

The Pack

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

Level: Intermediate, B1. April-June 2018



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Welcome to *The Pack!*

This selection of material from Learn Hot English will provide you with ready-to-go lessons and help your students learn English!

Teaching ideas

Here are a few quick ideas on how to use the material in this pack (lessons 1 to 6) in class. The practical lessons will get your students using lots of useful language and all the essential skills: speaking, listening, reading and writing. A lot of these activities come with listening material. You can download the audio files from www.learnhotenglish.com/bookfiles and then load it onto your smartphone, tablet computer, etc. Please e-mail us with any other ideas you may have, or any comments in general: andy@learnhotenglish.com

Remember, as part of the Learn Hot English method, we recommend three rounds of listening / viewing:

1. Listen once for a general understanding (listening for gist).
2. Listen again to answer comprehension questions.
3. Listen a final time, but this time reading the script at the same time.

Also, remind students that any discussion questions are simply a means to get them speaking. Students are free to invent information if necessary, or if they think the question is too “personal”. The questions are simply there to get students speaking. The actual information is secondary!

1. The Yeti [track 01]

Warm-up

Brainstorm as many “monster” or “mystery” words as you can and write these on the board. For example: *vampire, Frankenstein, witch, the Yeti, the Bermuda Triangle...*

Make sure students understand them all. Then, rub off the words. Define one of the words and see who can identify it. This could be played as a game. For example:

Teacher: It's a type of monster who drinks blood.

Student: A vampire.

Etc.

Later, students can do this in pairs.

Lesson activities

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

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

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

Follow-up activities

Retell it!

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

Dialogue

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

2. Sliced bread of bagels: what's more popular? [track 02]

Warm-up

Have a discussion about bread and baked goods in general. Either print off the following questions for students to ask in pairs, or ask the questions to students in general as part of a class activity. Remind students that they can answer any questions they like (and in any order), and that the objective of these questions is to get them talking. If a question appears a bit “personal”, they can just ignore it or invent the answer:

When was the last time you bought some bread? What type of bread was it? What are some of your favourite types of bread? Why do you like them? When do you eat bread? How much bread do you eat a day/week? How do you eat your bread? What do you eat it with? What type of bread don't you like? Why don't you like it? What are the pros and cons of eating bread with your food? Have you ever made any bread? How did you make it? What are some of the best types of bread you've ever tried? Have you ever had any bread in another country? What was it like? How was it different from bread in your country? Do you ever make toast? What do you put on your toast? What baked goods do you like? What types of cakes do you like?

Lesson activities

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

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

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

Follow-up activities

Retell it!

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

Presentation

Students write notes for a one- or two-minute presentation on the topic of bread or baked goods. They're free to decide what they'd like to talk about. They could give a presentation on how to make bread, what the best type of bread is, why people should or shouldn't eat bread, etc. When they're ready, ask for volunteers to give their presentations (using notes, not reading it out word-for-word). Other students vote on the most interesting ones.

3. How effective are tasers? [track 03]

Warm-up

Brainstorm as many crime words as you can and write these on the board. Make sure students understand them all. Then, rub off the words. Define one of the words and see who can identify it. This could be played as a game. For example:

Teacher: It's the crime of killing someone.

Student: Murder.

Etc.

Lesson activities

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

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

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

Follow-up activities

Retell it!

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

News report

Students write a news report that involves a police officer tasering a suspect. The news report should include information that answers the following questions: *who, what, when, where, why, how...* When they're ready, ask for volunteers to present their news stories. They should do this by using notes, not reading it word-for-word. Other students listen then ask questions, or the person presenting the news could ask them questions.

Debate it!

Hold a debate! Divide the class into two. Half the class is in favour of the idea of the police using tasers. The other half is against it. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against. When they're ready, allow representatives from each group to stand up and present their arguments. When both sides have finished, open up the debate so anyone can make comments, respond to previous points, etc. At the end (after a few minutes), hold a vote and see which idea is the most popular. Tell students they can vote either way and that they don't have to vote according to their initial group and the stance that they were representing.

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Check out our **blog** for more material: www.learnhotenglish.com/blog

4. Should slang be banned? [track 04]

Warm-up

Write these slang expressions on the board. In pairs or individually, students guess what they might mean. Then, go over the answers in class.

1. A: Hey, **what's up**?

B: Not much!

2. A: What was the film like?

B: It was **awesome**!

3. A: Do you want to go out tonight?

B: No, I can't. I'm **beat**. And I've got an exam tomorrow.

4. A: Where are you guys?

B: We're **hanging out** in the shopping mall. Come over whenever you want!

5. A: What are you doing?

B: We're just **chilling** at Pete's place. Do you want to come round?

6. A: What happened to Pete?

B: He got **busted** speeding?

7. A: What was the party like?

B: It was great. **I had a blast**.

Lesson activities

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

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

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

Follow-up activities

Retell it!

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

Debate it!

Hold a debate! Divide the class into two. Half the class is in favour of the idea of banning the use of slang in schools. The other half is against it. In their groups (or in pairs or smaller groups), students prepare arguments either in favour of or against. When they're ready, allow representatives from each group to stand up and present their arguments. When both sides have finished, open up the debate so anyone can make comments, respond to previous points, etc. At the end (after a few minutes), hold a vote and see which idea is the most popular. Tell students they can vote either way and that they don't have to vote according to their initial group and the stance that they were representing.

5. Science gone mad! [track 05]

Warm-up

Give your students a basic science quiz. Include any other questions. This could be played as a game. Sample questions below (answers in bold, in case you didn't know):

1. How long does it take for the Earth to go around the Sun?
One day One week One month **One year**
2. Is the following statement true or false? The earliest humans lived at the same time as dinosaurs. True **False**
3. What percentage of the Earth's surface is covered by water?
40% 50% 60% **70%** 80%
4. What percentage of the Earth's water is freshwater?
3% 13% 23% 33% 43%
5. Is evolution currently occurring?
Yes No
6. Are humans influencing the evolution of other species?
Yes No

Lesson activities

Go through the activities for the lesson: the Pre-reading, Reading I and Reading II activities. You could do this lesson as a **listening** activity. Simply don't allow students to read the text as you do the exercises, but to listen to it instead.

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

Assign a science prize to each student (different ones if possible). Students have a minute or two to try to learn about their prize. When they're ready, students tell each other about their prizes, using as much of the language as possible. Or, ask for volunteers to report back on their prizes, using as much of the original language as possible (or even by heart if they can).

Follow-up

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

discovery or piece of research. When they're ready, ask for volunteers to give their presentation.

Has the mystery of the Yeti been resolved?



Do Yetis really exist? It's one of the world's greatest mysteries. But now a British scientist thinks he's found the answer.

According to **eyewitness accounts**, the Yeti (also known as the "Abominable Snowman") is a creature that's half-man, half-ape. It's around 2.5 metres tall, it's covered with long, brown hair that hangs over its eyes and it lives in the Himalayas.

Over the years, there have been several **sightings** of Yetis.

– In 1925, Greek photographer and geologist N.A. Tombazi was on an expedition in the Himalayas when he says he saw one. He described it as "exactly like a human, **walking upright**".

– During the Second World War, Polish soldier Sławomir Rawicz escaped from a prison camp in Siberia and walked across the Himalayas to India. He claimed that at one point his path was blocked by two Yetis.

– In 1951, mountaineer Eric Shipton took pictures of several large footprints while attempting to scale Mount Everest. The photos were taken at about 6,000 metres above sea level.

– Two years later, Sir Edmund Hillary and Tenzing Norgay reported seeing large footprints while climbing Mount Everest. Hillary later mounted an expedition in **search of** a Yeti.

– In 1986, Reinhold Messner, a famous mountaineer, claimed to have killed a Yeti.

So, what is the Yeti? Professor Brian Sykes, a geneticist at Oxford University thinks he knows. In 2013, his team analysed **samples** of hair

that had been collected from creatures that were supposedly Yetis. These were compared with samples in the **GenBank** – an international **database** of gene sequences. Incredibly, the "Yeti" samples **matched** a sample from an ancient polar bear jawbone found in Svalbard (Norway) that dates back to between 40,000 and 120,000 years ago.

The result suggests that the Yeti could be some kind of bear. "This is a species that hadn't been recorded for 40,000 years," Professor Sykes said. "But now, we know one of these was walking around 10 years ago. And what's interesting is that we've found this type of animal at both ends of the Himalayas."

A spot of Yeti hunting anyone? 🐾

BIG FOOT

Americans have their own version of the Yeti – it's known as "Big Foot".

GLOSSARY

an eyewitness *n*
someone who sees an event or crime

an account *n*
a version of a story

a sighting *n*
if there's a "sighting" of an animal/creature/monster, etc., someone sees it

to walk upright *exp*
if someone is "walking upright", they're walking with a straight back (as humans do)

to scale *vb*
to climb (a mountain)

in search of *exp*
if A is "in search of" B, A is looking for B

a sample *n*
a "sample" of a substance is a small quantity of it that shows you what it's like

the GenBank *n*
a collection of the nucleotide sequences of more than 300,000 organisms. The nucleotide sequences form the building blocks of DNA (an acid in the chromosomes in the centre of the cells of living things – DNA is an abbreviation of "deoxyribonucleic acid")

a database *n*
a collection of data/information in a computer. You can consult it / add to it...

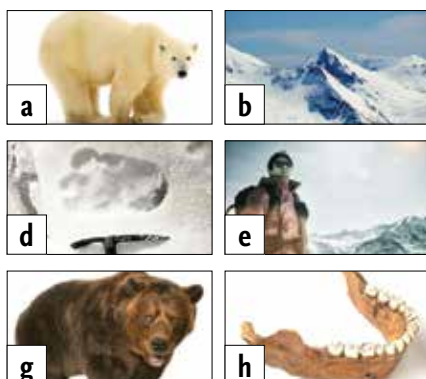
to match *vb*
if A "matches" B, A is similar to B in terms of colour / design, etc.

Answers on page 44

1 Pre-reading

Match the words (1 to 8) to the pictures (a-h).

- Ape
- Bear
- Polar bear
- Jawbone
- Mountain
- Mountaineer
- Footprint
- Yeti



2 Reading I

Look at the pictures from the Pre-reading activity. What do you think the article is about? Make notes. Then, read or listen to the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

- Who saw the Yeti in 1925?
- Whose path was blocked by a Yeti?
- Who took some photos of Yeti footprints in 1951?
- Who claimed to have killed one?
- Who thinks he knows what the Yeti is?

Language focus The Past Perfect

Look at the extract from the article on this page, "...samples of hair that had been collected from creatures..."

The writer has used the Past Perfect. Complete the following sentences with a past participle.

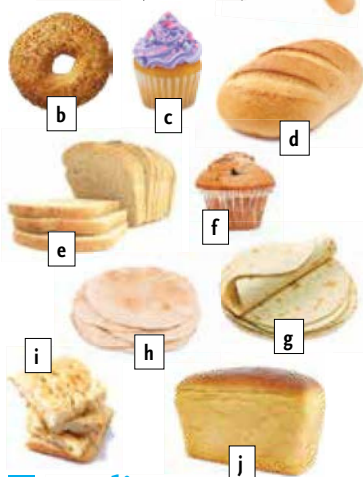
- I hadn't _____ the song before.
- She had already _____ the film.
- By the time I left, I'd already _____ the e-mail to them.
- I hadn't _____ anything so I was really hungry.

Answers on page 44

1 Pre-reading

Match the types of bread and cake, etc.

- Loaf of bread (plural: *loaves*) ☐
- French loaf ☐
- Baguette ☐
- Pita bread ☐
- Bagel ☐
- Wrap ☐
- Muffin ☐
- Cup cake ☐
- Sliced bread ☐
- Focaccia (flat bread) ☐



2 Reading I

Read or listen to the article once. What type of bread has become less popular? What type of bread is becoming more popular?

3 Reading II

Read the article again. Then, answer the questions.

- What percentage of sales do pre-packed loaves account for?
- How much sliced bread was sold in 2008 (in kilograms)?
- What's the name of the chain of bakeries that Tesco bought?
- How many in-store bakeries has Sainsbury's got?
- When did Marks & Spencer launch its in-store bakeries?
- Which TV show has helped to make homemade bread more popular?

4 Language focus

Few versus Less

Look at the extract from the article on this page, "...British people are buying fewer sliced loaves..." The writer has used *fewer* with a countable noun. Remember, we use *few* with countable nouns, and *less* with uncountable nouns:

- We're eating *fewer* loaves of bread.
- We're eating *less* bread.

Objective To improve your reading and listening skills.

Think about it

When was the last time you bought some bread? What type of bread was it? What are some of your favourite types of bread? Why do you like them? When do you eat bread? How much bread do you eat a day/week?

IN THE NEWS

SLICED BREAD OR BAGELS: WHAT'S MORE POPULAR?



RECIPE

See our "Recipe" page (page 27) for instructions on how to make focaccia by celebrity chef Gordon Ramsay.

GLOSSARY

- a survey** *n*
if you carry out a "survey", you ask people questions in order to get information
- a research group** *n*
a company that investigates the market and finds out information
- sliced** *adj*
"sliced" bread has been cut into thin pieces
- an alternative** *n*
an "alternative" to A is something different to A
- account for** *exp*
represent, are equivalent to, etc.
- a chain** *n*
a "chain" of bakeries is a number of bakeries owned by the same company
- a bakery** *n*
a shop where bread and cakes are sold and/or made
- a store** *n* US
a shop
- a range of** *exp*
a "range of" baked goods (for example) is a number of baked goods of the same general kind
- baked goods** *n*
an expression to refer to things that are cooked in an oven (an electrical appliance in the kitchen for cooking things) such as bread, cakes, etc.
- a pastry** *n*
a small cake
- in-store** *adj*
inside the shop
- artisanal products** *adj*
food that is made by small companies operating alone – not in large industrial-sized factories
- in-house** *adj*
if food is cooked "in-house", it's prepared in the shop / supermarket, etc. – not in a factory
- speciality bread** *n*
unusual and special types of bread that are prepared in small shops / restaurants
- up by** *exp*
if a figure is "up by" a certain percentage, it has increased by that percentage.
- a baker** *n*
a person whose job is to make bread, cakes, etc.
- an amateur** *n*
someone who does something for fun or as a hobby, not as part of their job
- a judge** *n*
a person who decides who the winner is in a competition

What type of bread do you eat? According to a survey by research group Mintel, British people are buying fewer sliced loaves and more alternatives to bread such as pita, wraps and bagels.

"Pre-packed loaves still account for 62% of sales," said Heidi Lanschützer, a food and drink analyst with Mintel. "But British people are buying less and less of it, with the volume of sliced bread having fallen by almost 8% to 1,372 million kg since 2008," she added.

Supermarkets have been quick to respond. Tesco recently bought a chain of bakeries called Euphorium, which they've now opened in their stores. They sell a whole range of baked goods, including black olive bread, baguettes, pastries, brownies, muffins and cup cakes.

At Sainsbury's, sales of products from the supermarket's 400 in-store bakeries are growing fast – at roughly twice the

rate of those goods baked in factories, according to group commercial director Mike Coupe. "There's a move away from what we call 'plant bread' towards artisanal products baked in-house," he added. Marks & Spencer launched its in-store bakeries in 2011. Just recently, they reported record sales of speciality bread – up by 60% year on year.

Homemade bread is also becoming popular. Almost a third of Britons have made their own bread, the Mintel report found. Many see this as a result of the popularity of the TV show, *The Great British Bake Off*. In this BBC TV game show, 13 bakers compete to win the title Best Amateur Baker. The judges are cookery writer Mary Berry and professional baker Paul Hollywood. In each episode, contestants have to make cakes, pastries and different types of bread in a series of competitions.

Sandwich, anyone? *

Answers on page 44

1 Pre-reading

Look at the list of police objects. Which ones do the police in your country use, wear or carry on them? What are the pros and cons of each one?



2 Reading I

What are the pros and cons of tasers – electrical stun guns? Make notes. Then, read or listen to the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

1. From what distance can you shoot someone with a taser?
2. How many volts can a taser shoot into someone?
3. How many volts do most tasers use?
4. How often do police officers actually have to fire their tasers, according to patrol officer John Griffin?
5. What has a United Nations committee described tasers as?
6. When was University of Florida student Andrew Meyer tased?

4 Language focus

Transitive verbs

Look at the extract from the article on this page, "...hitting someone with a baton..." The writer has used a transitive verb which requires an object: **to hit someone**. Write objects/ nouns next to each of the words (1 to 5) below.

1. pull;
2. incapacitate;
3. stun;
4. use;
5. fire

Objective To improve your reading and listening skills.

Think about it What sort of reputation do the police have in your country? Do you think they're effective? Why? Why not? How could the police service be improved in your country? What weapons do they carry?

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



How effective are tasers?

These days, more and more police officers are being trained to use **tasers** – electrical **stun guns**. But just how effective are they?

In theory, tasers are **non-lethal**. When you pull the **trigger**, little **probes** shoot out and attach themselves to the **target**. Once contact has been made, a strong electrical shock **incapacitates** the victim. Taser guns can **stun** someone from about 10 metres away, and they're capable of passing a 50,000-volt current through the victim's body (although most guns use about 1,500 volts).

Tasers are seen as an effective option by many **law enforcement agencies**. As Tom Smith, the former Chairman of Taser International, said, "Pepper spray goes on for hours and hours, hitting someone with a baton breaks bones, shooting someone with a firearm causes permanent damage – the intent of those tools is to inflict pain, ... but with the taser, the intent is not to inflict pain, it's to end the **confrontation**. And when it's over, it's over."

Many police officers

also find that they rarely have to use their tasers. "Ninety-nine percent of the time, just pulling it out and saying, 'If you don't cease, you will be **tased**,' is enough," said **patrol officer** John Giffin in a report for the *Monadnock Ledger-Transcript*.

However, some say they're just too dangerous. An American study found that victims who suffer from heart problems could have a **cardiac arrest** if they're tased. And the United Nations committee against Torture said that the use of tasers "constituted a form of torture".

There have been several controversial incidents too. In 2007, University of Florida student Andrew Meyer was tased after repeatedly interrupting US senator John Kerry during a talk at the university. Meyer famously **yelled**, "Don't tase me, bro!" in a video of the incident that **went viral**. In the UK, officers fired a taser into the back of a **blind** man. Apparently, they'd **mistaken** his **white stick** for a samurai sword.

Watch out for those tasers! 🗨️

TASER

The word "taser" is an acronym that stands for "Thomas A. Swift's Electric Rifle".

VIDEO

YouTube

Learn how to fire a taser. Search YouTube for "TASER C2 – Firing".

GLOSSARY

- a taser** *n*
a type of gun that gives you an electrical shock when it's fired
- a stun gun** *n*
a type of gun that gives you an electrical shock
- non-lethal** *adj*
something "non-lethal" won't kill you
- a trigger** *n*
the part of a gun that you pull with your finger when you want to fire it
- a probe** *n*
a thin object that enters your body, often in order to examine it
- a target** *n*
a "target" is the person or thing you are trying to hit when you fire a gun
- to incapacitate** *vb*
if something "incapacitates" you, it makes you feel weak, and you can't move
- to stun** *vb*
if the gun "stuns" you, it gives you an electric shock and stops you from moving
- a law enforcement agency** *n*
the police, the CIA, the FBI, etc.
- a confrontation** *n*
a fight or argument between people
- to tase** *vb*
to shoot with a taser. Also, to "taser" (the past is "tasered")
- a patrol officer** *n*
a police officer who moves in a particular area of a town/city, protecting that area
- a cardiac arrest** *n*
if someone has a "cardiac arrest", their heart stops beating
- to yell** *vb*
to shout; to say in a loud voice
- to go viral** *exp*
if a video "goes viral", it becomes very popular on the internet
- blind** *adj*
someone who is "blind" can't see
- to mistake** *vb*
if you "mistake" A for B, you make a mistake and think that A is B, even though it isn't
- a white stick** *n*
a stick that blind people use so they can walk in the street, etc.

Objective To improve your reading skills.

Think about it How common is slang in your country? Where do you hear it? What slang terms do you use in your own language? What do you think of the use of slang? Should schools ban the use of slang? Why?

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

TRACK 10: ENGLISHMAN & US MAN

Should slang be banned?

Several schools are trying to **clamp down** on the use of slang. But is it worth it?

The Harris Academy in Upper Norwood (London) is one school that's taking action. Students there are **banned** from using terms such as *coz* (*because*), *ain't* (*isn't / aren't*, etc.) and *yeah* (*yes*) when they're speaking. Signs have been **put up** with a list of banned words, and a letter has been sent to parents explaining the decision, according to an article in the *Daily Mail*.

But why? "The big problem is that many of these terms are appearing in written work," explained a teacher. "This puts many children at a severe **disadvantage**... You don't want the children to lose their **identity**, but you do want them to be able to communicate properly with people and be understood. We are going to teach them the rules. If they decide not to use these rules with friends that is fine, but I want them to know that when they are **filling in application forms** and speaking in a formal situation they should use **Standard English**.*"

So, what's causing the

problem? Firstly, slang is just about everywhere these days: in TV **soaps**, **reality shows**, songs, films... And with more and more people using it in conversations with friends and work colleagues, it's becoming more acceptable. The increase in the use of mobile phones and social networking sites is also having an effect. **Texting** often involves using abbreviations or **phonetic** forms of words, such as *wot* (*what*), *dat* (*that*), *dis* (*this*), *n* (*and*), *w* (*with*), *gonna* (*going to*) and *wanna* (*want to*).

However, many see any attempts to control language as completely **pointless**. "The very nature of English is its **flexibility**," said Jamaican poet xix§ in a recent interview. "It's a **ban** that would be impossible to achieve as there's no official language police... you can't control the type of language that people use," he added. "The reason why English is such a popular language is because it evolves and adapts well to fit the way it is being used," a language expert explained.

Is the "war" on slang worth fighting? 🍷

STANDARD ENGLISH

There's no official organisation monitoring or regulating the English language. However, there is **Standard English**. This is a fairly formal type of English that you can find in official documents, newspaper articles, letters, contracts, reports, etc. Standard English is created through usage – how the language is used by English speakers: writers, journalists, ordinary people, etc. **Non-Standard English** is everything else: slang, informal English, casual spoken English, dialects, etc. All types of English (Standard and Non-Standard) are valid and accepted forms of language. Over time a slang term can become Standard English if it's used frequently.

GLOSSARY

to clamp down on *exp*
if an organisation (the police, for example), "clamps down on" an activity, they try to stop that activity
to ban *vb*
to prohibit; to say that you cannot do something
to put up *phr vb*
if you "put up" a sign, you fix the sign to a wall (for example)
a disadvantage *n*
a problem or difficulty you have
an identity *n*
your "identity" refers to the things about you that make you different or unique
to fill in *phr vb*
if you "fill in" a form, you complete it
an application form *n*
a form you complete so you can apply for a job, join an organisation, etc.
a soap *n*
a television series about the lives of a group of people who live in a particular place. Also known as a "soap opera"
a reality show *n*
a TV programme about a group of ordinary people (not actors) in typical situations
to text *vb*
to send a message with words, etc. on a mobile phone
phonetic *adj*
the "phonetic" form of a word is the way it sounds (not necessarily the way it's usually spelt)
pointless *adj*
if you think that something is "pointless", you don't think there's a good reason to do it
flexibility *n*
something with a lot of "flexibility" can be changed a lot
a ban *n*
if there's a "ban" on something, you can't do that thing

Answers on page 44

1 Pre-reading

Look at list of Non-Standard English terms below. See if you can translate them into Standard English.

1. I dunno =
2. Gizit ere =
3. I done that =
4. I seen that... =
5. I dunno =
6. Coz I want to =
7. It's mine, innit! =
8. They're yours, innit? =
9. Yeah =
10. Cheers / ta =
11. I ain't going =
12. She ain't got it =
13. She was sat there first =

2 Reading I

Do you think slang or Non-Standard English should be banned at school? Why? Think of the arguments in favour or against this. Then, read the article once to compare your ideas.

3 Reading II

Read the article again. Then, answer the questions.

1. Why are some teachers worried that students are using slang?
2. What seems to be causing the problem?
3. Why do some people think it would be pointless to ban slang?

Objective To improve your reading and listening skills.

Think about it Have you read about any scientific research lately? What was it for? What do you think of conducting scientific research on animals? What are the arguments in favour or against?

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

Answers on page 44

1 Pre-reading

You're going to read about some unusual scientific research involving the following things. What do you think the research involved? Make notes.



2 Reading I

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

3 Reading II

Read the article again. Then, write **Medicine, Biology, Chemistry, Psychology, Probability or Peace** next to each statement.

- The researchers looked at the process that causes onions to make people cry.
- The prize was awarded to a president and the state police.
- The participants in this study were in a bar.
- The prize went to a team from Japan and China.
- Two related discoveries were made as part of this study.
- The scientists investigated the behaviour of dung beetles.

GIVE US A PRIZE!



YOU DON'T HAVE TO BE MAD TO WORK HERE, BUT IT HELPS!

SCIENCE GONE MAD!

Science is a serious subject, right? Well, not always. The Ig Nobels are prizes for unusual scientific research – the kind of **research** that makes you laugh, then makes you think. The **award ceremony** for the prizes is organised by science magazine *The Annals of Improbable Research*, and takes place at Harvard University. Here are some of this year's winners.

The Medicine Prize went to a team from Japan and China for their research on mice that had **undergone heart transplants**. They looked at the effects that listening to opera had on the mice.

The Joint Prize in Biology and Astronomy was **awarded** to scientists from South Africa and Sweden for discovering that when dung beetles get lost, they can **navigate** their way home by looking at the **milky way**.

The Chemistry Prize went to a team from Japan and Germany for their research into the biochemical process that causes onions to make people cry. Their conclusion was that it's even more complicated than previously thought.

The Safety Engineering Prize was awarded to the late Gustavo Pizzo (from the US) for inventing an electro-mechanical system to **trap** airplane **hijackers**. The system drops a hijacker through trap doors and

seals him into a package. Later, the would-be hijacker is dropped through the airplane's **bomb bay doors** and **parachuted** to the ground, where the police can arrest him.

The Psychology Prize went to an international team for confirming that people who think they're drunk also think they're more attractive. In the study, people in a bar were asked how funny, original and attractive they found themselves. The higher their blood alcohol level the more attractive they thought they were. The same effect was also found for those who thought they'd been drinking alcohol, when in fact they'd been having a non-alcoholic **placebo** drink.

The Probability Prize was awarded to a team from the UK and the Netherlands for their study on cows. The team made two related discoveries: firstly, the longer a cow has been lying down, the greater the **probability** that it'll soon stand up; and secondly, that once a cow stands up, you cannot easily **predict** when that cow will lie down again. On a more serious note, the study could help farmers and vets detect health problems in cows.

Finally, this year's Peace Prize went jointly to the president of Belarus for making public **applause** illegal, and to the country's state police for arresting

a one-armed man for the offence.

Now how crazy is that? *

* IG NOBELS

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

GLOSSARY

research *n*
scientific investigation
an award ceremony *n*
a public event in which prizes (awards) are given to people
to undergo *vb*
if you "undergo" a medical operation, you have that operation
a heart transplant *n*
if someone has a "heart transplant", their heart is removed and another one is put inside
to award *vb*
if someone is "awarded" a prize, they're given that prize
to navigate *vb*
if you "navigate" your way somewhere, you find a course / route to arrive at that place
the milky way *n*
the light you can see in the sky at night that consists of all the stars in the sky, etc.
to trap *vb*
if you "trap" someone, you catch them
a hijacker *n*
an aeroplane "hijacker" is someone who uses force/violence to take control of the plane
to seal *vb*
if you "seal" a container, you close it completely so nothing can get in or out
bomb bay doors *n*
little doors at the bottom of plane that open so that bombs can fall out
to parachute *vb*
if you "parachute" from a plane, you jump from it with a parachute (a large piece of material that is attached to your body with strings, allowing you to float to the ground)
a placebo *n*
a "placebo" is a substance with no effects that a doctor gives to a patient instead of a drug. In this case, the "placebo" is a drink with no alcohol in it
probability *n*
if there's a high "probability" that something will happen, it will probably happen
to predict *vb*
if you "predict" something, you say that it'll happen in the future
applause *n*
the noise made by people when they clap (hit their hands together)