



# Unit 29

**Instructions:** Read the following exercise and try to associate the ideas in English without literal translation.

## American slang terms

**clean-cut:** That looks or appears neat and attractive, in a traditional way.

**pumped up:** To be in a state of excitement; used more often to describe athletes before, during or after sporting competitions.

**to throw (a competition):** To lose a game, race or competition on purpose (used most frequently on sports and gambling).

**play ones heart out:** Meaning that the player gave 100% of his efforts to help his team win.

**pep talk:** Short speech intended to motivate or encourage people to work harder or to try to win a game or competition.

## Useful Expressions

See Exercise 5

## Jocks

Sometimes things are not as simple and *clean-cut* in the sports world as they *seem to be*.

*As far as* baseball goes, the 1919 Chicago White Sox were without a doubt the greatest team in Major League Baseball history. They were a *pumped up* team that dominated their opponents in the regular season, and were the clear favorites to *sweep* the Cincinnati Reds in the *World Series* that year. *That is*, until eight members of that team decided to accept money from *gamblers* to lose the Series *on purpose* because they didn't *care* for the owner of the team.

Charlie Comiskey, the team owner and a former player himself, was famous for *mistreating* players, even going to the *extent of benching* some of his players, so that they would not reach the statistical goals set on their contracts that would allow them to *collect* on bonuses.

*Due to* Mr. Comiskey's actions, the eight players agreed *to throw* the series, but the team's best player, "Shoeless" Joe Jackson, had a *change of heart*, he decided that he respected the game too much to do such a thing, so *he played his heart out* and pit for hot average in the Series, he even got one of the other players, Buck Weaver, the 3rd Baseman, to play to win as well after giving him a *pep talk*.

*In the long run*, the two of them were not enough to compensate for the other six players that were playing to lose, and the "Black Sox", as they were later called after the scandal became public, lost the series in seven games. All eight players were prohibited from playing professional baseball ever again, and "Shoeless" Joe and Buck were never able to prove in a court of law that they played to win. *To this date*, their families are still trying to clear their names in the eyes of the general public, and get them into the Baseball Hall of Fame.

# Unit 29

# Jocks

## 2. Brand new vocabulary

**Instructions:** Match the words or expressions that are on the left side, which were taken from the reading's selected vocabulary, with the respective definitions given on the right side.

a. sweep	1. Keeping out or removing from a game.
b. on purpose	2. To be concerned or interested.
c. care	3. Treating roughly or wrongly.
d. World Series	4. Intentionally, deliberately.
e. mistreating	5. People who bet money on the outcome of sports events.
f. extent	6. Reversal of opinion, attitude, etc.
g. benching	7. Set of yearly baseball games between the 2 best teams.
h. collect	8. To win all parts of a competition; to win easily.
i. change of heart	9. The limit or degree of something.
j. gamblers	10. To receive money that you have earned.

## 3. Speak your mind

**Instructions:** Read and analyze the following questions and give your point of view accordingly.

1. Should Charlie Comiskey have treated the White Sox players better because he used to be a player himself?
2. Did the owner's treatment of the players justify their decision to lose the series on purpose?
3. Do you think that gambling should be a part of the sports world?
4. Was the punishment given to "Shoeless" Joe Jackson and Buck Weaver the correct one?
5. If you were one of the players' relatives, how would you feel about what happened to the "Black Sox"?

## 4. American slang terms

**Instructions:** Read the definitions that were introduced to you in the reading exercise, and construct sentences orally with a similar structure to the one in the reading.

- |              |                             |                           |
|--------------|-----------------------------|---------------------------|
| 1. Clean cut | 3. To throw (a competition) | 5. Played one's heart out |
| 2. Pumped up | 4. Pep talk                 |                           |

## 5. Useful expressions

**Instructions:** Apply the following expressions when giving your opinion about Unit 29 ("Jocks"), and what happened to the 1919 Chicago White Sox.

1. **seem to be:** Expression that can be used when one is not certain about what is said.

**Example:** They seem to be very happy.

2. **as far as (I know):** Used to express the limit in knowledge that one has about a specific topic.

**Example:** As far as I know, it has not rained today.

3. **that is:** Expression used when you want to give more details or be more exact about something. Used to explain more clearly.

**Example:** He lives on the first floor, that is, the floor at street level.

5. **Due to:** Used to express reason. It has the same meaning as "because of".

**Example:** The game was postponed due to rain.

4. **in the long run:** Used to talk about what could happen eventually or ultimately.

**Example:** Everything will be okay in the long run.

6. **to this date:** Most frequently used to express that something is still happening or is still going on.

**Example:** They haven't discovered the cure for cancer to this date.



### Now, something important!

#### Neither... nor

**Neither... nor** is used in a sentence in the negative sense when you want to say that two or more things are not true

**Neither my mother nor my father went to university.**

If both elements are singular, then the verb is singular, too:

**Neither Jouseph nor Malek is going to write the report.**

(Jouseph and Malek are singular; so the verb "is" is singular, too)

However, if one of the elements is plural, then use a plural verb.

**Neither the teacher nor the students were in the classroom this morning.**

(the students is plural; so the verb **were** is plural, too)

**Ref**

For better reference, see **Finding Out About Grammar Book**, Unit 11, page 173.

# Unit 30



**Instructions:** Read the following exercise and try to associate the ideas in English without literal translation.

## American slang terms

**couch potato:** A person who spends much time lying down, usually watching television.

**chipped-in:** That interrupted a conversation, presentation or topic, in order to say something related.

**cracked-up to be:** That is said about something, most often in a negative way.

**shrink:** Informal way of referring to a psychiatrist or a psychoanalyst.

**con artists:** People who deceive by taking advantage of the confidence and trust that their victims place in them.

## Mannequin world

The pressures that society puts on the way women look *nowadays* has become too much of a **burden** for the new female generation to carry.

Turn on the television and you are **bound** to find some sort of weight-loss product or program **preying on** the insecurities of the female audience that is **glued** to the screen, possibly snacking on *junk food*, and feeling guilty about having become a *couch potato* and not leading a more glamorous and fat-free lifestyle.

Beauty and fitness, not precisely health, have turned into an obsession for teenage girls and young adult women, not to mention a necessity for "older" women who think that they have to stay young and **gorgeous** to compete with their younger **counterparts** for the attention of the opposite sex. At the same time, self-motivational **gurus** have *chipped-in* with their theories on low-carb diets and exercise **gadgets**, as those have turned into the *latest thing*, even though they don't usually *live-up to* what they were *cracked-up to be*.

But how did we get from thinking that a voluptuous-looking woman with rosy cheeks and a full-figured body was the poster-image of health, to the point of selling the image that bulimic-like, sleek-cheeked Barbie dolls represent the prototype of the ideal woman?

The answer to the question presented in the previous paragraph will be left for behavior analysts and *shrink*s to give, but the media's brainwash on the **mainstream** public will continue as long as *pushover minds* continue to allow themselves to be influenced by *con artists* who take advantage of the **wimpy** crowd.

## Useful Expressions

See Exercise 5

## 2. Brand new vocabulary

**Instructions:** Match the words or expressions that are on the left side, which were taken from the reading's selected vocabulary, with the respective definitions given on the right side.

a. burden	1. Victimizing or making profit at someone else's expense.
b. bound	2. To be predetermined; to be certain about something.
c. preying on	3. Very beautiful or pleasant.
d. glued to	4. Respected people for their knowledge of a particular subject.
e. gorgeous	5. Way of life or set of beliefs accepted by most people.
f. counterparts	6. Not strong; not confident.
g. gurus	7. A small device or machine with a particular purpose
h. gadget	8. Something that is emotionally difficult to deal with.
i. mainstream	9. A person who has the same purpose as another one.
j. wimpy	10. Unable to stop watching something.

## 3. Speak your mind

**Instructions:** Read and analyze the following questions and give your point of view accordingly.

1. In your opinion, is society more demanding on women to look good than it is on men?
2. How do you feel about the variety of weight-loss products and programs that can be seen on television, and why do you think there are so many in the market?
3. According to your own criteria, what would you consider the ideal image of the female body that should be presented to the public eye?
4. What would you say is the best way to look good while remaining healthy?
5. How much do you think people allow themselves to be influenced by the media when it comes to the concept of beauty and fitness?

## 4. American slang terms

**Instructions:** Read the definitions that were introduced to you in the reading exercise, and construct sentences orally with a similar structure to the one in the reading.

1. couch potato      2. chipped in      3. cracked-up to be      4. shrinks      5. con artists

## 5. Useful expressions

**Instructions:** Apply the following expressions when giving your opinion about Unit 30 ("Mannequin World"), and the media's influence on women and the public in general when it comes to personal presentation.

1. **nowadays:** Expression used when trying to talk about the present time, about now.

**Example:** Nowadays women tend to be considered more for managerial positions.

2. **junk food:** Used to talk about foods like potato chips, popcorn, sugar-coated cereals, and the like, which are mostly popular with children and have little nutritional value.

**Example:** Studies show that junk food consumption and television usually go together.

3. **the latest thing:** Expression used to talk about something which is very new and fashionable.

**Example:** Those jeans that you're wearing are the latest thing in men's clothing.

4. **live up to:** Used to express that someone or something has met the expectations that were initially set.

**Example:** I like this book, it lives up to what my friends told me about it.

5. **pushover minds:** Used to talk about minds that are easily convinced or imposed upon.

**Example:** You can easily sell your products to pushover minds.



### Now, something important!

#### Active / Passive Voice

Sentences can be either active or passive. Therefore, tenses also have "active forms" and "passive forms".

**Active Form:** In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active. In active sentences, the verb gives the tense to the sentence.

The professor teaches the students

person doing the action + action + person receiving the action

**Passive Form:** In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. Notice that in the passive, the verb must be in its past participle form. In passive sentences, the verb "to be" gives the tense to the sentence.

The students are taught by the professor

person receiving the action + to be + action + person receiving the action