fender says people are including some **pretty weird** clauses, though, just in case.

There is a wide range of clauses, but money is usually the main topic of a pre-nup. Often couples will state who gets what if the marriage ends in divorce. Some people also include a "**chores**" clause, which outlines who will do things like take out the rubbish and do the laundry. Then there are the "no smoking in the house" clauses, for spouses of smokers. Sometimes spouses even specify who gets **frequent flyer miles** or opera tickets. Last, there is the question of cheating. Rich grooms sometimes put in clauses such as, "If I **cheat** on you and we divorce, you get X amount of dollars. But if you cheat on me, you get a lot less." How's that for taking the romance out of marriage? 🍷



1 With a partner, say in your own words what the woman means by these idioms and phrases.

- 1 rely on their husbands as the breadwinners (l.4)
- 2 put a strain on space and finances (l.8)
- 3 **IDM** bite my tongue (l.9)
- 4 **PHR V** go for a deputy head post (l.16)
- 5 reaching their teens (l.17)
- 6 **IDM** sick with envy (l.23)
- 7 he wouldn't come close (l.28)
- 8 moan about (l.29)
- 9 **PHR V** make up for some of his absences (l.31)
- 10 **IDM** behind his back (l.35)
- 11 there's a lot to be said for (l.37)



2 Note down four examples of pre-nuptial clauses from the article.

- 1- _____
- 2- _____
- 3- _____
- 4- _____

Unit 1 Tie the Knot



reality check Share your viewpoint with your classmates. Don't forget to use what you picked up from the previous part.

Reality Check

1. What do you think about the pre-nuptial agreements from the article? Do you agree with them? Why? Why not?
2. How has the concept of marriage changed over the years?
3. Why do you think divorce rates are rising?
4. What do you think makes a successful marriage?
5. Would you marry someone of another nationality?

Grammar Focus

A Tense review

Tense	Type	Active Structure	Active Example	Timeline
Present	Simple	Subject+(do/does)+main verb	He writes the letters.	
	Continuous	Subject+am/is/are+main verb+ing	He is writing the letters.	
	Perfect	Subject+have/has+Past participle	He has written the letters.	
Past	Simple	Subject+(did)+Regular/Irregular past	He wrote The letters.	
	Continuous	Subject+was/were+main verb+ing	He was writing the letters.	
	Perfect	Subject+had+past participle	He had written the letters	
Future	Simple	Subject+will+main verb	He will write the letters.	
	Going to Gonna	Subject+am/is/are+going to+main verb	He is going to write the letters.	
	Continuous	Subject+will+be+ main verb+ing	He will be writing the letters.	
	Perfect	Subject+will+have+ past participle	He will have written the letters.	

B

Passive

Tense	Type	Passive Structure	Passive Example
Present	Simple	Object+am/is/are+Past participle	The letters are written every morning.
	Continuous	Object+am/is/are+ being+Past participle	The letters are being written now.
	Perfect	Object+have/has+been+Past participle	The letters have been written since two days ago.
Past	Simple	Object+was/were+Past participle	The letters were written yesterday.
	Continuous	Object+was/were+ being+Past participle	The letters were being written when my boss came.
	Perfect	Object+had+been+Past participle	The letters had been written
Future	Simple	Object+will+be+Past participle	The letters will be written tomorrow.
	Going to	Object+am/is/are going to+be+past participle	The letters are going to be written next Monday.
	Gonna		
	Continuous	Object+will+be+ being+past participle	The letters will be being written.
	Perfect	Object+will+have+been+past participle	The letters will have been written.



Write the tense and then the passive voice of the following sentences.

- Before Al resigned, they had already chosen the new accountant. *tense:* _____

- Couples split their properties after the divorce. *tense:* _____

- By the time he graduates, his parents will have bought him a car. *tense:* _____

- She inherited a mansion from her late parents. *tense:* _____

- This time next year, I will be designing a bigger plan. *tense:* _____

- UEFA has chosen Japan as the host of the coming Olympics. *tense:* _____



Lesson 2

Listening
Parenting
nightmare

Interpretation

Slang Dictionary

Enjoy Listening
Maroon Five:
Love somebody

Listening

Parenting nightmare



1 Listen and complete.

A friend of mine _____ nights after the birth of her daughter _____, quote, "Had I known having a baby would _____, I might have waited a few more years. _____ classes mandatory, especially in high school?" Which got me thinking: _____?

Ask any new parent this question: "Would _____ from parenting classes?" and _____ the answer, "Absolutely!" Most parents experience problems _____, anxiety about their baby's health, and as their children grow, issues with _____. Should you think your experience will be any different, _____. Parenting is a skill to be learned.

Some _____ recognized this and introduced programs _____ care of a _____ that behaves like a real baby. It cries _____ to be changed and comforted. It helps young people understand what is _____.

One college senior I know who did this told me _____ and that _____ that class, he wouldn't have realized _____ a baby is.

Were I in charge of education, I would make all students _____ do this for a whole weekend every year.

Should you need _____ parenting classes are a good idea, school _____ all over the country _____ that offer _____ skills- not to students- but to *parents* of their students. Clearly, there is a _____.

Tie the Knot

So let's make parenting classes mandatory. Otherwise, we _____ a generation of parents who are _____ the most important job of their lives.



2 Discuss the questions.

-) What reasons does the speaker give or imply for her proposal? What are they?
-) What gave her the idea in the first place?
-) How does the baby doll program work? What is its goal?
-) Why do you think parenting classes are offered by city and school districts?



Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.

Unit 1 Tie the Knot



Slang Dictionary

Here we've got some examples of how to say things in different situations.

↓ Situation			
	Formal	Relaxed	Informal
You tell someone to call you later.	Please contact me by telephone at a later date.	Give me a call later.	Give me a later; give me a buzz later.
You tell someone that you haven't spoken German for a long time.	My German doesn't quite so smoothly as it once did.	My German isn't as good as it used to be.	My German's a bit .
You're describing a friend who is an eccentric scientist.	He obsessed with his scientific experiments.	He is a real scientist.	He's a boffin.
You are describing your mobile phone, which is just an ordinary one without any gadgets.	It's just an average mobile phone.	It's a fairly standard mobile phone.	It's a -standard mobile phone.
Your friend was in a bar last night looking for some "emotional company".	She was attempting to establish contact with strangers.	She was trying to pick someone up.	She was on the pull.
Your boss is shouting at you and being aggressive. You decide that it is time for her to stop.	This aggressive shouting is disturbing me.	This is too much for me.	I don't need this .



GLOSSARY

Please note that some of the words in this glossary box are literal translations of parts of idiomatic expressions.

a bell *n*

a device that makes a ringing sound

to roll off the tongue *exp*

if language "rolls off the tongue", you say the words easily and fluently

rusty *adj*

if metal is "rusty", it has a brown substance on it, formed when it comes in contact with water

a bog *n*

an area of land which is wet and muddy

aggro *n inform abbr*

this is an abbreviation of "aggravation" (something that thing annoys you)

Tie the Knot

Enjoy listening

Maroon Five: Love somebody

Listen and underline the correct word.

I know your insides are feeling (1)so
hollow/swallow

And it's a hard (2)bill/pill for you to swallow,
yeah

But if I fall for you, I'll never recover
If I fall for you, I'll never be the same

I really want to love somebody
I really want to dance the night away
I know we're only half way there
But you (3)take/tell me all the way, you take
me all the way

I really want to touch somebody
I think about you every single day
I know we're only half way there
But you take me all the way, you take me all the way

You're such a (4)half/hard act for me to follow
Love me (5)the day/today don't leave me tomorrow, yeah

But if I fall for you, I'll never recover
If I fall for you, I'll never be the same

I don't know where (6)to start/the stars, I'm just a little (7)loss/lost
I wanna feel like we're never gonna (8)have to/ever (9)stop/start

I don't what to do, I'm (10)right/light in front of you
Asking you to stay, you should stay, stay with me tonight, yeah
You take me all the way, you take me all the way



Song Facts:

This is one of several "Overexposed" tracks that Adam Levine wrote after his two year relationship with the "Victoria's Secret" model Anne Vyalitsyna ended. The frontman told "The Sun": "We could never put out a "Maroon 5" record without the love songs as that's why we connect so well with our fans. We have fun, yes, but we speak about things we've all been through at some time."

Unit 1 Tie the Knot



Lesson 3

Role-play Cards

Reality Check

Movie Time

Free birds



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.



Engage in a heated debate.

Reality Check

1. In your opinion, in what ways do men and women think differently about marriage?
2. Does religion influence marriage? If so, in what ways?
3. Marriage imposes pressure, who do you think gets the most of it?
4. What is your worst fears regarding marriage?
5. Is marriage important as a social institution? How does it benefit society?



Movie Time

Free Birds

Now watch a video and engage in a heated debate.



I'm not gonna dress it up.

Turkeys are dumb.

Really dumb.

You don't get it! They're fattening us up to eat us!

- Hey! Corn! - Corn!

See you later, Reggie.

From the academy award winning producer of Shrek

We came to this farm for my favorite

Tie the Knot

presidential tradition.

Pardoning the Thanksgiving turkey.

And the director of "Horton Hears A Who!".

Don't worry, you're safe.

I'm tired now.

This is your new home!

Pizza!

Does it get any better

than this?

Hello, soldier.

Whatever you do, do not make a sound.

You've been recruited for a top secret mission.

What are you talking about?

We're going back in time to the first

Thanksgiving

to get turkeys off the menu!

- Who are you talking to? - This guy, right here.

He totally gets it. Look. See how he's nodding?

A map!

They aren't gonna just write "Time machine" on the...

Of course, they are.

Control, we have a contaminant.

Copy that. What type of agent?

Turkey, sir. How do we address it?

With cranberry sauce!

But seriously?

Let's go!

Wait, wait, wait!

Take us to the first Thanksgiving.



Lesson 1

You Heard?

Reading: Are we hooked on addiction

Reality Check

Grammar Focus
Transitions

You heard?

- J One week from today, Americans will be voting in the country's midterm elections. And there's a new political poll out from CNN-OTV international.
- J Staying in the U.S., we have just four more days of daylight saving time. It is this Saturday night, and we can look forward to an extra hour of sleep because Sunday morning at 2 a.m. is officially when our clocks fall back one hour.
- J Two reasons why Magic Leap's in the news. One, investors are so impressed that they've contributed hundreds of millions in funding. Two, it's mysterious. It's currently in stealth mode when a company keeps its product secret from the public, so no one else can steal the idea.

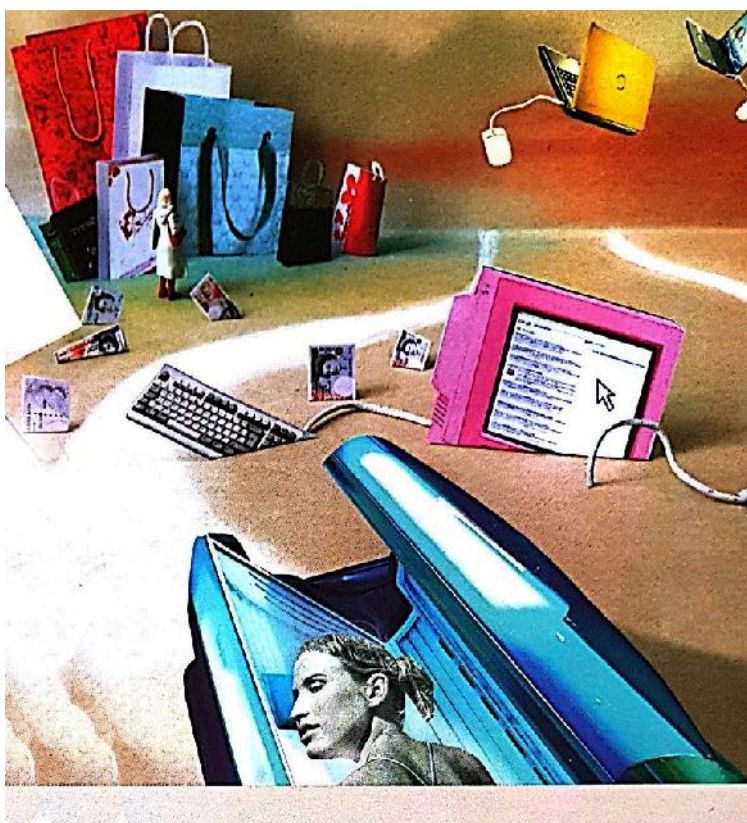
Reading

Are we hooked on addiction?

The word 'addict' for most people conjures up images of drug users or alcoholics. But today there is a new breed of addicts...

Dr. Mark Collins is the head of the addictions unit at the Priory, an expensive clinic in Roehampton. 'Over the last 18 months we have noticed a big rise in the number of behavioural addictions, so-called to distinguish them from substance dependencies,' he says. 'People are looking down on smokers, alcoholics, and cocaine addicts, but then go and spend five hours in an Internet chat room,' says Collins. Behavioural addictions include compulsive attachments to plastic surgery, the Internet, mobile phones, and even sun beds.

It seems that in our fast-paced pressurized modern life, we are increasingly turning to comfort behaviour, activities which temporarily make us feel happier, less stressed and lonely. And experts warn that these are the very things that can lead us into dependency no matter how harmless they may seem at first. And while behavioural addictions may sound less serious than being hooked on drink or drugs, according to experts, their potential for wrecking lives may actually be quite similar. They can lead to obsession, debt, and the breakdown of relationships.



Internet addiction

Caroline Harrison, 37, a full time mother of three, admits to compulsively using the Internet. 'I was surfing to discover something about my youngest child's skin problem when I found this amazing parenting website with lively message boards,' she says. 'Soon I found I couldn't go a day without logging on. I started spending all evening 'chatting' to my new online friends instead of spending time with my husband. It never crossed my mind that it could be addictive. But now I feel edgy and tense if I can't access my computer. It's as if I can't help myself. The people there seem more real and supportive than my own family and friends. I often feel depressed and lonely in real life because my husband works long hours, so being on the site makes me feel good. Well, temporarily good.'

Tanning obsession

Even more worrying is the behaviour of 14-year-old Tracey Barlow, who is now seeking treatment for her addiction to tanning. The teenager has been visiting tanning parlours three times a week, and at one stage was having treatments five days a week. Her skin is already prematurely aged, and she has been warned that she risks getting skin cancer, but despite being warned of the risks she says she feels overwhelmingly anxious if she perceives her tan to be fading. 'It's like an illness with her,' says her despairing mother. 'She hates being pale.'

Shopaholic

For 26-year-old sales manager Emily Lane, it was her love of shopping that got dangerously out of hand. Her compulsive spending on designer clothes, shoes, and handbags left her with £30 000-worth of debt and destroyed her relationship with her boyfriend, James. She admits that many of the items she bought remain unused, but that she found it impossible to stop spending. 'Coming home with armfuls of bags gave me an enormous high, and I needed to keep on buying more clothes, shoes, and accessories to keep getting it. I would shop in my lunch hour, after work, and at weekends, but I couldn't see that I had a problem until James split up with me over it.'

Dr. Robert Lefever, of the Promis Recovery Centre, who has himself overcome addictions to gambling and work, explains, 'Deep down sufferers are usually depressed. In that state you can become hooked on anything that changes the way you feel and even if you try to stop the behaviour, you will find it extremely hard, at least without becoming bad-tempered or anxious.'

Dr. Lefever believes that compulsive behavior often manifests itself in clusters. There is, for example, the 'eating disorder cluster', which also includes shopping and spending, work, cosmetic surgery, and exercise, the 'hedonistic cluster' which includes alcohol, drugs, caffeine, sex, and gambling, and the 'relationship cluster' which includes compulsive helping of others, and addiction to love and being loved. 'If you are addicted to one thing in the cluster, you are at the risk of becoming addicted to the others,' he says.

Whatever your age, Lefever believes that if you have a serious compulsive problem that is interfering with your life, then the most effective treatment is a stay in a clinic, or therapy with a psychologist who understands addiction. 'Addiction is treatable,' he says. 'And I see this every day, in myself and in other people.'



Use the prepositions to fill in the blanks.

for	of	on	to	with
-----	----	----	----	------

- 1- A lot of people are **obsessed** _____ celebrities and their lifestyles.
- 2- Some young people are becoming **addicted** _____ social networking websites.
- 3- People are normally very kind and **helpful** _____ foreign tourists.
- 4- Most young people are **dependent** _____ their parents until their mid-twenties.
- 5- People are totally **fed up** _____ the number of commercials on TV.
- 6- Older people aren't as **open** _____ new ideas and fashions as young people are.
- 7- People are **sick** _____ being bombarded with depressing news by the media.
- 8- Our country is **famous** worldwide _____ its cuisine.
- 9- A lot of people are **hooked** _____ Latin-American soap operas.
- 10-As a nation we are very **proud** _____ our achievements on the football pitch.
- 11-Couples are not as **keen** _____ having children as they used to be.



Share your viewpoint with your classmates. Don't forget to use what you picked up from the previous part.

Reality Check

1. Why do some people get addicted when others do not?
2. What makes addiction a disease?
3. How can family and friends make a difference in the life of an addicted person?
4. What causes the addictive cycle?
5. Which is worse, a peaceful addict or a violent non-addict? Why?

Grammar Focus

A Adding a point

Adding a point

- *Also* is used in formal speech and writing. It is not normally used as a connector at the beginning of a sentence:
*Eating too much sugar leads to overweight, and **also** damages the teeth.*
- *As well as* is followed by a noun or -ing:
*Eating too much sugar leads to overweight, **as well as** damaging the teeth.*
- *As well as this* can be used as a connector, referring to a previous sentence:
*Eating too much sugar leads to overweight, and also damages the teeth. **As well as this**, it has been linked with increased incidence of Type 2 diabetes.*
- *In addition* is a connector. *In addition to* begins a phrase adding to a clause:
*Eating too much sugar leads to overweight, and also damages the teeth. **In addition**, it has been linked with increased incidence of Type 2 diabetes.*
***In addition to** strengthening your heart, exercise improves your immune system.*
- *Moreover*, *furthermore* and *what is more* are more formal connectors and emphasize that there is an additional point to be made:
*Eating too much sugar leads to overweight, and also damages the teeth, and **what is more**, it has been linked with increased incidence of Type 2 diabetes.*
- *Above all* is a connector which adds a point, and stresses it is the most important one:
*Eating too much sugar leads to overweight, and also damages the teeth. **Above all**, it has been linked with increased incidence of Type 2 diabetes.*
- *Besides* is a connector with a similar meaning to *anyway* or *in any case*:
*It's too late to go to the cinema, and, **besides**, there aren't any good films on.*

B Contrast or concession

Contrast or concession

- *However* can be used as a connector at the beginning or end of the sentence. Note that there is always punctuation on both sides of it, generally a full stop or comma:
*Recycling is increasing. **However**, there is still a waste disposal problem.*
*Recycling is increasing. There is still a waste disposal problem, **however**.*
- *Yet* can be used at the beginning of the contrast clause:
*Recycling is increasing, **yet** there is still a waste disposal problem.*



- Compare the use of *although*:
*Recycling is increasing, **although** there is still a waste disposal problem.*
***Although** recycling is increasing, there is still a waste disposal problem.*
- *Despite (this)* contrasts a previous point with one coming after it. Note that *despite* is followed by a noun or -ing form of the verb:
***Despite** increased **recycling**, there is still a waste disposal problem.*
***Despite the increase** in recycling, there is still a waste disposal problem.*
- *In spite of (+ noun)* is used in a similar way:
***In spite of** increased **recycling**, there is still a waste disposal problem.*
***In spite of the fact** that recycling has increased ...*
- *Nevertheless* and the more formal *nonetheless* are more formal connectors referring back to the previous point, and can also come at the end of the sentence. *But* can come first:
*Recycling is increasing. **Nevertheless/Nonetheless**, there is still a waste disposal problem.*
*There is still a waste disposal problem, **nevertheless/nonetheless**.*
*Recycling is increasing, **but nevertheless/nonetheless**, there is still ...*

C Degree

Degree

- *To some extent* and *to a certain extent* are ways of saying 'partly'. They can come at the beginning, in the middle or at the end of a sentence. Note that this changes the meaning:
***To some extent**, experts believe that this is true.* (not all experts believe this)
*Experts believe **to some extent** that this is true.* (they do not completely believe it)
*Experts believe that this is true **to some extent**.* (it is partly true)
- *In some respects* and *In some ways* are connectors limiting what comes before or after:
*Many economists argue that the crisis was caused by government inaction. **In some respects**, this is true.*
- *More or less* is an adverbial expression with the same meaning and comes before an adjective, or alone at the end of a sentence:
*Most experts believe that this is true **more or less**/that this is **more or less** true.*

D Comparing and contrasting

Comparing and contrasting

- *On the one hand ... (but/while) on the other hand* introduces contrasting points:
On the one hand, raising taxes increases government revenue, *but on the other hand* it may take away incentives for some earners.
We can use *on the other hand* to introduce a contrasting paragraph.
- *On the contrary* points out that something is true, but the opposite of a previous point:
Widespread use of pesticides did not eradicate the disease. On the contrary, in some areas, the incidence of the disease actually increased.
- *Compared to*, *in comparison to/with* are used in introductory or closing phrases:
In comparison to/Compared with/to last year, there has been improvement.
There has been improvement *in comparison to/compared with/to* last year.
- *In the same way* introduces a second point which is said to be similar to the first:
Wave power generators use the movement of the waves to produce electricity. *In the same way*, tidal generators use the back and forward motion of the tides.
- *(But) at least* shows that there is an advantage, despite a disadvantage just mentioned.
Electric cars cannot travel long distances, *but at least* they are pollution free.

E Exceptions and alternatives

Exceptions and alternatives

- *Except (for)* and *apart from* can mean the same:
Nobody was hurt, except for one passenger who suffered minor injuries.
Nobody was hurt, apart from one passenger who suffered minor injuries.
- *Apart from* can also mean in addition to/as well as:
Apart from providing accommodation, the Society also offers free meals.
- *Instead (of)* means that one thing replaces another:
They decided not to fly, but to go by train *instead*.
Instead of flying, they decided to go by train.
- *Alternatively* is a more formal way of starting a sentence meaning *or*:
We could fly. *Instead/Alternatively*, we could go by train.
We could fly, *or alternatively*, we could go by train/*or we could go by train instead*.



Lesson 2

Listening
Obsessions and
addictions

Interpretation

Slang conversation
The movies

Enjoy Listening
Bastille: Pompeii

Listening

Obsessions and addictions



1 Listen and complete.

1:

Speaker 1 what's the question? _____? Well, _____
_____, but I _____ that _____
_____. I've walked _____ or two, and
_____ CDs or DVDs _____ because
_____, and _____ music, it just means ...
_____.

Interviewer _____?

Speaker 1 Absolutely. _____ ... _____
_____. I find _____. I don't _____.

Interviewer Do you have _____, for example, you know,
_____, _____, _____?

2:

Speaker 2 Well, I do, _____, _____, _____ my life, it's absolutely
awful, _____, you know, _____. _____ because
_____ and I just haven't been _____,
and _____ because there's toys and stuff everywhere...

Interviewer Yeah, where did it come from?

Speaker 2 Well, I think it's just, _____, and I feel _____ I feel _____
_____, and I think it's because _____, they _____, and
that's when it started, _____. We had _____ with _____ and I used to clean
that because _____ and that's _____, that
_____ the kitchen and the bathroom...

Interviewer Oh my God, _____?

Speaker 2 Yeah, _____, and _____, and _____, but _____, and _____ started _____, _____ their parents _____, _____, _____, and they have obsessions with cleaning as well. _____, _____ today, and another _____, I _____, and she _____, so I don't know _____, _____.

Interviewer Do you clean _____ or do you...?

Speaker 2 Yes.

Interviewer Or do you _____... _____?

Speaker 2 _____ I'm upset. Yeah, _____, but I have got _____ and I'm a lot _____.

Interviewer Will you _____?

Speaker 2 Yes, _____ says.

3:

Speaker 3 Well, my mother is completely, _____ all the time, _____, _____, spends hours _____...
_____...

Interviewer 1 Does _____?

Speaker 3 I think _____, I think it does, _____, and if she _____, she becomes really _____, _____ or _____.

Interviewer 1 Just about her hair?

Speaker 3 Yeah.

Interview _____?

Speaker 3 _____ a child. _____ that her brother _____ he was a child, beautiful curly hair, _____, and I think _____, I think _____...
_____...

Interview 2 _____...



Speaker 3 _____, and I think _____. But _____, is really _____.

4:

Speaker 4 _____ but I can't remember what it is _____. _____ a room, I will _____. The only thing is, _____, because I count things _____, and I _____, I _____. But I like them always _____ it's _____, but _____ do.

Speaker 5 Yeah, _____, and it _____ because you can't... _____ she _____ about _____, that's bad, _____, allergy to that, _____, _____ talk and, _____ that _____, it _____, _____ because she's just _____ and it's _____, I don't know, _____.



1 Listen again. What are they or the people they mention obsessed with or addicted to?



2 Listen again and answer with the number(s) of the speaker. Who...?

1. **A** says that their obsession started as a result of a family incident.
2. **B** doesn't really think that they are obsessive.
3. **C** thinks that the obsession makes the person unpleasant to be around.
4. **D** says that the obsession started because of a family member.
5. **E** doesn't think that the obsession serves any purpose.



Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.



Slang Conversation

Getting in shape

Dialogue

- Ben:** You're looking good.
- Gordon:** Been working out at the gym: **pumping iron**, doing aerobics, swimming in the pool. Six hours a day!
- Ben:** Six hours! When do you get the time to work?
- Gordon:** Up at 5am for a three-hour **sesh**, then back at the gym as soon as I get out of work for another three hours. It's all about discipline!
- Ben:** I thought about joining the one near **my place**, but it's a bit of a **rip-off**. You have to sign up for a year.
- Gordon:** That's pretty standard these days.
- Ben:** So, how much does yours **set you back**?
- Gordon:** About €60 a month.
- Ben:** I wouldn't get my money's worth. Besides, it's such a **drag** getting out of bed in the morning, and I just don't have the time in the evening.
- Gordon:** That's a **lame excuse**. **Get rid of** your TV and stop going to the pub – you'll soon see you've got lots of free time.
- Ben:** There are certain things in my life that I'm not prepared to give up, and TV is one of them!
- Gordon:** Besides, you've **put on some weight**. A bit of a **spare tyre** there, and a few **love handles**.
- Ben:** My wife loves it. No, honestly, I'm quite happy just **vegging out**. I think I'll **stick to** my weekly game of tennis.
- Gordon:** Why don't you try out the gym where I go? You could come along as a guest? I've got a couple of **freebies** you could use.
- Ben:** No, I think I'll **give it a miss**.
- Gordon:** OK.
- Ben:** Hey, we're going for a drink this evening, do you want to come along?
- Gordon:** No, I've got to go to the gym.
- Ben:** Well, how about the cinema on Thursday?
- Gordon:** No, I've got to go to the gym.
- Ben:** Oh, Frank's having a party this Saturday. You **up for it**?
- Gordon:** No, I've...
- Ben:** ...don't tell me, you've got to go to the gym?
- Gordon:** How did you know?
- Ben:** I'm telepathic! See you around.
- Gordon:** Bye!

Warning

Many of the words and expressions from this section are used in informal situations. Only use in appropriate situations!

Glossary

A stamp *n*

a small piece of paper that you put on an envelope before you post it. This represents payment for sending the letter.

An assignment *n*

A piece of work that students at school have to do for homework

a moral *n*

don't put all your eggs in the same basket *exp*

don't concentrate all your efforts/money/resources, etc. in one thing- you should spread the risk

to hatch *vb*

When a baby bird hatches, it comes out of an egg

don't count your chickens before they're hatched *exp*

Wait until a good thing has really happened before making any plans related to it

to bail out *phr vb*

if someone in a plane bails out, they jump out of plane with a parachute

a machete

a large knife with a wide blade (the sharp part used for cutting)

to take out *phr vb inorm*

to kill

to finish off *phr vb*

to kill

with your bare hands *exp*

if you do something "with your bare hands", you do it without any protection or without using a weapon (a gun, etc.)



Enjoy listening

Bastille: Pompeii

Listen and underline the correct word.

I was (1) _____ (2) _____ my own devices
Many days fell away with nothing to show

[Chorus]

And the (3) _____ kept tumbling down in the city that
we love

Great clouds roll over the hills

(4) _____ darkness from above

But if you close your eyes

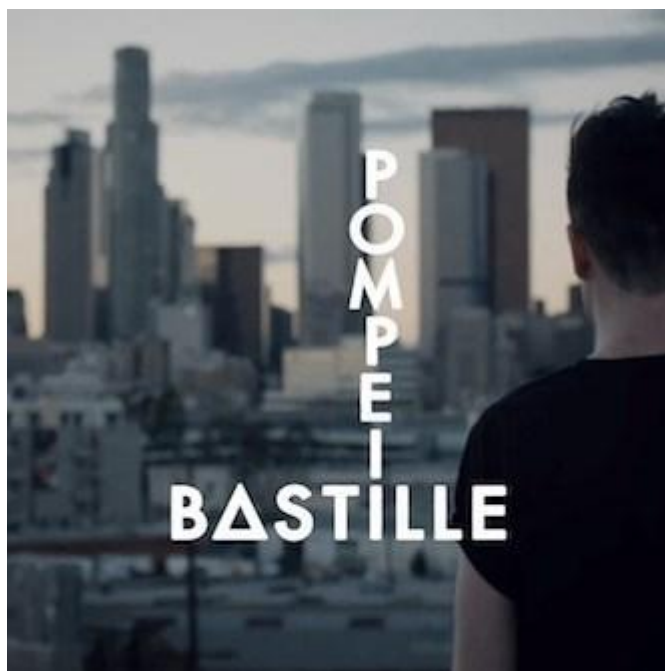
Does it almost feel like nothing changed (5) _____

(6) _____?

And if you close your eyes

Does it almost feel like you've been (7) _____ before?

How am I going to be an optimist about this? X2



We were caught up and lost in (8) _____ (9) _____ our vices

In your pose, as the dust, settled around us

Oh, where do we begin?

The rubble or our sins?

Song Facts:

Released on 2013, this is the fourth single from Bastille's debut album, "Bad Blood", which references the Roman city of "Pompeii" that was destroyed by a volcano in 79AD.

"It's a moment of reflection and introspection, but they're trapped in time so it's a moment that'll go on for an eternity," frontman Dan Smith explained to "NME".

Lesson3

Role-play Cards

Reality Check

Real Time
Introduction



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.



Engage in a heated debate with the class.

Reality Check

1. What's the difference between a habit and an addiction?
2. What are the most frequent types of addiction in your country?
3. How do you prevent internet addiction?
4. How does your society react towards an addict?
5. Do addicts tend to use rehabilitation centers?



Real Time

Introduction

Now watch a video and engage in a heated debate.





Lesson 1

Speech: Emma Watson's speech on feminism for the UN

Reading: Establishing the truth: How accurate are news reports?

Reality Check

Grammar Focus Exercises on transitions

Speech

I was appointed as goodwill ambassador for UN women six months ago, and the more I've spoken about feminism, the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this, has to stop. I've seen men made fragile and insecure by distorted sense of what constitutes male success. Men don't have the benefits of equality either. We don't often talk about men being imprisoned by gender stereotypes, but I can see that they are. And that when they are free things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control women won't have to be controlled. Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum, instead of two sets of opposing ideals.

If we stop defining each other by what we are not, and start defining ourselves by who we are, we can all be freer. I want men to take up this mantle so that their daughters, sisters and mothers can be free from prejudice, but also so that their sons have permission to be vulnerable and human, too. Reclaim those parts of themselves they abandoned; and in doing so be a more true and complete version of themselves. You might be thinking, who is this harry potter girl, and what is she doing speaking at the UN. And it's a really good question; I've been asking myself the same thing. All I know is that I care about this problem and I want to make it better. And having seen what I've seen and given the chance, I feel it is my responsibility to say something. Statesman Edmund Burke said, all that is needed for the forces of evil to triumph is for good men and women to do nothing. In my nervousness for this speech, and in my moments of doubt, I told myself firmly if not me, who? If not now, when? If you have similar doubts when opportunities are presented to you, I hope that those words will be helpful. Because the reality is, that if we do nothing, it will take 75 years or for me to be nearly a hundred, before women can expect to be paid the same as men for the same work. Fifteen and a half million girls will be married in the next 16 years as children. And at current rates, it won't be until 2086 before all rural African girls can have a secondary education. We are struggling for a uniting word, but the good news is that we have a uniting movement. It is called he or she. I am inviting you to step forward, to be seen and to ask yourself: if not me, who? If not now, when? Thank you very much.

Reading

Establishing the truth: How accurate are news report?

Following one of the worst natural disasters in recent U.S. history - Hurricane Katrina - journalists and newscasters swarmed the area to report on the extraordinarily terrible events. There were stories of chaos: widespread looting, gunshots, murders, and other violent crimes. While there was indeed disorder, it turned out that much of the initial reporting was either exaggerated, misleading, or plain wrong. The murder victims didn't materialize, and it became apparent there was no widespread increase in violent crime, either.

This episode raises some important questions. How does such "news" get reported? Can we believe what we hear on breaking news, or is news reporting so overstated that we are being at best misinformed and at worst deceived? How do we ultimately know whether any of the so-called facts in a news report are true or misrepresented? And perhaps more importantly, how can we verify what we read or hear in news reports?

In the case of Hurricane Katrina, a complex mix of circumstances may have created a degree of misinformation. Immediately after the

storm, power outages and breakdowns in communications systems caused news "blackouts," making reliable information extremely difficult, if not almost impossible, to establish. News was spread by word of mouth, and it seems that facts became distorted as they were passed along. However, some of the blame may also lie with how news organizations operate. On the air 24/7, they are under pressure to fill



storm, power



airtime and win viewer ratings by being the one with the "hottest" or latest story. It is easy to see how, under such pressure, events are reported without the facts being painstakingly checked.

Such distortions are not limited to headline news events. During an election year, one takes for granted that candidates try to boost their ratings in the opinion polls in an effort to swing the race. The public is used to hearing claims from candidates, such as how their policies have led to an increase in manufacturing jobs or how the opposition has created massive national debt. What the public is never quite certain of is what is truth, half-truth, or untruth. Not surprising, then, that an entire industry exists to answer these very questions. Enter the fact-checkers, who check the claims that are made and the accuracy of the statistics that are presented.

5 Indeed, websites have sprung up whose business is purely and simply to check information in the public sphere - whether it be in a news report, a magazine article, or an urban myth. Other consumer sites aim to reduce the level of deception in politics, and some claim to be able to show the extent to which you can believe certain speechmakers. Cable networks also realize that the public is increasingly concerned about being able to trust what they hear, and use slogans to impress on their viewers the fact that they present honest news that is balanced and without bias. While many have jumped on the bandwagon of truth, one enterprising website has done the complete opposite. Rather than publish



verifiable facts, it prides itself on featuring satirical news stories which are completely fabricated. Unfortunately, not all media outlets have realized this, and on occasion they have cited reports from the website as though they were true. Sorting fact from fiction just became even more of a challenge.

reality check Share your viewpoint with your classmates. Don't forget to use what you picked up from the previous part.

Reality Check

1. Why is information in a newspaper at times biased?
2. To what extent do you trust the media?
3. How can one make sure about the credibility of a certain piece of news?
4. What type of news source is more credible? Why?
5. Will newspapers disappear in the future?

Grammar Focus

Exercise on transitions

MYTURN ¹ Use the grammar of the previous unit to answer the following questions. Fill the blanks with the proper word.

The world of the future

Over the past twenty years the world has been turned upside down, (1) *more* or less, by advances in communications. (2) some of us might not yet realize it, computers, the internet and mobile phone technology have in some (3) changed society. In (4) with the old world that existed up to the end of the 1980s, everything we do is faster, more complex and, to some (5) , out of our control. On the other (6) , the high-tech streamlined world we have created gives us more opportunities to enjoy ourselves, to learn and to draw closer to others. It is true that we spend more time on our own gazing at screens or talking into our hands, and (7) we can communicate easily with people wherever we are. (8) from these ways in which the electronic world draws us closer together, there are also the ways in which our minds have become extended by media. We could argue that all these technical advances make us less human. On the (9) , they make us more human than ever before, because we can now communicate easily and instantly with people all over the world. So (10) of looking back to a lost pre-electronic world, we would do better to look to the future, and consider the possibilities of a joined-up world.



2 Write a new sentence with a similar meaning to the first sentence, using the word in bold.

- 1 These chemicals can cause long-term damage to the environment and harm those who come into contact with them.

well

.....
*These chemicals can cause long-term damage to the environment
as well as harming those who come into contact with them.*
.....

- 2 The victimization of this ethnic group is increasing and, in addition, this is being generally ignored by the media.

more

.....

- 3 Fluids are a subset of the different kinds of matter and include liquids, gases, plasmas and, in part, plastic solids.

extent

.....

- 4 The historic centre of the city is still there approximately as it was in the 17th century.

more

.....

- 5 Road communications in the area are extremely good, but rail services, in contrast, are not adequate.

hand

.....

- 6 Although some Members of Parliament denounced the law as a flagrant violation of human rights, the government continued to enforce it.

nevertheless

.....

- 7 Although he owned slaves himself, Jefferson always spoke out against slavery.

spite

.....

- 8 The city suffers from terrible traffic congestion, but on the other hand there is an efficient metro system.

least

.....

- 9 In general this camera has a very satisfactory design, though there is one small detail which is not satisfactory.

apart

.....

- 10 Wages in the country this year are 5% higher than last year.

compared

.....

Lesson 2

Listening
Television
programs

Interpretation

Slang Dictionary

Enjoy Listening
Justin Bieber-
Sorry

Listening

Television programs



1 Listen and complete.

DAN So, _____, Sue?

SUE Oh, _____, you know, _____.

D Oh, _____. _____ you look _____, reality TV,
_____.

S It's just _____, _____.

D _____. _____ it's just rubbish.

S Well, _____, sometimes you _____
_____, _____, _____, so
reality TV is fine by me.

D Well, _____ on society, _____.

S Well, it's fun _____ people outside _____.

D But _____, _____? They're not.

S _____?

D _____, _____ template _____, _____ conflict,
_____ people. It's actually, _____, _____ their _____.

S _____, what's the problem?

D _____, _____ fame _____.

S _____ watch _____?

D Well, _____ more sport and _____, _____.

S _____ sport on TV _____. _____ costume _____?

D Oh, _____, _____.

Unit 3 It Goes Viral!



- S Well, _____, that's exactly _____.
- D No, actually, what I _____ to relax. _____.
- S _____, relaxing, _____ reality TV.
- D No, no, no, no, _____, you know, creativity. Something _____, _____, _____.
- S Well, _____.



Listen to Sue and Dan discussing television programmes. Answer these questions.

1. What programs does Sue like and why?

2. Why doesn't Dan like the same programs?

3. What programs does Dan like?



Who...? Work in pairs. Who said the following, Sue or Dan?

1. It's intellectually bankrupt and it's just rubbish. _____
2. And actually sometimes you need to keep in touch with the youth of today, don't you? And they like this sort of thing. _____
3. It's fun to see people outside their normal environment, testing themselves. _____
4. It's there to create conflict. It's to see the worst in people. _____
5. There's enough sport on TV as it is, it's on all the time. _____
6. What about some costume drama? _____
7. What I want is some good comedy for me to relax. _____



Look at these quotes from listening. Match the words/phrases in bold in 1-5 to meanings a)-e).

1. it's **poking** fun at people
 2. so reality TV is **fine** by me
 3. they know **what they're** letting themselves in for
 4. that's a bit **dull**
 5. **each** to their own
- a) making people seem ridiculous _____
 - b) I have no objection _____
 - c) what kind of unpleasant situation they're getting involved in _____
 - d) everyone likes different things _____
 - e) not interesting _____



You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.

Unit 3 It Goes Viral!



Slang Dictionary

Here we've got some examples of how to say things in different situations.

↓ Situation	 Formal	 Relaxed	 Informal
A friend has been taking drugs. You explain this situation to a friend.	He is suffering from the effects of a hallucinogenic substance.	He's a bit high.	He's stoned; he's out of it; he's out of his head.
You think a film was really, really impressive. You tell a friend.	It really impressed me.	It was incredible.	It was out of this world; it was awesome; it was amazing.
Your husband has had an _____ with another person.	He has been unfaithful to me.	He has had an affair.	He's a two-timer; he's a cheater; he's been two-timing me.
A man often makes sexist comments. You tell a friend.	He is disrespectful and insulting towards women.	He's sexist.	He's an MCP (a male chauvinist pig).
You are driving and you notice a police car behind you.	Oh, no, some officers of the law.	Oh, no, the police.	Oh, no, the cops / the fuzz / the pigs / the _____ (US)
You were at a party and you didn't know it was so late.	I was quite unaware of how time had progressed.	I didn't realise what time it was.	I completely lost _____ of time.



GLOSSARY

Please note that some of the words in this glossary box are literal translations of parts of idiomatic expressions.

an affair *n*

a relationship with someone who isn't your wife/husband/boyfriend/girlfriend, etc

5:0 *abbr inform*

the police. This comes from the television police series with the great surfing music *Hawaii 5:0*

a track *n*

a metal line that trains travel on

Enjoy listening

Justin Bieber: Sorry

Listen and underline the correct word.

[Verse 1]

You gotta go and get angry at all of my *hon is*
tea/honesty
You know I try but I don't do too well with
apologies/a pile of gees
I hope I don't run out of *talk with/time, could*
someone call a referee?
Cause I just need one more shot *out of Guinness/at*
forgiveness
I know you know that I made those mistakes maybe
one is to ice/once or twice
By once or twice I mean maybe a couple *of high in*
there/a hundred times
So let me, oh let me redeem, oh redeem, oh myself *to*
knight/tonight
Cause I just need one more shot at *so I can/second*
chances

[Pre-Chorus]

Yeah, *easy to lay/is it too late* now to say sorry?
Cause I'm *may see/missing* more than just your body
Is it too late now to say sorry?
Yeah I know *darling/that* I let you down
Is it too late to say I'm sorry now?

[Chorus]

I'm sorry, yeah
Sorry, yeah
Sorry
Yeah I know that I let you down
Is it too late to say I'm sorry now?

[Verse 2]

I'll take every *sing the peace/single piece* of the
blame if you want me to
But you know that there is *no innocent one/knowing*



the saint one in this game for two
I'll go, I'll go and then you go, you go out and *is*
pale/spill the truth
Can we both say the words *at forgiveness/and forget*
this?

[Pre-Chorus]

[Bridge]

I'm not just *trying to/try*
into get you back on me
Cause I'm missing more
than just your body
Is it too late now to say
sorry?
Yeah I know that I let you
down
Is it too late to say I'm
sorry now?

[Chorus]

Song Facts:

After a run of boorish behavior that included reckless driving, public urination and even an incident involving a black market monkey, Justin Bieber showed some contrition in 2015, apologizing for some of his misdeeds and subjecting himself to a "Comedy Central" roast. He sees this song as the coda. "It's kind of the stamp, the end-all of apologies that I'm giving to people, to the media," he told the Australian radio station "Nova 93.7".



Lesson 3

Role-play Cards

Reality Check

Movie Time

Jack Reacher



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.



Engage in a heated debate with the class.

Reality Check

1. Do you follow the news? Why?
2. What kind of news appeals to you?
3. Elaborate on the pros and cons of following the news?
4. To what extent do the news in the media affect you and your mood?
5. Do people of your country discuss the news in public places?



Movie Time

Jack Reacher

Now watch a video and engage in a heated debate.



What the hell happened, here?!

There was a fight.

One guy took 'em all down with his bare hands.

He's still in there.

Turn around, mister. Let me see your hands.

Slowly.

Aggravated assault is a felony in this state, Mr Reacher.

Process him and get him to county.

Two things are gonna happen in the next
ninety seconds.

Excuse me?

First that phone, over there, is gonna ring.

Second,

you're gonna be wearing these cuffs on
your way to prison.

Well that is one magnificent prophecy, Mr
Reacher.

It's just gonna keep on ringing.

Thanks for tipping us off to that Sheriff.

When are you coming to DC?

I move around a lot.

You're a legend. Folks wonder why you left.

Purple Heart, Silver Star,

there's this big dent in a desk, people say
you made it with someone's head.

Jack Reacher for Major Turner.

- Major Turner has been arrested. - On
what charge?

Espionage.

She's been setup.

How much does Reacher know?

How is it going?

I don't like being followed.

- You think you're invulnerable? - That's
right.

Maybe I'll rip your arm off and beat you to
death with it.

I'm sorry about this.

- Reacher?! - There here to kill you.

My men won't shot at one of our own.

This is bigger than I imagined.

Did you ever loose anyone on your watch,
Reacher?

You're a dead man.

You think you're above the law,

but I'm not the law, so you should start
running

because I'm gonna start hunting. And
when I find you, I'm gonna kill you all.

That haircut,

all you guys go to the same barber?

CROSSCUT 5/B

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TRY SOMETHING DIFFERENT

DNI Research Team

2017



Try Something Different



Lesson 1

Speech

Read-in
During Ramadan,
home cooks shine

Reality Check

Grammar Focus
Connectors

Speech

The guy was... was the new owner of a team, a team, a baseball team that was in the basement of the league when he took it over. he went to the pitcher he said: "what is your best throw?" he said: "well I got a good curve ball and I've got a good fastball." He went on talking about his different throws. He said: "but tell me this - what is your best throw?" he thought for a moment he said: "I've got a good fastball." he said: "that's all I want you to work on; nothing else, just develop your fastball." the next year they went to the World Series.

Most people don't know what their fastball is. Most people go through life, never discovering what their talents are. Most people never develop their talents. They have skills and abilities but if you don't nurture them, if you don't develop them, they will never serve you. Your gift can take you many places if you develop your gifts. Most of us don't like to do those things that come easy to us. I've always loved to talk to people; I decided taking this advice to develop my skills as a speaker and my gift has developed and it developed and has taken me many places. You have something that you brought to the universe and that if you decide that "my life deserves my developing, this is what I do well." and becoming the best at it and mastering myself and seeing what I have within me.

if you decide to drop your buckets where you are and develop your gifts, I grant you, you will never ever be without. I grant you that your gifts will take you places that will literally amaze you. I grant you that if you begin to work, to develop your gifts, you develop a strong sense of happiness. You'll get a larger vision of yourself. Because part of beginning to get a larger vision of yourself. All of us need some area of our lives where we can have a feeling of competence. That people know when they think about this area that's something you do. That you eat and sleep that, and that you do that, you do that! People know it and you know it and you know that you know that you know this if you don't know anything else you know this. Can you tell I know I know what I'm doing? Aw hell no! You know this; so you've got to work on it. When other folks are having a good time you've got to have this the strength of character, to concentrate to read, to digest information. If you decide any particular area that you're concerned about, to make a conscious delivered determined effort to read one book a month in that area, in five years you'll be among the top five percent experts in the world. I read a minimum of two books a week; the average American reads only one book a year! If you decide, that area that you love, that you are going to master that particular area, in this era of accelerated change overwhelming complexity and tremendous competition, as you begin to develop and expand your skills and your talents and your vision of yourself, you will always be in control of your destiny. The next thing is whatever it is that you want to do. You want to do it massively!

Read-in

During Ramadan, home cooks shine

For Amanda Saab, the flavors of Ramadan are baked into sweet, tender bites of namoura. Her Lebanese grandmother used to make the cake, folding together frothy, aerated yogurt and semolina flour. Now Ms. Saab makes it the same way, soaking the cake in a floral-scented sugar syrup while it's still warm from the oven, and cutting it into diamond-shaped pieces. "While I'm not consuming food all day, I'm thinking about food," said Ms. Saab, a social worker who lives near Detroit. "Not about how I'm missing out, but about how to make the best thing to fulfill everyone's cravings after a long day of fasting."



Amanda Saab bakes her grandmother's syrup-soaked cake in preparation for Ramadan at her home in Huron Charter Township, Mich. Credit Brittany Greeson for The New York Times

Ramadan began Friday evening in the United States, and on Saturday in other parts of the world. For 30 consecutive days, many of the 1.6 billion Muslims around the world will fast, eating each evening after the sun goes down and squeezing in a predawn meal before it rises again. "While my tummy is rumbling, it's drawing me closer to my faith," said Ms. Saab, 28.

Fasting may sound strenuous, and it is, but it's also an act of devotion during a month filled with immense joy, culminating in the feasts of "Eid al-Fitr". There's an emphasis on community and charity, self-reflection and kindness. The absence of food can deepen its meaning: After pushing through long stretches of hunger and thirst, there is a heightened sense of gratitude and delight that comes with breaking the fast while surrounded by family and friends. "When everyone's standing around, picking

Unit 4 Use Your Noodle



from the same platter, suddenly you get a surge of energy,” said Malika Ameen, 42, a cookbook author and pastry chef. “Everyone is chatty and smiling with the anticipation of dinner.”

Ms. Ameen’s father immigrated to the United States from Pakistan in the 1960s. She grew up in Chicago, where her family hosts vibrant “iftars”, one of the names for the evening meal that breaks the day’s fast. An “iftar” may be as elaborate as the truffle-laden platters on display in the dining room at the Four Seasons Resort in Dubai, in the United Arab Emirates, or as simple as chicken and rice, passed out free on paper plates at a mosque.



Malika Ameen at home in Chicago. Credit Nathan Weber for The New York Times

For home cooks, who often take turns hosting an “iftar” or carrying their homemade food to share at community centers and mosques, it’s time to shine. Many will strategize for the days ahead, planning menus and cooking in bulk. Keeping a few labor-intensive dishes ready to warm through can minimize the time spent hungry, in an unreasonably fragrant kitchen, when there are hours to go before the day’s first bite. “By about 3, you start to hit a wall and you wish you didn’t have to be around food all day,” Ms. Ameen said. “Everything starts to smell so strong.”

Use Your Noodle

reality check Share your viewpoint with your classmates. Don't forget to use what you picked up from "Speech" and "Reading".

Reality Check

1. What experience do you have regarding food and religion?
2. What effect might the serving condition (e.g. serving place, food decoration) have on the appetite?
3. Describe the ideal condition for eating.
4. What do you think about food restrictions that certain religions order?
5. What is the most disgusting food you can remember, particularly in your own country?

Grammar Focus

Connectors

	Structure	Example
Contrast	Indep clause+ having said that/this, indep clause On the one hand/side+indep clause, on the other hand/side, indep clause Indep clause,+ on the contrary,+ indep clause Indep clause,+ but at least+ indep clause indep clause.+ nevertheless/nonetheless,+ indep clause indep clause, +but at least+ indep clause	There has been some improvement in comparison to/with=compared to last year. Electric cars can not travel long distances, but at least they are pollution-free. Recycling is increasing. Nevertheless/ Nonetheless, there is still a waste disposal problem.
Adding information	indep clause. + In the same way, + indep clause By the way/Incidentally, + indep clause indep clause+ in other words, + indep clause indep clause. + What's more, indep clause indep clause. + Furthermore, + indep clause indep clause. Meanwhile, indep clause	Wave power generators use the movement of the waves to produce electricity. In the same way, tidal generators use the back and forward motion of the tides. "Oh, by the way/incidentally, while you were away, I had a message". The mobile library services have been reorganized in other words, they visit fewer places. You should remember it, and what's more, you should get it right. She saw that there was indeed a man immediately behind her. Furthermore, he was observing her strangely. Carl's starting college in September. Meanwhile, he's travelling around Europe.
Result	Above all, indep clause indep clause; + likewise, indep clause indep clause, + thereby+ general phrase	We really need to go to the mall; likewise, we should see a movie. Above all, I'd say I value kindness.

Unit 4 Use Your Noodle



Although and *even though* are **conjunctions**. They have the same meaning. *Even though* is a little stronger than *although*.

We use these structures:

- *although* + a clause
- *even though* + a clause

Despite and *in spite of* are **prepositions**, and have the same meaning. They are used with these structures:

- *despite* + noun
- *despite* + verb + -ing
- *in spite of* + a noun
- *in spite of* + verb + -ing

Although, even though vs. despite

The examples below show us that *although* / *even though* and *despite* / *in spite of* are similar in meaning, but used differently.

although, even though (+ clause)	despite, in spite of (+ verb + -ing)
<i>Even though he's a millionaire, he lives in a very small flat.</i>	<i>Despite / in spite of being a millionaire, he lives in a very small flat.</i>
<i>He lives in a very small flat even though he's a millionaire.</i>	<i>He lives in a very small flat despite / in spite of being a millionaire.</i>
<i>Although / even though he's much older than the others, he won the race.</i>	<i>Despite / in spite of being much older than the others, he won the race.</i>
<i>He won the race although / even though he's much older than the others.</i>	<i>He won the race despite / in spite of being much older than the others.</i>
<i>Even though / although it rained a lot, I enjoyed the holiday.</i>	<i>Despite / in spite of the rain, I enjoyed the holiday.</i>
<i>Even though / although they have a lot of money, they're still not happy.</i>	<i>Despite / in spite of their money, they're still not happy.</i>

When are *although* and *though* NOT interchangeable?

There are three cases when you can use **though** but NOT **although**:

1. At the end of a sentence (used in spoken English):

- *He disagreed with us. He didn't tell us, though.*
- *The house is lovely. The garden is a bit small, though.*

2. With *as* (meaning *as if*):

- *It sounds **as though/as if** you had a nice holiday.*
- *He acted **as though/as if** nothing was wrong.*

3. With *even* (to add emphasis):

- ***Even though** Arsenal played well, they lost the game.*
- *I took my coat, **even though** it wasn't cold.*



Complete following sentences using an appropriate connecting word.

- 1- Alice seems to be quite intelligent;, she often gets poor grades.
- 2- The decorations were absolutely beautiful and, the children had made them themselves.
- 3- We had a marvelous meal at that restaurant you recommended., I must give you the number of a similar one I know.
- 4- I'd like a job which pays more, but I enjoy the work I'm doing at the moment.
- 5- He forgets most things, but, he always remembers my birthday.



Lesson 2

Listening
Single-gender
education

Interpretation

Slang Conversation
At the restaurant

Enjoy Listening
Queen: The Show
Must Go On

Listening

Single-gender education



1 Listen and complete.

"Pros and Cons of Single-Gender Education for Girls":

_____ about the benefits _____.
_____ boys and girls, but I'm
_____, so I'm _____.
_____ for girls. Of course, _____
_____ for _____, and _____
that choice. I also recognize _____, and in favor
_____. So in the first part of my lecture,
_____.

_____, critics _____ old-fashioned. They point out in
the United States, _____.
before _____. These critics say that _____
_____ and _____ and _____, which is _____: to
make sure boys and girls _____ way.

Secondly, the critics say that single-sex schools _____. In _____, boys and girls are
_____ or _____. These
critics say that _____, children never _____. In _____, of
course, they _____, but _____, they _____ to sit in class
together, _____ lunch _____, play sports together, _____.

In other words — _____ —
_____, the adult world, _____. In _____ schools, boys and
girls _____ in which _____, work, play, _____.

_____, these are _____ girls from boys in school. But _____
_____, and in this case, I believe that _____
education _____, and that's _____ schools. In the second part of
the lecture, _____ support _____ girls in particular:
_____ girls _____.



Look at these notes of the lecture. Think about what kind of information might belong in the blanks. Putting your notes in columns labeled “Pros” and “Cons” is often an effective way to recognize notes.

Dr. Mary Frosch: the benefits of single-sex education for girls	
Part 1: Disadvantages and Advantages of Single-Sex Education for Girls	
Pros	Cons
Old-fashioned	

3 Read the discussion between two middle school teachers and fill in the blanks with the words below.

Alison (an experienced teacher): Hi, Jeff. How are things going in your classes?

Jeff (a new teacher): Excuse me?

Alison: Oh, I was asking how things were going.

Jeff: I’m sorry. There was a lot of noise in the hallway. There are so many (1)in school, right? But, yes, things are going well. I’m (2) that they’ll get even better after a few weeks.

Alison: What kind of activities have you been doing in class?

Jeff: Well, I think it is important for students to learn to work together, so I’ve been giving the kids a lot of (3) Activities. And they’re adolescents, so you know, I want them to be proud of what they do and develop their (4)

Alison: Have you had any problems with discipline?

Jeff: Oh, no. The kids seem to (5) Each other a lot. I would say that (6), the girls seem to be more mature than boys – and I think they are better at (7) thinking. The boys prefer to solve problems, and they need to be very active in class.

Alison: Don’t you think that’s a stereotype?

Jeff: Well, maybe it is. I don’t know – I try to treat my students the same. And I encourage all of them to ask questions if they need (8) about a topic we’re studying.

Alison: It sounds as if you are doing really well. I wish you the best of luck!

Jeff: Thank you so much for your (9), Alison. I really appreciate it.

abstract clarification collaborative confident distractions emotionally respect self-esteem support



Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.

Slang Conversation

At the restaurant

Harry and Matt have just met up in a restaurant.
H=Harry M=Matt W=Waiter

Dialogue

H: Ah, you **made it** at last. I was just about to order.
M: Got stuck in traffic.
H: **Nightmare**.
M: Tell me about it! I'm **starving**.
H: I ordered some starters but I **scoffed** them all, but we can get some more.
M: Yeah, 'cos I could **eat a horse**!
H: So, what are you having to drink?
M: A pint of lager. Have you eaten here before?
H: Yeah, the food's great and cheap too, plus you get enormous helpings!
M: Sounds like my kind of restaurant.
H: The only thing is the waiter is a bit **grumpy**.
M: It's all part of the charm – I'm sure.
H: Here's the menu.
M: Right, let's have a look. *[The waiter comes over.]*
W: You ready to order?
H: Hi, yes, we'll have two pints of lager. And I'll have the steak and chips.
M: And I'll have the **bangers and mash**.
W: How do you want your steak?
H: Rare, please. *[The waiter leaves.]*



WARNING

Many of the words and expressions from this section are used in informal situations. Only use when appropriate!

[5 minutes later]

W: Here you are. *[He tosses the plates on the table.]*
H: Erm, what's this?
W: Steak. You said rare.
H: Yeah, but this is raw! Could you put a bit of colour on it, please?
W: **Tut!** Some people!

[30 minutes later]

H: Ah! That **went down a treat**.
M: Yeah, I'm **stuffed**. Very good.
H: *[to the waiter]* Could we have the bill, please?
W: Cash or credit card?
H: Credit card.
W: **Tut!** Typical! *[The waiter leaves, then comes back with the bill.]* Here you are.
M: *[to Harry]* So, **what's the damage?**
H: Don't worry, I'll **pick up the tab!**
M: No, **this one's on me!** You paid last time.
H: Don't be silly! It's my turn.
M: Hey, we could **do a runner!**
H: No, I don't **fancy your chances** with the waiter.
M: Yeah, he could probably squash me to death!
W: So, did you enjoy your meal?
H: Yeah, but you ain't gettin' a tip!

Glossary:

To make it *exp*

If you "make it" to a place, you arrive there eventually

A nightmare *n*

A terrible situation, a bad experience

Starving *adj*

Very hungry

To scoff *vb inform*

To eat quickly

Eat a horse *exp inform*

If you say you could "eat a horse", you're saying that you're very hungry

Grumpy *adj*

A bit angry

Bangers and mash *exp inform*

Sausages and mashed potato

Tut *n*

"tut" is used in writing to represent the sound you make when you are angry or annoyed.

To go down a treat *exp inform*

If food or drink "goes down a treat", it's perfect for you

Stuffed *adj inform*

If you're "stuffed", you have an

Unpleasant feeling in your stomach because you've eaten too much

What's the damage? *exp inform*

How much is it?

To pick up the tab *exp inform*

To pay the bill

This one's on me *exp*

I'll pay for this

To do a runner *exp inform*

To escape from a restaurant, etc. without paying the bill

Don't fancy your chances *exp inform*

Said when you think you can't do sth

Enjoy listening

Queen: The Show Must Go On

Listen and underline the correct word.

[Verse 1]

Empty spaces/Entry's paces - what are we living for?
Abandoned places - I guess we know *the score/this goal*, on and
Does anybody know what we are *leaking/looking* for?
Another hero - another *mind is crying/mindless* crime
Behind the curtain, in the pants of *mine/pantomime*
Hold the line
Does anybody want to take it anymore?

[Chorus]

The Show must go on
The Show must go on
Inside my heart is *brake in/breaking*
My make-up *may be flaking/maybe faking*
But my smile, *steel stray zone/still*, stays on

[Verse 2]

Whatever happens, I'll leave it *all to chance/onto* chains
Another heartache/hard day - another *failed romance/veiled Romans*, on and on
Does anybody know what we are *leave info/living* for?
I guess I'm learning/yearning
I must be warmer now
I'll soon *be turning/bitter inn*, round the corn in now
Outside the dawn is breaking
But inside in the dark I'm *aching/a king* to be free!

[Chorus]

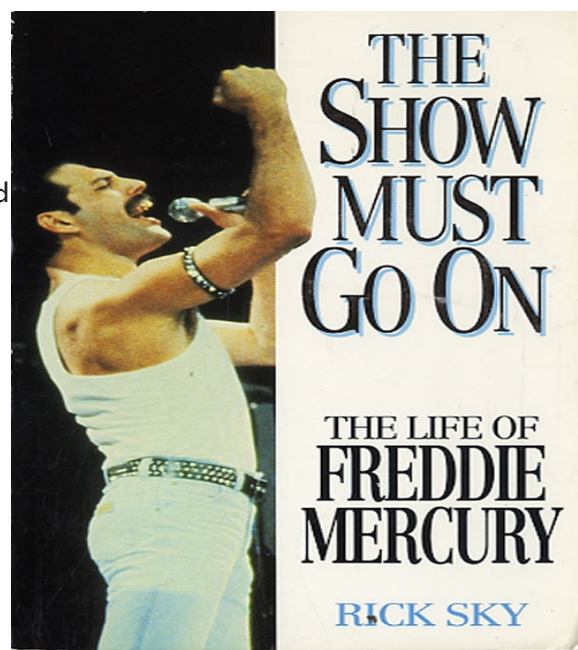
[Bridge]

My soul *is/so list* painted like the wings of butterflies
Fairy tales/furry tails of yesterday, grow but never die
I can fly, my friends

[Chorus]

[Verse 3]

I'll top the bill
I'll *overkill/lover kill*
I have to *fine devil/find the will* to carry on
On with the show
Show must go on
Show must go on



Song Facts:

Guitarist Brian May wrote this in 1991 while lead singer Freddie Mercury was dying of AIDS. It was Mercury's last official album with "Queen", and when it was released, very few people knew he had the disease. The lyrics are about the need to press on and make the most out of life while you can still enjoy it. It is inevitably a comment on Mercury's worsening condition, and his attitude towards life.



Lesson 3

Role-play Cards

Reality Check

Movie Time

The Desolation of Smaug



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.

Remember to study the cards and ask any questions you may have before you start.



Engage in a Heated debate.

Reality Check

1. Describe a common restaurant/food stall/fast food in your country.
2. What specific table manners are there in Iranian culture?
3. Talk about some peculiar table manners around the world.
4. What eating habits might you find exasperating?
5. How has dieting changed in the course of last 15 years?



Movie Time

The Desolation of Smaug

Now watch a video and engage in a heated debate.



Use Your Noodle

The Lord of silver fountains,
The King of carven stone,
The King beneath the mountain.
Shall come into his own.
And the bells shall ring in gladness
At the Mountain-King's return.
But all shall fail in sadness,
and the lake will shine and burn.
You have no right...
No right to enter that mountain!
I have the only right.
What is this place?
The desolation of Smaug.
Destroy the dragon,
take back your homeland.
The Dwarf will never be king!
Our time has come again.
It is not our fight.

Are we not part of this world?
You seek that which would bestow upon
you the right to rule.
The Arkenstone.
What's that?
That,
Master Burglar,
is why you're here.
They are in grave danger.
The world is in grave danger.
I fear for you!
If this is to end in fire,
then we will all burn together.
You can't give up now!
It never ceases to amaze me,
the courage of Hobbits.
I am King under the Mountain!



Lesson 1

You Heard?

Read-in
Advertising is
dead – Long live
advertising!

Reality Check

Grammar Focus
Modals in the
past

Ability

Certainty

Obligation

Indirect speech

You Heard?

- For one thing, the U.S. wants other countries to help restore peace in Syria. Syrian officials say this is a Syrian conflict, and it needs to stay that way.
- One example, a trial has started for a Chinese activist. He's accused of organizing protests against government corruption. The government wants to control what is said about the trial, and it's cracking down on international media whose reports may not be in line with the message that the Chinese government wants to send.
- We're about to put today's show on ice, but we're going to freeze for one more minute and take you to a Swedish town just beneath the Arctic circle. The story involves what you might call "Instruments" and an idea that was music to one man's ears.
- Sound is good enough to make your heart melt. The instruments themselves do that in the spring. Of course, you might not have heard the percussion in that piece, but if you thought it was cool, you know, you'd like to chill out while listening to it, I hear you can download it on IceTunes. OK, OK, I'm done. We'll tune up more news and puns for you tomorrow.

Read-in

Advertising is dead - Long live advertising!

As advertisers adopt increasingly sneaky ways of selling their products, Leo Benedictus charts the rise of 'stealth' and 'buzz' marketing.

These days it's quite normal to regard all forms of marketing with loathing. After enjoying a long, golden age of witty, imaginative commercials, the public has now become too cynical – or 'marketing literate' – to be taken in by traditional advertising. The average American, for example, is exposed to around 3,000 messages **every day** so it is difficult for each individual message-maker to get noticed.

Even more dangerous for the future of traditional advertising has been the **accumulation** of evidence that it no longer works. There was a study a few years ago which showed that only 18% of television campaigns in the US generated a positive return on investment, suggesting that most TV advertising, however successful and creative, is



Cold Calling

little more than a fun way for a company to waste its money.

It is from this **crisis** that marketing has emerged into its next revolution. **Interestingly**, this time it's no longer what brands say that is changing, or how they say it, but where. "Previously advertising had specific forms," says Tom Himpe, author of *Advertising is Dead – Long Live Advertising!* "If you asked someone, 'What is advertising?' they would say billboards, newspaper ads, cinema and so on. However, these days every possible means of communicating a message is being used and experimented with."

An extremely innovative and witty example of this experimentation was at a recent whaling conference, where a German animal-welfare group fitted capsules **inside the bathrooms**, causing the taps to gush 'blood'. And a New Zealand television channel found a novel way of promoting its showing of the film *The Invisible Man* by letting a dog roam the streets, wearing a lead with an invisible owner!

'Stealth' advertising of this kind overcomes the problem of falling public interest by leaping out at consumers unannounced and grabbing their attention **by force**. Being intrusive is **probably** forgivable if the advertising is entertainingly done. However, if overused or done badly, it **sometimes** **antagonises** people and increases their **resistance** to the message.

One of the most popular ways for a modern brand to win the consumer's heart is by performing good deeds for them, thereby generating positive unofficial information, or 'buzz', about the brand. The company could offer extra value to its customers, or it could perform some act of sponsored public service, such as the **renovation** of a much-loved swimming pool in Brixton in the UK, paid for by Evian water. By organising large football and running events, Nike has also generated positive word-of-mouth for itself, as it has with charitable fundraising, such as their 2005 'Stand Up Speak Up' wristbands against racism.

Most people, one imagines, would prefer to receive a new swimming pool than an ad campaign out of Evian's marketing budget. Likewise, it is probably a good thing that Nike and many other brands now spend an increasing proportion of their money on charity work rather than commercials. Whether one **respects** these companies for their efforts or **despises** them for trying to buy one's respect is a decision that each consumer must make for him- or herself.

The whole world has a point of view that they hope to convince others to share – whether they are financially motivated to do so or not. We are all free to disagree if we wish. And, sometimes, if we let ourselves, we may prefer to believe the **hype**. Ultimately, we are the only ones who can decide what we want to believe, and what we want to buy.





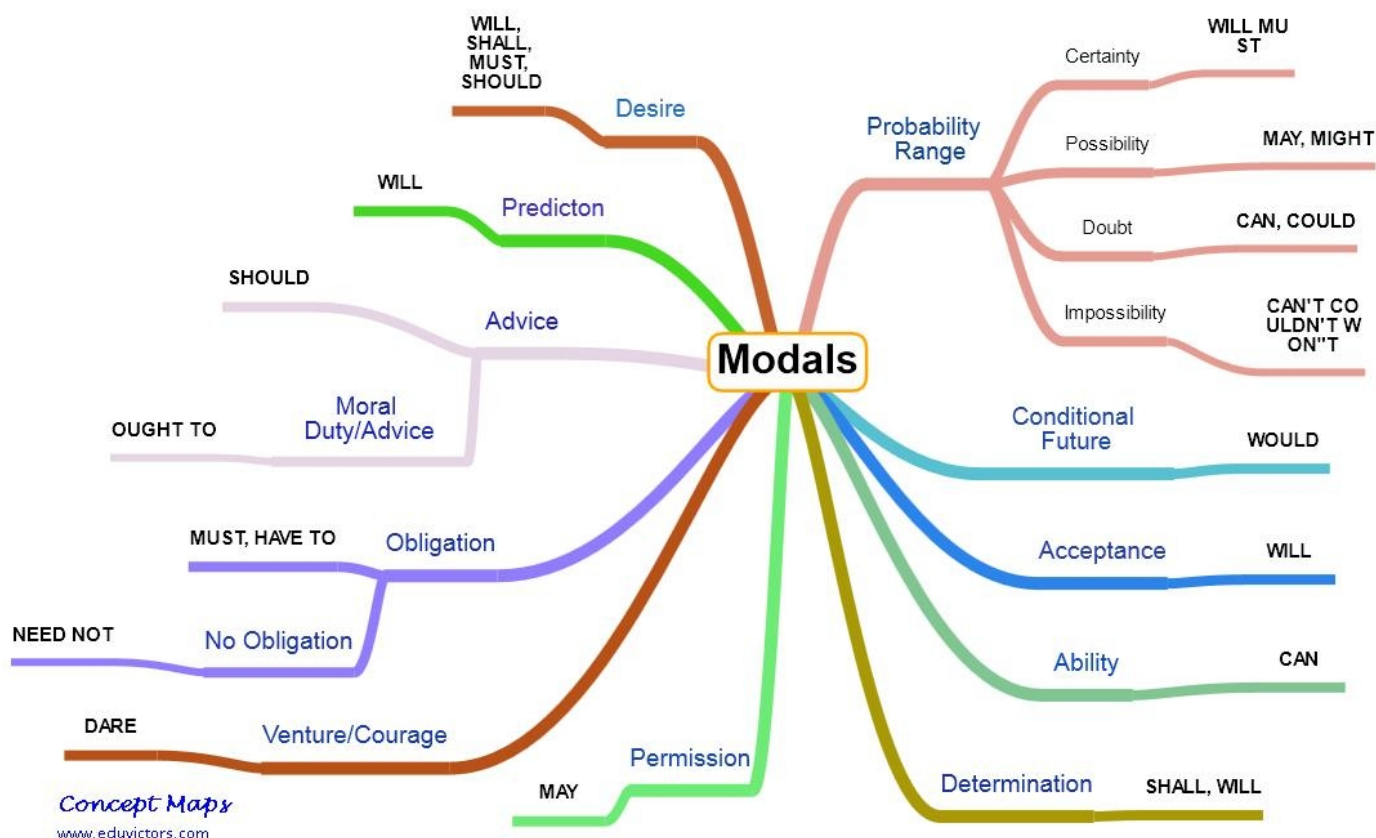
reality check Share your viewpoint with your classmates. Don't forget to use what you picked up from "You Heard?" and "Reading".

Reality Check

1. Why aren't people as easily persuaded by adverts as they used to be?
2. Why may it not be worth spending too much on television commercials?
3. How are current advertising campaigns different from previous ones?
4. In what situations can indirect advertising be tolerated?
5. In what situations can indirect advertising have the opposite effect of what was intended?
6. In what ways has Nike succeeded in gaining good publicity for itself?
7. Why does the writer believe that advertising is ultimately not too important?

Grammar Focus

Modals in the past



Ability

- **Could and was able to**

We use *could* when we talk about general past ability.

*When I was young, I **could** run very fast.*

*When Anna was young, she **couldn't** swim.*

We use *was able to* when we talk about one specific past action.

*Luckily, Mary **was able to** help us.*

*Unfortunately, they **weren't able to** save the dog.*

Certainty and uncertainty

- **Must have done and can't have**

These are used to make logical deductions about past actions.

*I **must have left** my wallet in the car. (I am sure I did)*

*Jim **can't have noticed** you. (I am sure he didn't)*

Note that we cannot use *must not have* for impossibility or *can have* for possibility.

- **May have, might have and could have**

These express possibility or uncertainty about past actions.

Jean **might have missed** the train. (perhaps she did)

She **may have taken** a later train. (perhaps she did)

Tim **might not have got** your letter. (perhaps he didn't)

Tim **may not have got** your letter. (perhaps he didn't)

You **could have been** killed! (it was a possibility)

Could have is not normally used with *not* with the meaning of possibility or uncertainty.

- **Was / Were to have**

This describes something which was supposed to happen, but didn't. It is formal in use. The form *have* does not change.

*he **was to have left** yesterday. (he was supposed to leave, but he didn't)*



Obligation

- **Had to**

Must has no past form, so we use *had to*.

*Sorry I'm late, I **had to take** the children to school.*

The question form is *Did you have to?*

*Did you **have to work** late yesterday?*

- **Should have and ought to have**

These express the feeling that a mistake was made. There is a criticism.

*I **should have posted** this letter yesterday.* (I didn't do the right thing)

*You **shouldn't have told** me the answer.* (you were wrong to do so)

- **needn't have and didn't need to**

There is a difference between these two forms. Compare:

*I **needn't have bought** a ticket.*

(I bought one but it wasn't necessary – I made a mistake.)

*I **didn't need to buy** a ticket.*

(I didn't buy one – I knew it wasn't necessary.)

In everyday speech we often use *didn't need to* for both cases.

Indirect Speech

- **Must and shall**

In indirect speech *must* is reported as *must* or *had to*. *Shall* is reported as *should*.

*"You **must go**"*

*He told me I **must go**.*

*He told me I **had to go**.*

"Shall I help?"

*He asked if he **should help**.*



For each question, complete the second sentence so that it means the same as the first, using no more than three words. Contractions count as one word.

- 1 I'm sure you dropped your wallet at the bus stop.
You ~~must have dropped~~ your wallet at the bus stop.
- 2 Maybe Joanna missed the last bus.
Joanna the last bus.
- 3 Peter knew how to skate when he was twelve.
Peter skate when he was 12.
- 4 Emma was wrong not to tell you the answer.
Emma you the answer.
- 5 It wasn't necessary for us to pay to get in.
We pay to get in.
- 6 I'm sure that Diana didn't take your books.
Diana your books.
- 7 Perhaps David didn't notice you.
David noticed you.
- 8 Terry arrived early, but it wasn't necessary.
Terry arrived early.
- 9 It wasn't necessary for me to buy any food yesterday.
I didn't any food yesterday.
- 10 It was a bad idea for us to be rude to the policeman!
We been rude to the policeman!

2 Choose the most suitable response to each comment or question.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 A: What did I do wrong?
B: ☒ a) You shouldn't have connected these two wires.
b) You didn't have to connect these two wires. 2 A: Why is the dog barking?
B: a) It should have heard something.
b) It must have heard something. 3 A: Why are you home so early?
B: a) I needn't have worked this afternoon.
b) I didn't have to work this afternoon. 4 A: Why did you worry about me? I didn't take any risks.
B: a) You must have been injured.
b) You could have been injured. 5 A: You forgot my birthday again!
B: a) Sorry, I should have looked in my diary.
b) Sorry, I had to look in my diary. | <ol style="list-style-type: none"> 6 A: We had a terrible crossing on the boat in a storm.
B: a) That didn't have to be very pleasant!
b) That can't have been very pleasant! 7 A: Where were you yesterday? You didn't turn up!
B: a) I had to go to London.
b) I must have gone to London. 8 A: What do you think about the election?
B: a) The Freedom Party had to win.
b) The Freedom Party should have won. 9 A: There's a lot of food left over from the party, isn't there?
B: a) Yes, you couldn't have made so many sandwiches.
b) Yes, you needn't have made so many sandwiches. 10 A: What do you think has happened to Tony?
B: a) I don't know, he should have got lost.
b) I don't know, he might have got lost. |
|---|--|



Lesson 2

Listening
Advertisement

Interpretation

Slang Dictionary

Enjoy Listening
OneRepublic:
Love runs out

Listening

Advertisement



Listen to Graham and Lindsay, who have a background in advertising, talking about the adverts and fill in the blanks. What are their opinions?

GRAHAM: Well, _____ in advertising and marketing _____
_____ copy-writing side. So, _____
_____. _____ particularly
impressed, _____ Coca
Cola campaign, _____ 'It's the real thing'. At the time
_____ used
_____ TV advertising, billboards, _____
_____ particularly impressed, _____ 'It's
the real thing'.

_____ just _____ everyday life. Coca Cola, _____
_____. Then you have 'the real thing'. _____
_____, _____, it's not, of course, _____ Pepsi Cola, _____
_____, _____ and good for you. So 'the real thing' _____, well, an
everyday item, _____. _____ so well, _____ people _____ 'it's
the real thing' _____ Coca Cola and _____ "Coca Cola, the real thing",
_____ the strapline or the phrase.
_____, _____ a lot of people around, _____
'It's the real thing' they will think 'Coca Cola' and _____.
that's a phrase, _____.

LINDSAY: _____ advertising _____ are _____
_____ years now. I'm thinking _____
of a young, _____, really trendy, _____ some _____.
And _____ around, _____ themselves and _____
background, _____ purple, _____ blue, _____. _____ iPod _____
with the _____. And the, _____ is that it's really
_____. _____ simple design, _____ people _____
_____, _____ someone _____ the street

Cold Calling

_____. And I think the adverts really recog..., _____ this because they, _____ about _____. _____ people want. _____ the product, _____ and, you know, _____ and for me, _____, you know, _____ fashionable lifestyle _____. And I think _____ in the future _____ this _____, simple, _____ remember _____ in the future _____.

MYTURN 1 Do you agree with Graham and Lindsay? Why? Why not?

2 Listen to Graham again and circle the best answers.

1. Graham *still works / used to work* in advertising.
2. What he liked about the Coca Cola advert was the *design of the bottle / the effectiveness of the slogan*.
3. He thought the advert *should have mentioned / didn't need to mention* the name of the product.
4. He associated the word 'real' with *being ordinary / well-being*.
5. He points out that the slogan 'it's the real things' *is / isn't* a common expression.

3 Listen to Lindsay again and circle the best answers.

1. Lindsay was impressed by the iPod advert because of its *visual effect / appeal to young people*.
2. She thinks iPod adverts are *informative / memorable*.
3. She thinks iPods are popular because they *make people look trendy / offer a convenient way of listening*.
4. She *has / would like* an iPod of her own.
5. She believes that other advertisers *will / won't* be influenced by the iPod campaign.



Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.



Slang Dictionary

Study this table and try to make up a short story. Remember that your story should only use the phrases/words from one column. It is to be Formal, Relaxed or Slang.

Situation			
	Formal	Relaxed	Informal
You think a friend has taken your pen without permission.	Did you appropriate my pen?	Did you take my pen without permission?	Did you nick my pen? Did you pinch my pen?
The television isn't working again. You tell a friend.	The television is not functioning satisfactorily.	The TV isn't working.	The TV's on the blink .
A friend won 6,000 euros on the lottery. However, she spent it all in one night.	My friend dispensed of all her money in one night.	My friend spent all her money in one night.	My mate blew all her money in one night.
You decided to buy yourself a really expensive jacket.	I bestowed an expensive jacket upon myself.	I bought an expensive jacket for myself.	I splashed out and bought a wicked jacket.
You need to go to the toilet.	I need to pay a visit to the men's room.	I need to go to the toilet.	I need to go to the bog ; I need to spend a penny; I need to go to the khazi.
You would like to go dancing tonight.	I would like to engage in some bodily movement at a discotheque tonight.	I'd like to go out dancing tonight.	I fancy a boogie tonight.



Glossary:

to pinch *vb inform*

to steal. Literally, to take skin between your fingers and to apply pressure as a way of hurting someone

On the blink *exp inform*
functioning badly.

To blow (money) *exp inform*

to spend money quickly

to splash out *exp inform*

to spend money generously and with little control.

Wicked *adj inform*

very good. In Standard English it means evil or cruel.

a bog *n inform*

a toilet. In Standard English, it means an area of wet land

Enjoy listening

OneRepublic: Love runs out

Listen and underline the correct word.

I'll be your (1)_____, your match, your
(2)_____ sun,
I'll be the (3)_____, and black, that's
(4)_____ you run.
And I feel alright, and we'll feel alright,
'Cause we'll work it out, yeah we'll work it out.
I'll be doin' this, if you (5)_____ (6)_____,
'Til the love runs out, 'til the love runs out.

I'll be your ghost, your game, your stadium.
I'll be your fifty thousand
(7)_____ (8)_____ one
And I feel alright, and I feel alright,
'Cause I worked it out, yeah I worked it out.
I'll be doin' this, if you ever doubt,
'Til the love runs out, 'til the love runs out.

[Chorus]

I got my mind made up and I can't (9)_____
(10)_____ go.
I'm killing every second (11)_____ (12)_____ sees my soul.
I'll be running, I'll be running,
'Til the love runs out, 'til the love runs out.
And we'll start a fire, and we'll shut it down,
'Til the love runs out, 'til the love runs out.

There's a maniac out (13)_____ (14)_____ (15)_____ me.
Got an angel on my shoulder, and Mephistopheles.
My momma raised me good, momma raised me right.
Momma said "do what you want, (16)_____ (17)_____ at night",
And I'm saying them, (18)_____ I'm so devout.
'Til the love runs out, 'til the love runs out, yeah.

[Chorus]

Ooh, we all want the same thing.
Ooh, we all run for something.
Oh for God, for fate,
For love, for hate,
For gold, and rust,
For diamonds, and dust.



Song Facts:

The follow up to OneRepublic's "Counting Stars" single was a brand new track that didn't feature on their "Native" album. Frontman Ryan Tedder said: "The very short back story on the song was when we were working on "Native" I originally thought this was going to be the first single and I wanted it to be the first single, but I could not finish the chorus. And you can't have a song without a chorus. It took me about a year," he added. The song was released in 2014.



Lesson 3

Role-play Cards

Reality Check

Real Time
Describing
Donald Trump



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.

Remember to study the cards and ask any questions you may have before you start.



Engage in a heated debate.

Reality Check

1. Should there be an advertisement-free zone?
2. What kinds of advertisements attract you?
3. What makes an ad memorable?
4. Do you buy products because of advertising?
5. Do you find advertising persuasive?
6. Why aren't people as easily persuaded by adverts as they used to?
7. Why may it not be worth spending too much on television commercials?
8. How are current advertising campaigns different from previous ones?
9. In what situations can indirect advertising have the opposite effect of what was intended?
10. Is there truth in advertising?
11. Why is it necessary to advertise?
12. What are the different methods of advertising?
13. Do you think that the Internet and cable/satellite TV have become more important than national TV for advertising products?
14. When out walking or shopping in the city, do you accept advertising fliers or free samples that are offered to you?
15. When you watch TV, how much attention do you pay to the advertisements?

Cold Calling



Real Time

Describing Donald Trump



Now use what you learned. Choose a famous individual and play a guessing game. Your description is to be thorough enough for your classmate to guess who he is within 2 minutes.



Lesson 1

Speech

Read-in
Towards
immortality: The
social burden of
long lives

Reality Check

Grammar Focus
Wish: Present
and past

Conditionals

Speech

I am honored to be with you today for your commencement from one of the finest universities in the world. Truth be told, I never graduated from college. And this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

Connecting the dots

The first story is about connecting the dots. I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit.

So why did I drop out? It started before I was born. My biological mother was a young, unwed graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl.

So my parents, who were on a waiting list, got a call in the middle of the night asking: "We've got an unexpected baby boy; do you want him?" They said: "Of course." My biological mother found out later that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would go to college. This was the start in my life.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back, it was one of the best decisions I ever made.

The minute I dropped out, I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked far more interesting. It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the \$0.05 deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.

Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But 10 years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them.

Read-in

Toward immortality: The social burden of long lives

TOWARD IMMORTALITY: THE SOCIAL BURDEN OF LONGER LIVES

By Ker Than

LiveScience Staff Writer

A doubled lifespan

1 If scientists could create a pill that let you live twice as long while remaining free of infirmities,¹ would you take it?



2 If one considers only the personal benefits that longer life would bring, the answer might seem like a no-brainer²: People could spend more quality time with loved ones; watch future generations grow up; learn new languages; master new musical instruments; try different careers or travel the world.

3 But what about society as a whole? Would it be better off if lifespans were doubled? The question is one of growing relevance, and serious debate about it goes back at least a few years to the Kronos Conference on Longevity Health Sciences in Arizona. Gregory Stock, director of the Program on Medicine, Technology, and Society at UCLA's School of Public Health, answered the question with an **emphatic** "Yes." A doubled lifespan, Stock said, would "give us a chance to recover from our mistakes, lead us towards longer-term thinking and reduce healthcare costs by delaying the onset of expensive diseases of aging. It would also raise productivity by adding to our prime years."



4 Bioethicist Daniel Callahan, a cofounder of the Hastings Center in New York, didn't share Stock's enthusiasm. Callahan's objections were practical ones. For one thing, he said, doubling lifespans won't solve any of our current social problems. "We have war, poverty, all sorts of issues around, and I don't think any of them would be at all helped by having people live longer," Callahan said in a recent telephone interview. "The question is, 'What will we get as a society?' I suspect it won't be a better society."

5 Others point out that a doubling of the human lifespan will affect society at every level. Notions³ about marriage, family, and work will change in fundamental ways, they say, as will attitudes toward the young and the old.

Marriage and family

6 Richard Kalish, a psychologist who considered the social effects of life extension technologies, thinks a longer lifespan will **radically** change how we view marriage.

7 In today's world, for example, a couple in their 60s who are stuck in a **loveless** but **tolerable** marriage might decide to stay together for the remaining 15 to 20 years of their lives out of inertia⁴ or familiarity. But if that same couple knew they might have to suffer each other's company for another 60 or 80 years, their choice might be different. Kalish predicted that as lifespans increase, there will be a shift in emphasis from marriage as a lifelong union to marriage as a long-term commitment. Multiple, brief marriages could become common.

8 A doubled lifespan will reshape notions of family life in other ways, too, says Chris Hackler, head of the Division of Medical

Humanities at the University of Arkansas. If multiple marriages become the norm as Kalish predicts, and each marriage produces children, then half-siblings will become more common, Hackler points out. And if couples continue the current trend of having children beginning in their 20s and 30s, then eight or even ten generations might be alive simultaneously, Hackler said. Furthermore, if life extension also increases a woman's period of fertility, siblings could be born 40 or 50 years apart. Such a large age difference would radically change the way siblings or parents and their children interact with one another.

9 "If we were 100 years younger than our parents or 60 years apart from our siblings, that would certainly create a different set of social relationships," Hackler told *LiveScience*.

The workplace

10 For most people, living longer will **inevitably** mean more time spent working. Careers will necessarily become longer, and the retirement age will have to be pushed back, not only so individuals can support themselves, but to avoid overtaxing a nation's social security system.

11 Advocates of anti-aging research say that working longer might not be such a bad thing. With skilled workers remaining in the workforce longer, economic productivity would go up. And if people got bored with their jobs, they could switch careers.

12 But such changes would carry their own set of dangers, critics say. Competition for jobs would become fiercer as "mid-life re-trainees" beginning new careers vie with young workers for a limited number of entry-level positions. Especially **worrisome** is the

No Spring Chicken

problem of workplace mobility, Callahan said. "If you have people staying in their jobs for 100 years, that is going to make it really tough for young people to move in and get ahead," Callahan explained.

- 13 Callahan also worries that corporations and universities could become dominated by a few individuals if executives, managers, and tenured professors refuse to give up their posts.⁵ Without a constant infusion of youthful talent and ideas, these institutions could stagnate.⁶

Time to act

- 14 While opinions differ wildly about what the ramifications for society will be if the human lifespan is extended, most ethicists agree that the issue should be discussed now, since it might be impossible to stop or control the technology once it's developed. "If this could ever happen, then we'd better ask what kind of society we want to get," Callahan said. "We had better not go anywhere near it until we have figured those problems out."

MYTURN Fill in the blanks with the correct form of the words given.

- 1- A couple in their 60s who are stuck in a loveless but _____ (tolerate) marriage might decide to stay together.
- 2- Germany reached the final of the championship with an _____ (emphasis) 3-0 victory over France.
- 3- They have improved _____ (measure) since the arrival of their Australian coach last November.
- 4- He takes plenty of _____ (vigor) exercise.
- 5- She disliked the president, whom she once described as a/an _____ (suffer) bore.
- 6- The prime Minister may now be regretting her _____ (impetus) promise to reduce unemployment by half.
- 7- Their skill, _____ (enthuse) and running has got them in the team.
- 8- It's a question of striking the right balance between quality and _____ (produce).

reality check Share your viewpoint with your classmates. Don't forget to use what you picked up from the "Speech" and "Reading".

1. How long will people live in the future?
2. Why will there be fewer diseases in the future?
3. What problems may longer lives cause for society?
4. Many countries are facing the problem of 'aging population'. What problems can cause this?
5. What are the best/worst aspects of living to be old?



Grammar Focus

Wish: Present and past

Grammar Explanations

Examples

1. Use **wish** followed by a verb in the **simple past** tense to talk about things that you want to be true now but that are not true.

After *wish*, use **were** instead of *was*.

- He **wishes** he **had** a yacht.
(He doesn't have a yacht, but he wants one.)

- Sometimes I **wish** I **were** a child again.
NOT Sometimes I ~~wish~~ I ~~was~~ a child again.

2. Use **wish** followed by the **past perfect** to express regrets about events in the past.

- They **wish** they **had moved** to the city.
(They didn't move to the city, and now they think that was a mistake.)

3. Use **would** after **wish** to express a desire for someone or something to act in a different way. This often communicates a complaint or a regret.

Do not use *will* after *wish*.

- I **wish** you **would cook** breakfast. You have more time than I do.

- I **wish** she **would visit** more often. I really miss her.

NOT I ~~wish~~ she ~~will~~ visit more often.

4. Use **could** or **could have** after **wish** to express ability.

Do not use *can* after *wish*.

- He **wishes** he **could earn** more money now.

- He **wishes** he **could have found** a better job when he was younger.

NOT He ~~wishes~~ he ~~can~~ earn more money.

Conditionals

Types	If-clause (condition)	Main clause (result)
Zero conditional Used for present, real/factual situations	If I drink coffee at night	I don't sleep well.
First conditional Used for future real/factual situations	If I drink coffee tonight,	I won't sleep well.
Second conditional Used for present or future unreal, imaginary situations	If I drank coffee tonight,	I wouldn't sleep well.
Third conditional Used for past unreal, imaginary situations	If I had drunk coffee last night,	I wouldn't have slept well.

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Complete the Conditional Sentences. Decide whether to use Type I, II or III.

- 1- If I had time, I _____ (go) shopping with you.
- 2- If you _____ (speak) English, you will get along with them perfectly.
- 3- If they had gone for a walk, they _____ (turn) the lights off.
- 4- If she _____ (come) to see us, we will go to the zoo.
- 5- I would have told you, if I _____ (see) him.

2 Complete the Conditional Sentences. Decide whether to use Type I, II or III.

- 1- I miss my ex-boyfriend. I wish he _____ me.
a) didn't leave b) hadn't left c) wouldn't leave
- 2- My cousins are always at our house. I wish they _____ so near.
a) didn't live b) hadn't lived c) wouldn't live
- 3- We don't earn a lot of money. I wish we _____ rich.
a) were b) had be c) would be
- 4- I didn't know my friend was depressed. I wish she _____ me.
a) told b) had told would tell
- 5- My sister has been going out with her boyfriend for years. I wish they _____ married.
a) got b) had got c) would get



Lesson 2

Listening
Peace of mind

Interpretation

Slang Conversation
Driving

Enjoy Listening
Daft punk ft.
Pharrell Williams:
Get Lucky

Listening

Peace of mind



Listen to Eileen Julian and fill in the blanks.

Is Peace of Mind for Seniors Just a Myth?

_____ believe: that _____
_____, we can _____, _____ and
_____. _____ that is!

I recently _____ that _____. I _____

_____, but I _____. Now, _____

I'm _____, _____ and _____. Sure, I _____

_____ I was 18, but _____? And then last night,

I _____, "Aunt Eileen, I _____

_____ old, _____ happy, healthy, _____. You're _____."

She was right; _____. Years ago,

_____. Fortunately, our family

_____ and _____

However _____ I was in my _____

_____ or 60 years? The

answer _____, so _____. I _____

poor, and alone, _____. I'm _____, but I

am _____. So _____ this?

Well, _____. She said I had _____

As a result, I _____ the _____

When _____, I had _____ what to do next. Did

I _____, _____? No, I did not! So,

I _____. Then I _____

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Although I _____ mostly for _____, I now believe that _____.

When my niece asked _____ for being happy _____, I told _____: _____, _____, _____, and _____. Oh, and eat chocolate.

Today, I _____ that _____ to my nieces _____. And that _____.

1 Match the words and expressions on the left with their definitions on the right.

- | | |
|-------------------------------------|--|
| _____ 1. myth | A. recovered from a problem or setback |
| _____ 2. facing a short-term crisis | B. enjoying life and not worrying about things |
| _____ 3. back on your feet | C. as much as you need for a particular purpose |
| _____ 4. thriving | D. simple or easy to understand |
| _____ 5. encountered | E. a story that many people believe, that is not true |
| _____ 6. sufficient | F. asked to join a new club, company, or organization |
| _____ 7. improve the odds | G. things that you should or should not do in a particular situation |
| _____ 8. recruited | H. experienced something bad that you had to deal with |
| _____ 9. happy-go-lucky | I. reduce or lessen the chance that something bad will happen |
| | J. dealing with an immediate problem |
| | K. increase the chances that you will be successful |
| | L. very successful; strong and healthy |

Unit 6 No Spring Chicken



Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.

Slang Conversation

Driving

Mike is going to give Barry a **lift** to the computer shop.

Dialogue

Barry: Nice motor.
Mike: Cheers. Hop in.
Barry: A **beamer**, no less.
Mike: It's my dad's. He lets me **take it out for a spin** every now and then.
Barry: Very nice, and certainly better than that **clapped out banger** of yours.
Mike: Yeah, right, so where's this computer shop then?
Barry: Oh, if you hang a left here, it'll take us onto the motorway, won't it?
Mike: Yeah, but it's **choc-a-bloc** at this time of the day.
Barry: OK then turn right here... then left here... then right again here... and left here at the traffic lights... Step on it!
Mike: The lights are red!
Barry: But there's no one around.
Mike: There's a **cop car** behind us.

Warning

Many of the words and expressions from this section are used in informal situations. Only use in appropriate situations!

Barry: Oh, right. Here we are. The shop's just at the end of this street.
Mike: You didn't tell me it was so close. You could have walked!
Barry: Yeah, but that computer **weighs a ton**, and I couldn't possibly **lug** the **screen** as well. Hey, look, there's a parking space over there. Put your foot on it. Too late, someone's **nicked** it. Right, do a **uie**. I think there was a space back there.
Mike: I can't do a U-turn here.
Barry: Oh, look, there's a space over there. Here, give me the wheel. *[He grabs the wheel.]*
Mike: What are you doing? *[He crashes into a post.]*
Barry: Whoops! You've hit that post.
Mike: Me? You took the wheel, **you nutter!**
Barry: You should have let me help you. *[He gets out]* Right, erm, I won't be a sec. I'll just **pop in** to get that computer. *[looking at the car]* Oh, that's **nasty**. You've **made a real dog's dinner** of that. You've **bent the fender** right out of shape.
Mike: Oh, right.
Barry: Oh, and "**curb check!**"
Mike: Go - and - get - your - computer!

Glossary:

to give someone a lift *exp*
 drive someone somewhere

a beamer *n inform*
 a BMW car

to take a car out for a spin *exp inform*
 to drive for pleasure (or to try it)

clapped out *exp inform*
 broken and old

a banger *n inform*
 an old, broken car

choc-a-bloc *adj*
 if the roads are choc-a-bloc, they're full of cars

a cop car *n inform*
 a police car

to lug *v inform*
 to carry

to nick *vb inform*
 to steal, to take

a uie *n inform*
 a u-turn, if you do a "U-turn", you turn the car around 180°

you nutter! *exp inform*
 you crazy person, you madman/madwoman

to pop in *exp inform*
 to enter a place quickly and for a short time

nasty *adj*

not nice, bad

to make a dog's dinner of sth *exp inform*
 to ruin/destroy/break something

a fender *n*

a bar at the front or back of the car that protects it

curb check! *exp inform*

something you say if someone has driven the car into the curb. The "Curb" is the edge of the pavement / sidewalk.

No Spring Chicken

Enjoy listening

Daft Punk ft. Pharrell Williams: Get Lucky

Listen and underline the correct word.

[Verse1]

Like the legend of the *fee nicks/phoenix*
All ends with beginnings
What keeps *dip and net/the planet* spinning
(uh)
The *force of love/for so law* beginning
Look
We've *count to fall/come too farto give*
up/devour who we are
So let's *rest/raise* the bar *and our cups/inner*
cops to the stars

[Chorus]

She's *a pole/up* all night 'til the sun
I'm up all night to *the sun/get some*
She's up all night for *good fun/goof on*
I'm up all night to get *lock it/lucky*

[Verse2]

The present has no *rib end/ribbon*
Your gift *kip so give in/keeps on giving*,
What is *the sum filling/this I'm feeling?*
If you *wanna leave/won a leaf* I'm with it (ah)

[Chorus]

... Let's get *flunked/funked* again)



Song Facts:

The first single from Daft Punk's fourth studio album "Random Access Memories" features American rapper and record producer Pharrell Williams on vocals and studio legend Nile Rodgers of disco pioneers "Chic" on guitar. The song broke "Spotify" streaming records on the day of its release. It achieved the highest number of streams on the Swedish online music site in 24 hours in both the UK and US. British band Bastille's single "Pompeii" previously held the record in the UK and Macklemore and Ryan Lewis' track "Thrift Shop" in the US.

Unit 6 No Spring Chicken



Lesson 3

Role-play Cards

Reality Check

Movie Time

Free State of Jones



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.

Remember to study the cards and ask any questions you may have before you start.



Engage in a heated debate.

Reality Check

1. What ideals compel society to respect the elderly?
2. What instances of respecting the elderly can you think of?
3. If you could say something to your older self, what would you say?
4. What is the worst feeling one might have in the golden years?
5. Do you approve of putting the elderly in nursing home?



Movie Time

Free State of Jones

Now watch a video and engage in a heated debate.



No Spring Chicken

Ready!

You move fast, and you stay close to me.

Aim! Fire! Stay down!

Hold, hold, hold.

He died with honor. No, Will, he just died.

I'm tired of it. You, me, all of us.

We're all out there dying so they can stay rich.

The tax collector is coming around here taking everything.

We have nothing for the winter.

You know how to shoot one of these?

It's quite an army you got there.

Last time I checked, the gun don't care who is pulling the trigger.

You know they shoot deserters, don't you?

- They runaways? - Ain't you?

I ain't going die so they can be rich selling their cotton.

That's why we left too.

No man ought to tell another man what he's got to live for or what he's got to die for.

I don't have the patience with five or six deserters hiding out in a swamp.

You ready? Just hang him.

See anything? He's out there.

He won't miss this.

This fight is for our children and their children's children.

From this day forward, we declare the land north of Pascagoula Swamp to be a free state of Jones.

They are poor farmers, deserters, who frankly sir, don't have much to lose.

The winds is shifting.

You can't fight it this time.

There's plenty left to fight for.

CROSSCUT 5/C

CORE COURSE



CROSSCUT⁺
Language Method
DAAVARI NOANDISH INSTITUTE
TRY SOMETHING DIFFERENT

CROSSCUT⁺

Language Method Fourth Generation



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The CROSSCUT[®] Plus *Core Course* series has been authored and compiled of plenty of course books and references. Attempt has been made to select the most authentic and reliant topics from among the newly-published resources during a breath-taking period at Daavari Noandish Institute (**DNI**) R&D committee.

Once fully authored, the contexts were revised in order to go in line with the foundations of the CROSSCUT[®] English Teaching Method. Hence, it is absolutely *essential* to ask for a written permission in case of copying *in advance* from the CROSSCUT[®].



TRY SOMETHING DIFFERENT

DNI Research Team

2017

Try Something Different



Lesson 1

Speech

Read-in
How smart are
animals?

Reality Check

Grammar Focus
Inversion

Two-part
conjunctions

Speech

So how do we learn?

And why does some of us learn things more easily than others?

So, as I just mentioned, I'm Doctor Lara Boyd. I am a brain researcher here at the University of British Columbia. These are the questions that fascinate me. So brain research is one of the great frontiers in the understanding of human physiology, and also in the consideration of what makes us who we are. It's an amazing time to be a brain researcher, and I would argue to you that I have the most interesting job in the world. What we know about the brain is changing at a breathtaking pace. And much of what we thought we knew and understood about the brain turns out to be not true or incomplete.

Some of these misconceptions are more obvious than others. For example, we used to think that after childhood the brain did not, really could not change. And it turns out that nothing can be farther than the truth. Another misconception about the brain is that you only use parts of it at any given time and silent it when you do nothing. Well, this is also untrue. It turns out that even when you're at a rest and thinking of nothing, your brain is highly active. So it's been advances in technology, such as MRI, that's allowed us to make these and many other important discoveries.

And perhaps the most exciting, the most interesting and transformative of these discoveries is that, every time you learn a new fact or skill, you change your brain. It's something we call neuroplasticity.

So as little as 25 years ago, we thought that after about puberty, the only changes that took place in the brain were negative: the loss of brain cells with aging, resulted damage, like a stroke.

And then, studies began to show remarkable amounts of reorganization in the adult brain. And the ensuing research has shown us that all of our behaviors change our brain. That these changes are not limited by age, it's a good news right? And in fact, they are taking place all the time.

And very importantly, brain reorganization helps to support recovery after you damage your brain. The key to each of these changes is neuroplasticity. So what does it looks alike? So your brain can change in three very basic ways to support learning. And the first is chemical.

So brain actually functions by transferring chemicals signals between brain cells, what we called neurons, and this triggered series of actions and reactions. So to support learning, your brain can increase the amount through the concentrations of these chemical signaling hat's taking place between neurons. Because this change can happen rapidly, this supports short term memory or the short term improvement in the performance of a motor skill. The second way that the brain can change to support learning is by altering its structure. So during learning, the brain can change the connections between neurons. Here, the physical structure of the brain is actually changing so this takes a bit more time. These type of changes are related to long term memory, the long term improvement in a motor skill. These processes interact, and let me give you an example of how. We've all tried to learn a new motor skill, maybe playing the piano, maybe learning to juggle.

You've had the experience of getting better and better within a single session of practice, and thinking "I have got it." And then, maybe you return the next day, and all those improvements from the day before are lost. What happened? Well, in the short term, your brain was able to increase the chemical signaling between your neurons. But for some reason, those changes did not induce the structural changes that are necessary to support long term memory. Remember that long term memories take time.

Read-in

How smart are animals?

We think that crows are smart, but what do we really know? Intelligence takes on diverse meanings for different species, and researchers think we are too prone to use human standards. We've all heard talk of animal intelligence. We speak of crafty crows, clever foxes, discerning dolphins, and brilliant squids, but can we really use the word intelligence with regard to animals?

Researchers are concerned with learning mechanisms and other cognitive abilities-thinking, acquiring knowledge, sensory perception, memory, and language. These are the thought processes which form the basis for what we experience and comprehend of the world around us.



The problem is that we often look for human traits when we study animal behaviour. But what may be clever for us needn't be a viable attribute in other members of the animal kingdom. "Animals are often given tasks based on human behaviour, such as the use of tools," says Peter Bockman, a zoologist at the Natural History Museum in Oslo. "If you turn it around and visualise a flock' of screaming chimpanzees hauling you up into a treetop and confronting you with a complicated problem involving nuts, how intelligently do you think you would perform?" he asks.



Indeed, we can easily fail to notice animal intelligence if we only look for human qualities, says Bjarne Braastad, an animal behaviourist at the Norwegian University of Life Sciences. "It can be limiting if your point of departure is human traits. Animals have other abilities and can have elements of intelligence that humans lack," he says.

IQ by the kilo

We often measure intelligence, particularly in mammals, in accordance with how much the brain weighs in relation to total body weight. Humans lead by a long shot on this list, and the animal right behind us is not one of the apes- it's the dolphin.

Dolphins can thus be said to have the potential for very high intelligence, but we can't measure this optimally. Dolphins come from a completely different world, in a way, and have a language we can't fathom.' Communication is definitely a great barrier in the understanding of animal behaviour.

"Human intelligence is strongly linked to the language we use to communicate with one another, "says Beckman. "As long as we can't communicate with animals, it's really hard to decide how smart they are." "Language is such an integral part of being human, and that makes it hard to avoid using human traits as a framework for considering the intelligence of animals."

Bees smarter than babies?

A group of scientists from Queen Mary University in London examined studies of animal intelligence to find out what scientists currently think about comparable cognition in different species. They found that concepts and terms used to calculate the intelligence of animal are often borrowed from studies of human psychology.

One recent study charting the learning speed of bees, human infants, birds, and fish ended with the bees on top and our offspring' at bottom. So the researchers behind the experiment concluded that learning speed couldn't be used to measure intelligence- because humans weren't first across the finish line.

The British scientists point out that the bees beat the babies in a learning test because the lab tested characteristics that bees have been perfecting during aeons of evolutionary development.

In comparisons of intelligence among species, it's hard to avoid dealing trump cards to one species or another. "It's difficult to discern between reasoning, learned reflexes, and pure instincts. This makes it challenging for humans to create tests that don't remind animals of their natural behaviour," says Beckman.

Make a Beeline



Share your viewpoint with your classmates. Don't forget to use what you picked up from "Speech" and "Reading".

Reality Check

1. Do you think an animal's ability to imitate human behavior is a sign of high intelligence?
2. Do you think domesticated animals that can be trained are more intelligent than animals living in the wild?
3. What do some animals do that makes them seem intelligent?
4. Do you think that animals dream?
5. Do you think animals have souls?
6. What are the biggest differences between animals and humans?



Grammar Focus

Inversion

Inversions with negative adverbial words and phrases

When we put some negative adverbial words and phrases at the beginning of a sentence for emphasis, the subject and the verb 'invert'. This means we use the question form of the verb, even though the sentence is not a question. Inversions are quite formal and are not usually used in conversation.

Form negative adverbial word/phrase + question form
No sooner had I accepted the job than they told me I had to work weekends.

Negative adverbial	Example
Never	<i>Never have I worked so hard in all my life.</i>
Rarely	<i>Rarely have I worked so hard in all my life.</i>
Seldom	<i>Seldom have I worked so hard in all my life.</i>
No sooner (... than)	<i>No sooner had Matt started work than he resigned.</i>
Hardly (... when)	<i>Hardly had Matt started work when he resigned.</i>
Not only (... but also/too)	<i>Not only were you late for work, but you had also forgotten the report.</i>
Under no circumstances	<i>Under no circumstances are employees allowed to leave the building without permission.</i>
At no time/point	<i>At no time/point was I told what the job involved.</i>
Little	<i>Little did I realise that I would become managing director just two years later.</i>
Not until	<i>Not until the next day did I hear that I had got the job.</i>
Only	<i>Only at the end of the interview did I think I had a chance of getting the job.</i>



Watch out!

- Little is used with verbs of thought (*realise, know, suspect, etc*) and means 'I did not realise/etc at all ...':
✓ **Little did I know** how things were going to turn out.
(= I did not know at all how things were going to turn out.)
- With *not until* and *only*, you have to be careful about which verb to invert.
✓ **Not until I had finished** my homework **was I allowed** to go out.
X ~~Not until had I finished~~ my homework ~~I was allowed~~ to go out.
✓ **Only when I had finished** my homework **was I allowed** to go out.
X ~~Only when had I finished~~ my homework ~~I was allowed~~ to go out.

Other inversions

Use	Example
In short answers and other similar structures using <i>so, neither</i> and <i>nor</i>	'I'm a plumber.' 'Really? So am I! ' My sister doesn't like getting ready for work, and neither do I / nor do I.
After <i>as, so</i> and <i>such</i>	The manager was nervous about the director's visit, as were the rest of the staff. So late was it that there was no one in the office. Such a hot day was it that no one wanted to work.
In conditional sentences	Were our staff better trained, we might make a larger profit. (= If our staff were better trained ...) Had I known about the vacancy, I would have applied. (= If I had known ...)

Watch out!

- Remember that 'So am/do/have I' is used to agree with a positive statement and 'Neither/Nor am/do/have I' is used to agree with a negative statement.
✓ 'I really like my job.' '**So do I.**'
✓ 'I really don't like my job.' '**Neither do I / Nor do I.**'



1 If a word or phrase is correct, put a tick. If not, rewrite it correctly.

- Hardly **Tom had opened** the door when the rabbit ran out into the street.
.....
- Only when **I read** the book did I realise why it was so special.
- Not only **you passed** the exam, but you also got an A!
- Not until **do I see** Greg next week will I know whether he got the job.
.....
- No sooner **had we found** our seats than the film began.
- At no point while the race is taking place **members of the public are not allowed** onto the track.
- Under no circumstances **do the equipment to be used** without supervision.
.....

2 Choose the correct answer.

- 1 No sooner down than the phone rang.
A I had sat B do I sit
C had I sat D was I sitting
- 2 Never a greater day in the history of mankind.
A did there be B was there
C there was D there has been
- 3 At no time that he was the killer.
A I didn't suspect B was I suspect
C I had suspected D did I suspect
- 4 Little that I knew his secret.
A did John know B John did know
C was John know D John knew
- 5 Not until her did I realise how beautiful she was.
A I saw B did I see
C was I saw D saw I
- 6 Not only my keys, I've lost my wallet, too.
A I have lost B are I lost
C I did lose D have I lost
- 7 Rarely about the environment enough to give up their car.
A do people care B people care
C are people care D care people
- 8 Only when may vehicles cross the train tracks.
A is the green light on
B the green light is on
C did the green light be on
D on is the green light
- 9 Seldom such a rude person!
A have I met B I have met
C did I met D am I meeting
- 10 Only after doing his chores to go to meet his friends.
A Jason was allowed
B did Jason allow
C was allowed Jason
D was Jason allowed

Two-part conjunctions with phrases and clauses

S + V + either + phrase/clause + or + phrase/clause

S + V + not only + phrase/clause + but also + phrase/clause

You can turn on the oven **either from work or in the car on the way home**. (phrases)

either before you leave work or as you drive home. (clauses)

High-tech homes are good **not only in summer but also in winter**. (phrases)

not only because they are innovative but they also make life easier. (clauses)

3 Rewrite the sentences using two-part conjunctions to combine phrases and clauses.

1. You can control the systems when you're at home. You can control them when you're somewhere else. (either ... or)
2. With a sophisticated security system, you can monitor your house at work. You can monitor your house on vacation. (both ... and)
3. A high-tech home can adjust the temperature when it gets cold outside. It can adjust the temperature after it warms up. (not only ... but also)



Lesson 2

Listening
Animal nuisance

Interpretation

Slang Conversation
Absolute defeat

Enjoy Listening
Bruno Mars: If I
knew

Listening

Animal nuisance



1 Listen and fill in the blanks.

Host: _____ Dr. James Rutledge, _____. Welcome, Dr. Rutledge. _____ their stories of smart animals _____.
_____. Yes, hello, Lin. You're on the air.

Lin: Hi, I'm _____. I have _____
_____. They're _____
_____! I've _____ every _____, _____ always
_____. How _____? And, also, _____ ...

Host: Sorry _____, Lin, but I want _____. Dr. Rutledge,
_____?

Dr. Rutledge: Well, _____. However, you can _____.
_____. _____ and move it _____ they can't
_____ or trees.

Host: Thanks for calling, Lin. OK, Janek? Are you there? _____.

Janek: Yes, hello. I'm _____, _____ animals. I
_____, but _____ at night _____. It's _____.
_____, they're dangerous.

Host: Dangerous? What do you mean?

Janek: Deer often _____ and _____. I like animals _____, but
_____ we _____, well, _____ animals. Deer are _____.
We just _____ if they become problems.

Host: You mean kill them? Some people _____, no? _____,
what do you think? _____. Alicia, you're on.

Alicia: Hi. _____, and I _____ to the deer problem. Animals are
_____, so _____, not kill them _____. The
_____ that _____, and _____.

Host: Dr. Rutledge, would you _____?

Make a Beeline

Dr. Rutledge: _____. We have to _____, but we also want _____ of animals. And we want _____, of course.

Host: OK, time for one last caller. Kenna, _____.

Kenna: I saw _____ YouTube. He's called the "Cat Burglar" because _____. He takes bathing suits, shoes, toys, _____, and _____.

Dr. Rutledge: (laughing) _____! It _____. For example, _____.

Host: Or _____! _____, _____ today. So thanks, callers, _____, Dr. Rutledge!

MYTURN 2 Match the words and phrases on the left with the definitions on the right.

- | | |
|-------------------------------|--|
| 1. put a stop to | a. not cruel |
| 2. butt in | b. remove; throw away |
| 3. make a living | c. give an opinion about something |
| 4. endangered | d. threatened with extinction |
| 5. get rid of | e. interrupt |
| 6. pushing the envelope | f. disagree with |
| 7. take issue with | g. earn enough money to support oneself |
| 8. humane | h. moving beyond the limit of what has usually been done |
| 9. ethical | i. morally good and correct |
| 10. weigh in | j. end an activity |

Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.



Slang Conversation

Absolut defeat

- Jamie:** Cheers!
Lewis: Cheers!
Jamie: So, how was the match?
Lewis: A disaster. We got **slaughtered**.
Jamie: I thought you said it was gonna be a **walkover**.
Lewis: Yeah, that's what we thought. We were all right in the first half. Nothing much happened. But then a couple of minutes into the second half, they got a **jammy** goal. And after that, we just **went to pieces**. We were like a load of **headless chickens**. And our goalie was a **waste of space**. He let in six goals. They were **running rings round us**, making us look like a **right bunch of idiots**!
Jamie: Terrible!
Lewis: The annoying thing is that we **had this one in the bag**. I mean, we'd **hammered** them last time we played them. All we needed was a **draw** to win the league, but we couldn't even manage that. We were **all over the place**. On top of that, someone **nicked** my wallet from one of the lockers in the changing room during half-time.
Jamie: You can't trust anyone.
Lewis: We'd even bought a bottle of **bubbly** to celebrate.
Jamie: Tragic!
Lewis: I mean, I just don't **get it**. We were all **psyched up** to win, but we just couldn't **get our act together**. I've never seen us play so badly. **Granted**, there were a few **dodgy** decisions by the **ref**, but we can't really **blame** it on her, I mean, it was all **down to us** in the end.
Jamie: Oh, well, next year.
Lewis: Yeah! Next year.

Warning

Many of the words and expressions from this section are used in informal situations. Only use in appropriate situations!

Glossary:

- to slaughter** *vb*
 if team a "slaughters" team b, team a wins by scoring many goals. Literally, to "slaughter" is to kill large number of people or animals in cruel way
- a walkover** *n inform*
 something very easy
- jammy** *adj inform*
 lucky
- to go to pieces** *exp*
 if people "go to pieces", they lose control
- headless chickens** *exp*
 a group of people who are like "headless chickens" are running around with no control or organization
- a waste of space** *exp*
 someone who is "a waste of space" is useless / not useful
- to run rings round someone** *exp*
 if you "run rings round someone", you do much better than them because you're more organized, more talented, etc.
- a right bunch of idiots** *exp*
 a group of idiots / stupid people
- to have something in the bag** *exp*
 if you've "got something in the bag", you're going to win it easily
- to hammer** *vb inform*
 if team a "hammers" team b, team a wins easily and scores many goals. Literally, a "hammer" is a tool for hitting nails into a wall
- a draw** *n*
 a score that is 1-1 / 2-2 / 3-3, etc.
- all over the place** *exp*
 someone who is "all over the place" is acting in a disorganized way
- to nick** *vb inform*
 to steal; to rob
- bubbly** *n inform*
 champagne
- to get it** *exp*
 to understand it
- psyched up** *adj*
 if you're "psyched up", you're ready for something both mentally and physically
- to get your act together** *exp*
 to become organized
- granted** *exp*
 "granted" can be used at the beginning of a clause to say that something is true. It's like saying, "ok, that's true, but..."
- dodgy** *adj*
 something "dodgy" is not honest, not true, not acceptable, etc.
- a ref** *n inform*
 a referee; someone who controls a football match and who makes decision about fouls ("illegal" actions)
- to blame** *n*
 if you "blame" a for something bad, you say that a is responsible for that bad thing
- down to someone** *exp*
 if something is "down to" you, it's your responsibility

Make a Beeline

Enjoy listening

Bruno Mars: If I knew

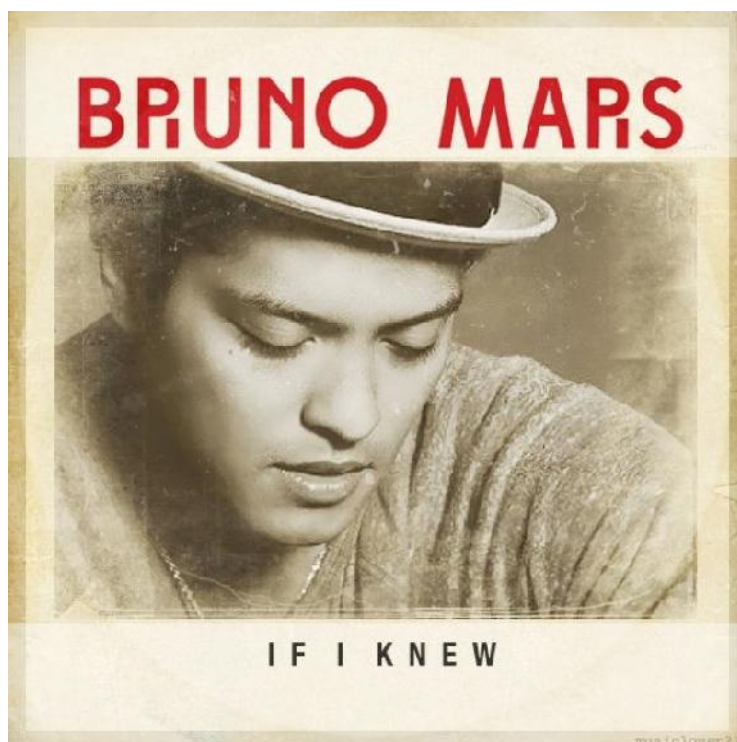
Listen and fill in the blanks.

*Oh, oh, oh I, I was a city boy
(1)_____ (to travel in a vehicle) to dangers
where I'd always run
A boy who had his (2)_____ (pleasure)
But I wouldn't have done
All the things that I have done
If I knew one day you'd come
Now baby, now baby, now baby, now baby*

*Oh, oh, oh I, I (3)_____ (have information)
it breaks your heart
To picture the only one you want to love
In someone else's (4)_____ (upper body parts)
But I wouldn't have done
All the things that I have done
If I knew one day you'd come
Now, baby, now, baby, now, baby*

*Oh, baby, please
Let's leave the (5)_____ (not present time) behind us, behind us
So that we can go where love will find us
Yeah, will find us
I know most (6)_____ (a young female) would leave me
But I know that you believe me*

*Baby, I, I wish we were seventeen
So I could give you all the (7)_____ (not guilty of a crime)
That you give to me
No, I wouldn't have done
All the things that I've done
If I knew one day you'd come
If I knew one day you'd come*



Song Facts:

Peter Gene Hernandez (born October 8, 1985), professionally known by his stage name Bruno Mars, is an American singer, songwriter, record producer, and choreographer. Born and raised in Honolulu, Hawaii by a family of musicians, Mars began making music at a young age and performed in various musical venues in his hometown throughout his childhood. Released in 2012, this song is about one of Bruno's old lovers, and how if he would've known that she wanted to come back to him, he wouldn't have done the "things" he did.



Lesson 3

Role-play Cards

Reality Check

Movie Time

Slang names for
American brands



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.

Remember to study the cards and ask any questions you may have before you start.



Engage in a heated debate.

Reality Check

1. What influences might advances of technology have on animals?
2. What are the pros and cons of keeping a pet?
3. How do you feel about using animals for medical research?
4. What can children learn by having a pet?
5. Is it morally right to spend a lot of money on pets, rather than helping people in need?
6. Pets are considered to be a burden to most of the city dwellers. To what extent do you agree?
7. If you don't keep pets, please explain why?



Real Time

Slang names for American Brands



Make a Beeline

DAAVARI NOANDISH INSTITUTE
CROSSCUT English Language Teaching Method



Lesson 1

You heard?

Read-in
Is beauty
everything?

Reality Check

Grammar Focus
Cleft sentences

Relative
pronouns

You heard?

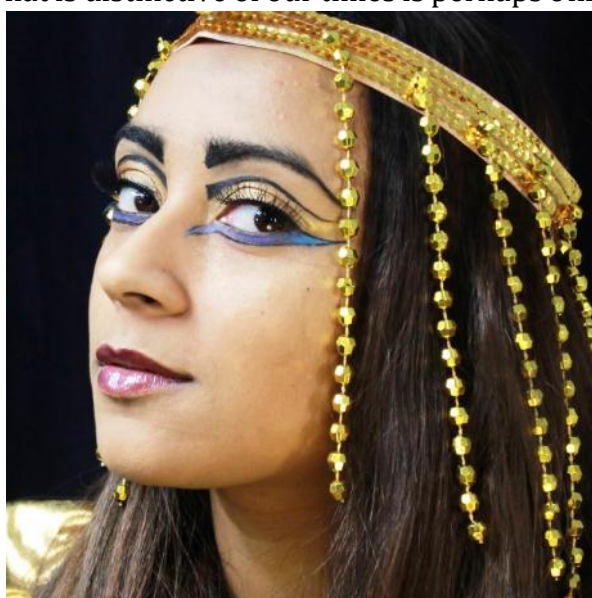
- J Late last week, a doctor who treated Ebola patients in the West African nation of Guinea came down with the dangerous virus, but he was in New York City when he did.
- J 33-year old Craig Spencer became the fourth person diagnosed in the U.S. with Ebola. He's in isolation at New York's Bellevue Hospital. Three people who'd been in contact with him are in quarantine.
- J Last play of the game between the Atlanta Falcons and Detroit Lions last night. Detroit kicks a field goal to win it by one point. The Lions had been down 21:0 at the half, but those who saw the extraordinary comeback in person were not in Michigan, they weren't in Georgia, they were at Wembley Stadium in the UK.

Read-in

Is Beauty Everything?

Commentators of the contemporary world often underline that people today are crazy about their looks and will do anything to remain young and beautiful, often spending fortunes on painful treatments. However, the pursuit of beauty started much earlier and what is distinctive of our times is perhaps only the wider choice of means available to provide or preserve beauty.

Beauty was already cultivated in prehistoric times, although then only quite primitive body decorations were common. However, as early as in Ancient Egypt the appearance was so important that the Egyptians used perfumes, lipsticks, powders, wigs, body balms and many other cosmetics in order to look attractive and follow the trends. Interestingly enough, a hairy body was unacceptable for both sexes so hair removal was one of the everyday habits among the upper classes. The Egyptians also liked tattoos, which were popular especially among dancers, actors and prostitutes since such body decorating was seen as very erotic. In order to illustrate sophisticated methods of beauty care it is enough to recall the example of Cleopatra who bathed in goat's milk, which was to give her soft and beautiful skin. Clearly, people in times past also paid great attention to their appearance.



Every epoch brought new trends concerning the perfect appearance and at various times different attributes were valued. Consequently, every cultural circle has some particular ideals of beauty, specific to a given area and often completely incomprehensible for others. For instance, rituals of body modification practiced in primitive tribes (e.g. the 'giraffe' women from the Kayan people who live near Thailand – they wear a number of neck rings, which makes their necks unnaturally long) usually seem too drastic to modern Europeans.

Similarly, the essence of beauty of Ancient Japan – geishas – may seem somewhat odd for us. We may ridicule such rituals, but first we should take a look at our own practices – maybe if analyzed closer they will turn out to be equally 'stupid' and unnecessary. In the end,



there is no sensible way of arguing over tastes.

Even though people have always taken care of their beauty, the modern world seems to have gone totally crazy about appearances. More importantly, people no longer want only to fit the beauty ideals specific to their own community; they often strive for something distant and exotic- something that would allow them to stand out against everyone else. Besides, nowadays, the pursuit of perfect looks is a source of diseases and serious mental disorders (anorexia, bulimia), as well as of big business and many people's incomes (stylists, dieticians, make-up experts. dermatologists, surgeons). On the one hand there are people who are willing to do anything (and spend all the money they have) to be pretty, on the other – experts who are ready to help them in achieving this goal. And so business is going well – along with the new methods of improving beauty which emerge all the time, we spend more and more money.

Beauty costs – money and time! We probably do not even realize how much we spend in our efforts to look good. Beginning from make-up, acne creams, tons of cosmetics for hair and body care, through to the hours spent in beauty parlors, solariums and shopping malls, to extremely uncomfortable shoes (which are supposed to make your legs look longer/slimmer/smaller etc.) and clothes (which are again to make you look better). And these are only some of the things done commonly by most people. Apart from that there are more luxurious (that is expensive) ways of taking care of one's beauty – for the select few.

Plastic surgery, Botox injections (a recent trend is Botox parties during which people meet the doctor at somebody's home and get the injections there), body piercing, tattoos – there are many treatments which are meant to enhance beauty, but which are very painful and may be dangerous to one's health and life at the same time. Striving for some established (imaginary?) ideals of beauty may sometimes take a hilarious or even dangerous form – just take a look at the examples described below.



A woman named Jocelyn Wildenstein once decided to improve her beauty through plastic surgery and she ... apparently got addicted to it! Her dream was to achieve a cat-like look and after countless operations her face is more distorted than beautiful, she is described as 'the world's scariest celebrity' and they say that she gave a fright even to her husband who divorced her. Well, one can only hope that this freaky person will not find many followers.

One of the scariest things are procedures which do not so much improve appearance, but radically interfere with what nature gave us. It is quite incomprehensible why people like to change their looks so much, but why they agree to mutilate themselves



is particularly bizarre. Some time ago the media presented the latest hit obligatory for all fashionable reptile lovers - a procedure called tongue bifurcation or splitting. This is 'a type of body modification in which the tongue is cut centrally from its tip part of the way towards its base, forking the end' (<http://en.wikipedia.org>). It simply means that about half of your tongue is cut in two - to resemble that of lizards or snakes. Sounds scary (and looks even scarier!), but what is even more scary is the fact that since not all surgeons perform this minor surgery (it is banned in some US states) some people decide to do it to themselves. Ouch! What's with these people? Do they really have to look like animals - we already have a 'cat woman', 'cat man' and tongue bifurcation has been promoted by

a performer called 'Lizardman'. Who's next? What's next? It is really getting freaky!



Share your viewpoint with your classmates. Don't forget to use what you picked up from the "Speech" and "Reading".

Reality Check

1. What are the touchstones of beauty in your country?
2. Do you think the concept of beauty is the same today as it was 100 years ago? If not, how has it changed?
3. What affects our perception of beauty?
4. Would you pay to be more beautiful? What would you change?
5. To what extent do you concur with changing image?

Grammar Focus

Cleft sentences

When we want to focus attention on or emphasize one part of a sentence, we can do this by adding certain words or phrases to the beginning of the sentence. This is sometimes called a 'cleft sentence'.

More emphatic sentence

1 beginning with *What* or *All*

I need a coffee.	What I need is a coffee.
I don't like the weather here.	What I don't like here is the weather.
I just want to travel.	All I want is to travel.
I only touched it!	All I did was touch it.

2 beginning with *What happens is...* / *What happened was...*

You do a test and then you have an interview.	What happens is (that) you do a test and then you have an interview.
We left our passports at home.	What happened was (that) we left our passports at home.

3 beginning with *The person who...*, *The place where...*, *The first / last time...*, *The reason why...*, etc.

I spoke to the manager.	The person (who / that) I spoke to was the manager.
We stayed in a five-star hotel.	The place where we stayed was a five-star hotel.
I last saw him on Saturday.	The last time I saw him was on Saturday.
I bought it because it was cheap.	The reason (why / that) I bought it was that / because it was cheap.

4 beginning with *It*

A boy in my class won the prize.	It was a boy in my class who won the prize.
We had the meeting last Friday.	It was last Friday when we had the meeting.
They charged us extra for the wine.	It was the wine (that) they charged us extra for.



Rewrite the sentences with the **bold** word.

I only need a small piece of paper.

ALL

All I need is a small piece of paper.

- 1 She left her husband because he cheated on her.

REASON

_____ he cheated on her.

- 2 We stopped in an absolutely beautiful place for lunch.

PLACE

_____ was absolutely beautiful.

- 3 We got stuck in an enormous traffic jam.

HAPPENED

_____ we got stuck in an enormous traffic jam.

- 4 They didn't apologize for arriving late, which really annoyed me.

WHAT

_____ they didn't apologize for arriving late.

- 5 A girl from my town won the silver medal.

IT

_____ won the silver medal.

- 6 I only said that I didn't like her dress.

ALL

_____ that I didn't like her dress.

- 7 I like my Aunt Emily best of all my relatives.

PERSON

_____ is my Aunt Emily.

- 8 You pick up your tickets at the box office.

HAPPENS

_____ you pick up your tickets at the box office.

- 9 Right now you need to sit down and put your feet up.

WHAT

_____ to sit down and put your feet up.

- 10 I first met Serena at a conference in Berlin.

TIME

_____ at a conference in Berlin.

Relative pronouns

Relative Pronoun	Use	Example
Who	Subject or object pronoun used for people.	Have you seen the man who is the new marketing director?
Which	Subject and object pronoun used for animals and things.	The horse which Sue was riding is very friendly.
Which	Referring to the whole sentence.	He can't type at all which didn't surprise me.
Whose	Possession for people, animals and things.	Have you see the boy whose mother was on TV?
Whom	Object pronoun for people in non defining relative clauses(in defining relative clauses we prefer to use who)	I was invited by the councillor whom I met at the Christmas party.
That	Subject or object pronoun for people, animals and things in defining relative clauses	I liked the dress that you wore to the function last week.

2 Combine the sentences with relative clauses.

1. A monk is a man. The man has devoted his life to God.

A monk _____

2. I have one black cat. His name is Blackie.

I have _____

3. A herbivore is an animal. The animal feeds upon vegetation.

A herbivore _____

4. Carol plays the piano brilliantly. She is only 9 years old.

Carol _____

5. Sydney is the largest Australian city. It is not the capital of Australia.

Sydney _____



Lesson 2

Listening
Looks

Interpretation

Slang Conversation
Social Splash

Enjoy Listening
Justin
Timberlake:
Mirrors

Listening

Looks



Listen to four speakers talking about looks.

Speaker 1: There was a boy _____ school _____.
_____. _____ to go to the cinema,
_____. I don't think _____. I
_____ different. It was _____. A lot of people
_____ he dressed, _____.

Speaker 2: I _____ with my parents
_____. This _____. A lot of my friends
_____ that my parents _____. They wanted
_____. I remember _____ when we
_____. She _____
_____. I spent the _____. Uh,
_____, I _____. Well, _____.

Speaker 3: My brother _____. So he always _____.
He _____ "Friends" and his _____ was Chandler. So _____
_____. _____ the TV series "Lost" and
_____. I can't remember his name. So
_____. Actually _____ I _____.

Cut a Dash

Speaker 4: I work _____. We _____, for example the
_____ or _____. The _____ but
_____, well, _____. They _____
_____. Sometimes _____. We just have to wear ____
_____. But last weekend _____
_____. We _____
_____. I _____ all day. It _____.

1 Describe each of what the four speakers said with your own words.

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.



Slang Conversation

Social Splash

Social Splash

Audio script

Chloe: So, Paul. How's it going?

Paul: Fine thanks. It's great to see you again! How long's it been?

Chloe: About ten years since we left university.

Paul: Yeah, you went to Australia and I went to Italy. You look great.

Chloe: Thanks, (1) _____. Nice suit.

Paul: Thanks. I'm quite into clothes these days.

Chloe: Well, living in Milan you *are* in the fashion capital of the world. So, what have you been up to there?

Paul: Well, I started out teaching English in a little language school, but I wasn't up to much as a teacher to be honest. In fact, I was pretty hopeless. But (2) _____ I did pick up Italian quite quickly.

Chloe: Did you do a course or something like that?

Paul: Yeah, to start with, but then I met Gina.

Chloe: Gina?

Paul: Yeah, Gina. I met her at a party, and then we went for a drink and one thing led to another. You know how it is.

Chloe: So, what did it "lead" to?

Paul: Well, we got married five years ago!

Chloe: Wow, I had no idea.

Paul: Yeah, well it wasn't a big do, you know, just family. Anyway, the main thing is that (3) _____

Chloe: That's fantastic. I'd love to meet her.

Paul: Well, you'll have to come over to Milan one day.

Chloe: Yes, but it's just so difficult to find the time.

Paul: Yeah? So, what are you **up to** these days?

Chloe: Well, I only stayed in Australia for about a year. My visa ran out and I had to leave the country. So, I came back to London and got a job in a restaurant. It was only supposed to be a part-time thing (4) _____

Paul: You're joking! You're a waitress?

Chloe: Not anymore. I trained as a chef and now I'm a partner in the restaurant. I'm the head chef!

Paul: What? You didn't know how to boil an egg at university.

Chloe: I know. But I'm quite good now. In fact, I've just won my first Michelin star.

Paul: Michelin star! Wow, impressive.

Chloe: You should drop in for a meal one night.

Paul: I'd like to but (5) _____. I'm only here on business.

Chloe: The school sends you over to London on business?

Paul: No, no. I don't work at the school anymore. Haven't for nine years. Once I got my Italian going, I looked for a better job. Gina had a friend, Luca, who's in the fashion industry and he (6) _____

Chloe: What? You work in the fashion business?

Paul: Yeah. Can you believe it?

Chloe: I mean, you were the scruffiest bloke at college. I don't think I ever saw you not wearing jeans.

Paul: I know. Anyway, Gina's friend and I started our own label a few years ago and (7) _____

Chloe: Your own label?

Paul: Yeah, maybe you've heard of PauloLuca. That's us.

Chloe: You're Paulo of PauloLuca? You design clothes? That's unbelievable!

Paul: Yeah. My suits for men and women are world famous. What a joke! That's why I'm here in London. Harrods want to stock them and we're negotiating a contract. It's pretty weird, I know.

Chloe: You'll have to come to the restaurant tonight. (8) _____

Paul: OK, I've got to meet a client at 9:00, but I can be at your place by about 10:00. Is that OK?

Chloe: That's great. Who's the client? Anyone famous?

Paul: Erm, Victoria Beckham. We're working on some designs together.

Chloe: Is this a joke?

Paul: No, I'm serious. I know it's hard to believe but I really am a successful fashion designer, although I still wear jeans as often as I can.

Chloe: Well, don't wear jeans tonight. My restaurant's very posh!

Enjoy listening

Justin Timberlake: Mirrors

Listen and fill in the blanks.

[Verse 1]

Aren't you somethin' to (1) _____
Cause your (2) _____ is somethin' like
a mirror
And I can't help but (3) _____
You reflect in this heart (4) _____ (5) -

If you ever feel (6) _____ and
The (7) _____ makes me hard to find
Just know that I'm always
(8) _____ on the other side

[Bridge]

Cause with your hand in my hand and a
pocket (9) _____ (10) _____ soul
I can tell you there's no (11) _____
we couldn't go
Just put your hand on the glass
I'm here tryin' to (12) _____ you
through
You just gotta be (13) _____

[Hook]

Cause I don't wanna (14) _____ you
now
I'm lookin' right at the other (15) _____
(16) _____ me
The (17) _____ that sat in my heart
Is a space that now you (18) _____
Show me how to fight (19) _____ (20) -

And I'll tell you, baby, it was easy
Comin' back (21) _____ to you once I
figured it out
You were right here all (22) _____
It's like you're my (23) _____
My mirror (24) _____ back at me
I couldn't get any (25) _____
With anyone else beside me
And now it's clear as this (26) _____

That we're making
Two (27) _____ into
one
Cause it's like you're my
mirror
My mirror staring back at
me, staring back at me

[Verse 2]

Aren't you somethin', an
(28) _____
Cause it doesn't seem (29) _____ a
sample
And I can't help but stare. (30) -

I see truth somewhere in your eyes
I can't (31) _____ change without
you
You reflect me, I love that about you
And if I could, I
Would (32) _____ (33) _____ us all the
time

[Bridge]

[Hook]

[Break]

Yesterday is (34) _____
Tomorrow's a (35) _____
I can see (36) _____ (37) -
_____ back at me
Keep your eyes on me
Baby, keep your eyes on me

[Hook]

You are, you are the love of my life

[Verse 3]

Baby, you're the (38) _____ of this
precious song



And I just wanna see your face (39) -
_____ (40) _____ since you put me on
So now I say goodbye to the old me, it's (41)
_____ gone
And I can't wait wait wait wait wait to get
you home
Just to (42) _____ (43) _____ know,
you are

[Verse 4]

Girl you're my reflection, all I see (44) -
_____ (45) _____
My reflection, in everything (46) _____
(47) _____
You're my reflection and all I see is you
My reflection, in everything I do

Song Facts:

This eight-minute vulnerable epic finds Timberlake wooing a girl. "You're shining something like a mirror," he sings, "and I can't help but notice you reflecting this heart of mine." Timberlake adds that he has come, "to the realization" that she is his "other half." Once it was made available in 2013, rumors started circulating that the track could be about the singer's relationship with his wife, Jessica Biel. The song's music video opens with a dedication to Timberlake's grandma Sadie Bomar and late granddad William Bomar, who passed away in December 2012.



Lesson 3

Role-play Cards

Reality Check

Movie Time

Money Monster



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.

Remember to study the cards and ask any questions you may have before you start.



Engage in a heated debate.

Reality Check

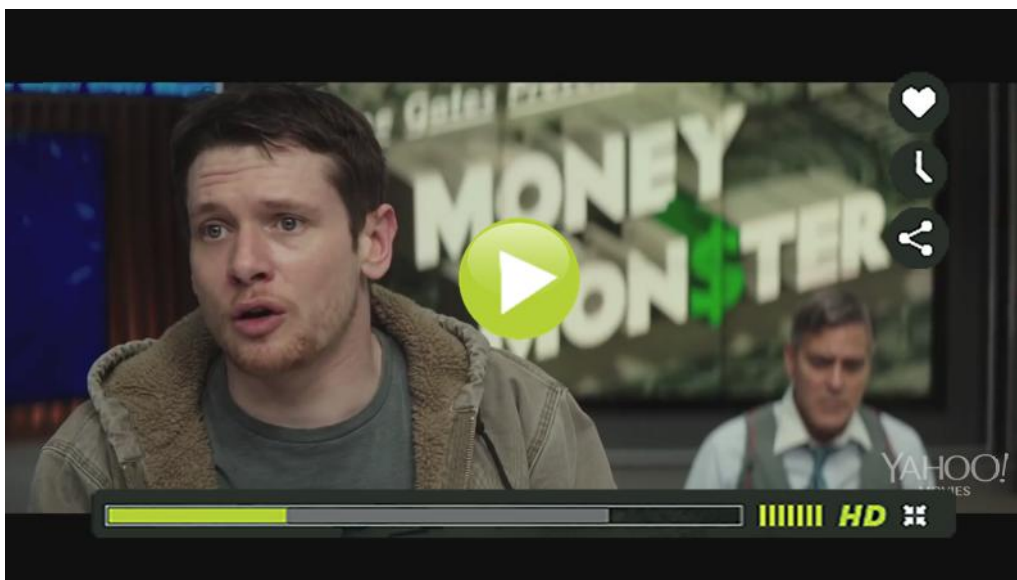
1. Do you think that beautiful people are usually more successful? If so, in what way?
2. Is there more pressure on women to be beautiful than there is on men? Why should this be?
3. What are the drawbacks of image modification?
4. Can you think of any side effects regarding beauty operations?
5. Would you want your partner to undergo such operation if necessary?



Movie Time

Money Monster

Now watch a video and engage in a heated debate.



Cut a Dash

Anyone who can get out, get out right now.

Do not look up. Do not make eye contact. Just go.

Lee, stay calm. I'm right here.

We are live in five minutes.

- You have revisions for the opening?

- They're making some changes.

Am I going to get the changes before or after the show?

Point the camera in my direction. We'll figure it out.

It always sounds so simple and yet so moronic.

Here he is, the Wizard of Wall Street.

The name is Lee Gates. The show is Money Monster.

Without risk there is no reward. Should I sell? Should I unload?

Get some balls. - Man up!

- Who's that guy on camera two?

- You wanna complain about it, go ahead.

- Who is it? Anybody know? What, is it a union thing?

- Cut the feed. - Turn the cameras on!

Turn the cameras off, Patty.

- What do you want me to do?! - Turn 'em on!

Put it up. - Pick it up. Put it on.

- How do I know it won't blow up?

I have the detonator. My thumb comes off this trigger, then we all explode.

I might be the one with the gun here, but I'm not the real criminal.

It's people like these guys.

I'm telling you it's rigged, the whole damn thing.

They're stealing everything from us, and they're getting away with it, too.

How is that even fair?

Just keep talking to him, all right? You're good at that.

You lost a lot of money, when the market tanked.

They tracked down his girlfriend.

That was everything we had, every last cent.

What are you doing?

- I'll get you some answers. - Nobody was asking questions before.

- These guys could expose everything. - We both want an explanation

- for what went wrong. - We don't know.

You have to understand how delicate of a situation this is.

I'm sitting 80 ft. from a bomb. Don't talk to me about delicate situations.

We're human beings. We're not computers.

We have a conscience. I'm trying to save him.

You're trying to shoot him. - I want an explanation!

- Follow the money, find the fraud.

We are in this together now.

Don't turn your back on anybody.

- I don't want you to die. - Oh, my god. Don't!

You came here to get some answers.

You deserve to get some answers.



Lesson 1

Speech

Reading
ID Fraud

Reality Check

Grammar Focus
Subjunctive

Speech

So, the chances are you've looked in at least one mirror today. You've had a shave, or you combed your hair, or maybe you checked your teeth for spinach after lunch. But what you didn't know is that the face looking back at you isn't the face that everybody else sees. It's a kind of reversed, distorted, back-to-front image.

So some years ago, I was on a flight to New York and I read an article in the FT, and it was an article about a phenomenon called a *True Mirror*, and for the Americans listening, that's a mirror. So the True Mirror was actually invented by a brother and sister team in New York called John and Catherine Walters, and what they discovered was that if you take two mirrors and you put them together at right angles and you take the seam away the images bounce off each other. And what you see when you look in a True Mirror is exactly what other people see when they look at you.

So I land in New York and I phone John up and ask him if I can go and see him, and I end up in his gallery in Brooklyn, and it was like being at a sideshow in the circus. There were True Mirrors full length, face sized, all over this gallery. And when I walked over to the True Mirror for the first time and I looked in the mirror, it was one of the most disorientating experiences I've ever had in my life.

The first thing you notice when you look in a True Mirror is that your head's not on straight. So yours is kind of going that way, and yours is quite straight actually, and yours is going that way a wee bit. So, apparently most of us tilt our heads one way or another, so when you approach a True Mirror the first thing you try and do is fix your head, but, of course, because it's reversed you go the wrong way. So it's very, very disorientating.

But more importantly, I had a flashback. I had a flashback to when I was a wee girl. So I grew up in Glasgow — in case you haven't noticed, I am Scottish. But I grew up in Glasgow, and my mom, when she was putting her makeup on, I used to love sitting and watching my mom putting her makeup on, you know, with my chin in my hands.

And I would tell her occasionally, *"Isn't it funny how one side of your top lip is higher than the other side of your top lip?"* And she'd look in the mirror and she'd say, *"It is not."*

And I'd say, *"No, it's only a couple of millimeters, but that side of your cupid's bow is definitely higher than the other side of your cupid's bow."* She'd say, *"Caroline, you're hawering."*

And when I looked in the True Mirror, there was the lip that I had been wearing, at that time, for maybe 45 years, and I'd never seen it. So the difference is *when you look in a regular mirror you look for reassurance*. You look for reassurance that you're beautiful, or you're young, or you're tidy, or your bum doesn't look big in that.

ID FRAUD

All the places for new students had been taken at a prestigious elementary school in London, England. The school had a waiting list. Any places that opened up would be offered to children at the top of the list. One child (let's call her Wendy) was near, but not at, the top. **Adjacent** to her on the list, one step higher, was another girl (let's call her Jane). Wendy's mother set up an email account in the name of Jane's mother and sent the school an email asking them to remove Jane from the waiting list. **Consequently**, Wendy rose one step. The fraud¹ was discovered when Jane's real mother called the school to ask about the list. By the way, Wendy and Jane were only four years old.

Wendy's mother participated in a small-scale act of Internet fraud. This case of false identity was not very serious—except perhaps to Jane's mother. The school had no effective way of checking identification, probably because it did not **anticipate** cheating by desperate parents. It was especially vulnerable to fraud on the Internet, since no face-to-face contact occurred. If Wendy's mother had actually had to go to the school to remove Jane, someone might have recognized her. Even better, if she had been required to show an identification (ID) card, the fraud could probably not have been committed at all.



FAKE IDS

Her scheme almost worked because she successfully established a false identity, even if only for a short time. Anonymity² is a fraudster's best friend, but a fake³ identity can be the next-best. Establishing someone's true identity is extremely difficult, even beyond the Internet. In most countries, the basic mechanism is a national identification card with a picture and basic personal **data** (address, height, etc.). In some countries (e.g., India, the United States, and the United Kingdom), no national ID card is issued, but driver's licenses typically serve the same purposes. Without a believable ID, you can't get a job, pass through airport security, or even stay at a hotel.

The problem is that fake ID cards are relatively easy to make. In earlier times, cutting out pictures and pasting them on hand-typed cardboard usually did the job. In the 1960s, a teenager named Frank Abagnale, **equipped** only with scissors and a typewriter, made a fake ID that convinced people he was an airline pilot. Now things are not so simple. Modern IDs are almost all made of plastic with numbers and letters pressed onto them by powerful machines, with holograms⁴ showing pictures or information, and with magnetic strips on the back. The process to fake an ID card **involves** expensive **equipment** such as presses to stamp the cards, good laser printers to apply type to the plastic, and encoders (**devices** that put information on magnetic strips). Anyone who **undertakes** such expenses probably won't just make one ID for himself or herself. Rather, fakers will sell their services and produce false IDs for other people. They can make a good profit doing this, usually about \$92 for every \$100 of fake ID sold.

Unit 9 Highway Robbery



WHO NEEDS FAKES?

In 2004, agents from the U.S. **Federal** Bureau of Investigation (FBI) raided a beauty parlor in Milwaukee, Wisconsin, that was selling a lot more than haircuts. FBI agents said that, while **monitoring** the shop for six months, they had seen beauty shop customers buy passports, birth certificates, driver's licenses, and other identity documents. The FBI did not claim the shop owners actually made the documents but that they earned money by passing them on to customers. Their profit on a valid U.S. passport, for example, was reportedly about \$1000.

Who would want a false ID? The list is long. An otherwise ordinary person might try to disappear to escape money troubles, a police investigation, an unhappy family life, or some other circumstance by simply moving far away and pretending to be someone else. Some people even stage their own "deaths" so their families can collect money from life insurance policies. First they disappear in some way that **justifies** the assumption that they're dead,

such as swimming out to sea and never returning. Then comes the hard part. In order to get a job or rent an apartment somewhere new, they need fake documents. That's where places like the Milwaukee beauty shop come in.



Mark each sentence as *T*(true) or *F*(false) according to the information in Reading. Use the dictionary to help you understand new words.

- Jane's mother pretended to be someone else. _____
- The school in London was not very careful in determining parents' identities. _____
- The FBI claimed that people could get fake IDs from a beauty shop in Wisconsin. _____
- People who choose to disappear need ID documents to set up new lives as someone else. _____
- Albanian ID cards show the holders' fingerprints but not their pictures. _____



Share your viewpoint with your classmates. Don't forget to use what you picked up from the previous part.

Reality Check

- Have you ever been a victim of fraud?
- What pushes people to commit a crime, particularly fraud and ID theft?
- Is fraud common where you live?
- How can these unlawful deeds be brought to a stop?
- Worst case scenario, would you steal another one's identity?
- Have you ever done something that could almost be called ID theft?

Grammar Focus

Subjunctive

We use the subjunctive after these verbs:

demand insist propose recommend suggest

- I **insisted** he **have** dinner with us.
- The doctor **recommended** that I **rest** for a few days.
- John **demand**ed that Lisa **apologize** to him.
- What do you **suggest** I **do**?

We also say **It's essential/imperative/important/necessary/vital** (that) something **happen**:

- **It's essential** that everyone **be** at work by 9:00 tomorrow morning. No exceptions.
- **It's imperative** that the government **do** something about health care.

You can also say:

- **It's essential for** everyone **to be** at work by 9:00 tomorrow morning.
- **It's imperative for** the government **to do** something about health care.

The negative is **not + base form** (I **not be**, you **not leave**, she **not go**, etc.):

- The doctor strongly **recommended** that I **not go** to work for two days.
- **It's very important** that you **not miss** this appointment with your eye doctor.

You can use the subjunctive for the present, past, or future:

- I **insist** you **come** with us.
- They **insisted** I **go** with them.

Note the subjunctive **be** (often passive):

- I **insisted** that something **be done** about the problem.
- **It's essential** that this medicine **not be taken** on an empty stomach.
- The airline **recommended** we **be** at the airport two hours before our flight.

Study this example:



Why don't you buy some nice clothes?

Lisa said to Mary, "Why don't you buy some nice clothes?"

Lisa suggested that Mary **buy** some nice clothes.

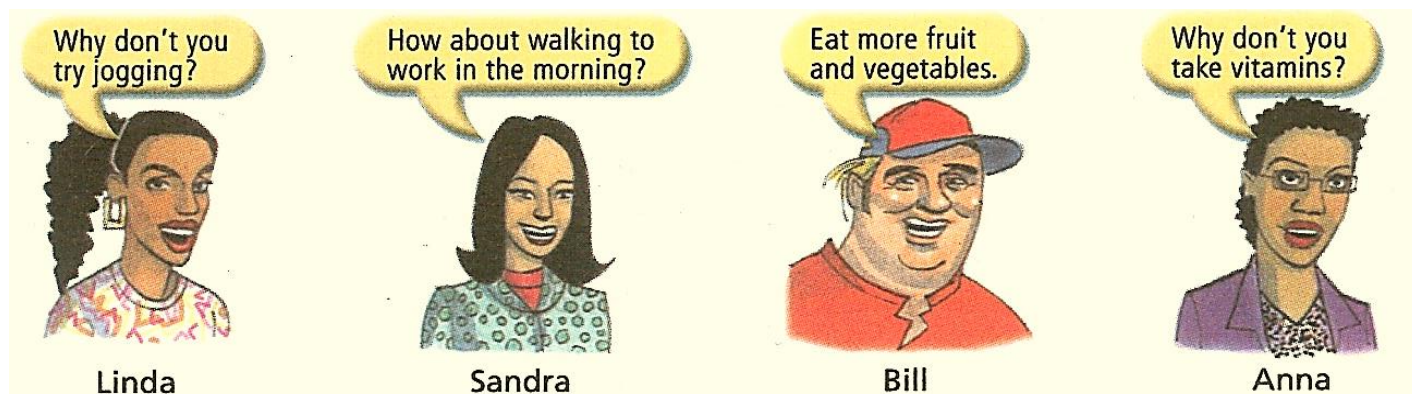
In this example, **buy** is the *subjunctive*. The *subjunctive* is always the same as the *base form* (I **buy**, he **buy**, she **buy**, etc.):

I/he/she/it we/you/they	do/buy/be , etc.
----------------------------	-------------------------



MY TURN 1

Tom wants to get healthy. His friends have made some suggestions.



Write sentences telling what Tom's friends suggested.

1. Linda suggested that he *try jogging*.
2. Sandra suggested that _____
3. Bill suggested _____
4. Anna _____

2 Complete these sentences with appropriate verbs.

1. Our friends recommended that we _____ our vacation in the mountains.
2. Since Dave hurt Tracy's feelings, I strongly recommended that he _____ to her.
3. It is vital that every runner _____ water during the marathon.
4. The workers at the factory are demanding that their wages _____ raised.
5. What do you suggest I _____ to the party? Something casual?

Highway Robbery

Lesson2

Listening
Interrogation

Interpretation

Slang conversation
Shopping

Enjoy Listening
MKTO: Classic

Listening

Interrogation



1 Listen and complete.

Policeman: Right, Mike, could we _____?

Mike: When you are _____ to _____? I've told you everything I know. I _____. I got back home late. _____ and _____. End of!

PM: You see, _____ as very odd.

M: _____?

PM: Well, that it's _____ you _____ to go and _____.

M: _____? Can't people stay friends?

Policewoman: _____, _____, isn't it? Her _____, right on the doorstep, _____.

M: If you say so.

PW: Anyway, you _____. _____ the time George _____? He never _____, does he?

M: How should I know? _____, you know.

PW: Well, _____. We've heard _____. Anyway, _____ that's the night you _____. _____? _____ anything to _____ he'd been paid _____, _____?

M: How much?

PM: Oh, come on, Mike. _____! _____. And who else _____?

M: You tell me, _____.

PM: Anyway, _____ the _____?

M: _____ a pizza.

Unit 9 Highway Robbery



PW: I? Right, _____, did you?

M: _____? _____.

PW: _____? _____.

M: _____. Ask her.

PM: _____, exactly?

M: _____.

PM: _____ your flat, did you?

M: Are you serious? _____?

PM: Well, that's what we'd like to know. But your neighbors _____. Her dog was barking, _____.

M: She would! _____, and _____.

PM: So, _____?

M: That's right.

PW: So, it's just a coincidence that _____, is it?

M: _____.

PM: And, _____, what did you do then?

M: _____ *Hospitals*.

PM: Oh yeah? I saw a bit of that. _____. What happened?

M: Er, well, E, Emma _____ something _____ was happening.

PW: _____, did you?

M: _____. _____.

PW: Mmm. _____.

M: It was a present from my mum.

PW: _____, _____ – _____? Especially for a bright kid like you. _____, losing your job. _____ when you can.

M: Look, _____! _____ me about?

Highway Robbery



2 Why is Mike a suspect? What crime is he alleged to have committed?

3

Fill in the gaps with one or two words.

- 1 Emma is Mike _____.
- 2 The police think that Mike is using Emma as an _____.
- 3 George usually goes out at about _____ past _____ on Friday evenings.
- 4 George had hidden _____ pounds in the flat.
- 5 George works as a _____.
- 6 George hid the money under the _____.
- 7 Mike left Emma's house to get a _____.
- 8 He was seen by his _____ at about 8.20.
- 9 Mike told the police he watched a _____ on TV when he got back.
- 10 Mike hasn't got much money because he's _____.

4 Do you think Mike is guilty? Why? Why not?



Interpretation

You are going to receive a card or sit between two students who have one. Proceed as advised by your teacher.



Slang Conversation

Shopping

Nicole and Harvey are out shopping.
N=Nicole H=Harvey Sa=Shop assistant

WHAT A BARGAIN!

Dialogue

- N: I hate this shop.
H: I quite like it. It's one of my favourites.
N: Such a **rip-off**. I bought something here once and it **fell apart** a few days later. I **swore** I'd never go back!
H: I've got a loyalty card. They send you gift vouchers and **stuff**. It's quality!
N: No, it's just cheap **junk**.
H: I was **well-pleased** with that shirt I got last week. The sales are on this week. They've got some **wicked bargains**. Look at this, a **tanner** for a T-shirt. Want one? It'd look really nice on you.
N: No, I think I'll **give it a miss**.
H: It's **dead cheap**.
N: ...and nasty. You get what you pay for. And besides, **everyone and her mother** shops here. You're in danger of **turning up** at a party, or whatever, with the same clothes as someone else.
H: Oh, look, this is nice. Why don't you try it on?
N: Fifty **quid**! That's a bit **steep**, isn't it?
H: It's been reduced from £150!
N: No. I can't. I'm on a budget! I'm trying to reduce costs, not increase them.
H: It isn't going to **break the bank**. You deserve something nice every now and then! Go on, **treat yourself**.
N: It's way out of my price range.
H: It'd really suit you. And it'd look great with that skirt. What's your dress size?
N: I'm a size 10.
H: Right. Where's a shop assistant when you need one? Excuse me, have you got this in size 10.
Sa: No.
H: Typical!
Sa: They might have it in a size 10 in the shop on Peter's Street.
H: I guess we could **pop over** there later. Hey, this is a size 8, isn't it? You could probably **squeeze into** it, couldn't you?
N: It'd be way too **tight**. I'd be **popping out** at the sides. Hey, do you know where the **loo** is? I'm **busting**.
H: Yeah, I think it's just over there. Shall we go for a **bite to eat** after this?
N: Yeah, good idea. I'll be back in a **sec**.
H: OK.

Warning

Many of the words and expressions from this section are used in informal situations. Only use in appropriate situations!

Glossary

- rip-off** *n inform*
something that's a "rip-off" costs much more than it should
- to fall apart** *phr vb*
if something "falls apart", it breaks into small pieces
- wicked** *adj inform*
really great
- a tanner** *n inform*
ten pounds
- to give something a miss** *exp*
if you "give something a miss", you don't do it
- dead cheap** *exp inform*
very cheap
- everyone and her mother** *exp inform*
everybody
- to turn up** *phr vb*
to arrive
- quid** *n inform*
ten "quid" (for example) is ten pounds
- steep** *adj inform*
expensive
- to break the bank** *exp inform*
if something you buy doesn't "break the bank", it isn't expensive
- to treat yourself** *exp*
to buy something nice for yourself
- to pop over** *phr vb*
if you "pop over" to someone's house, you go there for a short time
- to squeeze into** *phr vb*
if you "squeeze into" clothing, you have difficulty putting it on because it's too tight
- to pop out** *phr vb*
when parts of your body appear under the clothing because it's too tight
- the loo** *n inform*
the toilet
- busting** *adj inform*
if you're "busting", you really need to go to the toilet
- a bite to eat** *exp inform*
something to eat
- a sec** *n inform*
one second, very quickly

Enjoy listening

MKTO: Classic

Listen and complete the song.

HEY! WHERE'S THE DRUMS?

[Verse 1: Tony Oller]

Woo girl you're (1) _____
Like a 5th Avenue (2) _____
And they don't make you like they (3) _____
(4) _____
You're never going out of (5) -

Woo pretty baby
This world might (6) _____
(7) _____ crazy
The way you saved me, who could (8) -
_____ me
When I just wanna (9) -
_____ (10) _____
smile

[Pre-Hook]

I wanna (11) _____ ya like
Michael
I wanna kiss you like Prince
Let's (12) _____ it (13) -
_____ like Marvin Gaye, like
Hathaway
Write a song for you like this

[Hook 1]

You're over my head, I'm out of (14) -
_____ (15) _____
Thinking I was born in the (16) -
_____ time
One of a kind, living in a world gone
(17) _____
Baby, you're so classic
Baby, you're so classic (Baby you)
Baby, you're so classic

[Verse 2: Tony Oller]

Four (18) _____ (19) _____
roses



Anything for you to (20) -

All the way to (21) _____
you
Doing it Sinatra style
Imma pick you up in a Cadillac
Like a gentleman, bringing, (22) -
_____ back
Keep it real to real in the way I feel
I could walk you down the (23) -

[Pre-Hook]

[Hook 2]

You're over my head, I'm out of my
mind
Thinking I was born in the wrong
time
It's not a (24) _____, everything
is so throwback-ish
I kinda like it like it
Out of my (25) _____, old school
chic
Like a movie star from a silver (26) -

You're one of a kind, living in a world
gone plastic
Baby, you're so classic [x3]

[Verse 3: Malcolm Kelly]

Baby you're class, and baby you're (27) _____

I never met a girl like you until we
met
A star in the 40's, (28) _____
fold in the 50's
You got met tripping out like the 60's,
(29) _____
Queen of the discotheque
A 70's (30) _____ and an 80's
best
Hepburn, Beyonce, Marilyn, Massey
Girl you're (31) _____
Just so classic

Song Facts

MKTO is a pop-rap duo comprising Malcolm Kelley, who portrayed the character Walt Lloyd on "Lost", and Tony Oller. Malcolm and Tony later formed together as a duo and came up with the name MKTO, which is a double entendre, representing both their combined initials and standing for 'Misfit Kids and Total Outcasts'. Tony described the song to "MTV News" as, "a song you take home to Mom." He added: "I think it's talking about natural beauty. I think a lot of people these days can kinda get infiltrated in their minds about what's appropriate and how you have to look a certain way."



Lesson 3

Role-play Cards

Reality Check

Real Time
Introduction



Role-play Cards

You are going to receive a card. Proceed as advised by your teacher.



Engage in a heated debate with the class.

Reality Check

1. Have you ever done something illegal?
2. Should you witness a friend committing a crime, how would you react?
3. What is the best way to punish ID theft or fraud?
4. Do approve of your country's penal system?
5. Which one is more functional: strict rules or strict punishments?



Real Time

How to sound native

Now watch a video and engage in a heated debate.



Highway Robbery

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