

POSITIVE AND NEGATIVE EMPHASIS

This lesson teaches you how to emphasize positive points with a what- clause and negative points by using negative and/or restrictive adverbials.

i) First, watch 'Darwin Awards: Mid-life Crisis'

<https://www.youtube.com/watch?v=1WizROlojIA>

Write a short summary of what happens to Tom Sparrow, Wally and Max in the video-clip.

Then watch, 'JATO Rocket Car - Harvey Whetstone - Darwin Awards'

<https://www.youtube.com/watch?v=KTzPx1mCBTY>

Write a short summary of what happens to Harvey Whetstone in the video-clip.

Tom Sparrow and Harvey Whetstone are Darwin Award winners.

ii) To discover more about the Darwin Awards, read the text on page 2.

iii) Look at how negative and/or restrictive adverbials are put at the beginning of the sentence for emphasis. Note that, in each case, the subject and the verb are inverted i.e. the question form is used.

Question 1 shows you how they are used.

Question 2 presents the phrases you need to learn.

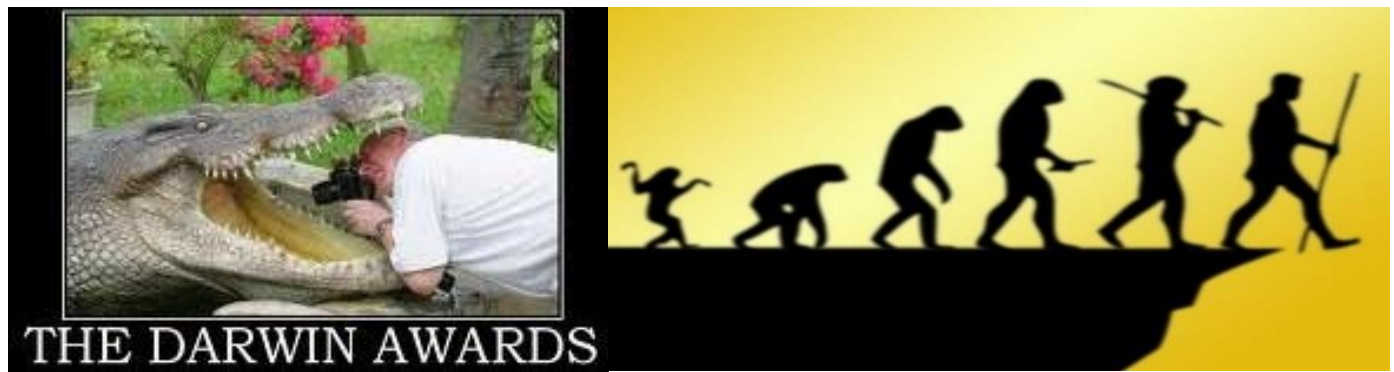
iii) Now do question 3.

iv) Question 4 – look at these image carefully and use your imagination to complete sentences a, b, c, d, e, f and g.

v) Now read 'The United Kingdom wins the 2020 Darwin Award'.

vi) Note that, to emphasize the important information in a sentence, we can use a What-clause and the verb 'to be'. Question 1 shows you how this is done.

vii) Now do question 2, using a What -clause and the verb 'to be' for emphasis, in each case.



The Darwin Awards commemorate individuals who protect our gene pool by making the ultimate sacrifice of their own lives: by eliminating themselves in an extraordinarily idiotic manner, thereby improving our species' chance of long-term survival. In other words, they are cautionary tales about people who kill themselves in really stupid ways, and in doing so, significantly improve the gene pool by eliminating themselves from the human race.

These individuals carry out disastrous plans that the average child knows are the result of a really bad idea. The single-minded purpose and self-sacrifice of the winners, and the spectacular means by which they snuff themselves out, make them candidates for the honour of winning a Darwin Award. The terrorist who mails a letter bomb with insufficient postage deserves to win a Darwin Award when he blows himself up opening the returned package. As does the fisherman who throws a lit stick of dynamite for his faithful golden retriever to fetch and return to him. As do the surfers who celebrate a hurricane by throwing a beachfront party and getting washed out to sea.

Named in honour of Charles Darwin, the father of evolution, the Darwin Awards represent examples of evolution in action by showing what happens to people who are unable to cope with the basic dangers of the modern world. These ironic tales of fatal misadventure illustrate some of life's most important lessons.

Most of us know that the words "trust me" and "light this fuse" frequently presage disaster. We assume that basic common sense eliminates the need for public service announcements such as, "Warning: Coffee is hot!" and "Superman cape does not enable wearer to fly." But the true stories you will read show that 'common sense' is really not so common. No amount of overzealous caution would have helped the man who used household current to electrocute fish in a pond, then waded in to collect his catch without removing the wire. There are even people who need to be told not to look inside a petrol can or a bag full of fireworks using a cigarette lighter.

So, the Darwin Awards are macabre tales that make us laugh while instructing us in the laws of common sense.

How are the Darwin Awards actually determined? Nominees significantly improve the gene pool by eliminating themselves from the human race in an obviously stupid way. They are self-selected examples of the dangers inherent in a lack of common sense, and all human races, cultures, and socioeconomic groups are eligible to compete. Actual winners must meet the following criteria:

Reproduction: Out of the gene pool, dead or sterile.

Excellence: Astounding misapplication of judgment.

Self-Selection: Cause one's own demise.

Maturity: Capable of sound judgment.

Veracity: The event must be true.

NEGATIVE EMPHASIS

1) Now look at the sentences below.

a) I didn't know that the train had been delayed.

b) **Little did I know** that the train had been delayed.

a) I had never been so unhappy in my life.

b) **Never in my life had I been** so unhappy.

a) No information was given and there was no-one at the venue to ask.

b) **Not only was no information given but** there was no-one at the venue to ask.

a) The police didn't arrive until 9.30.

b) **Not until 9.30 did the police arrive.**

a) She had never been to Russia before.

b) **Never before had she been** to Russia.

2) Note that negative and/or restrictive adverbials are put at the beginning of the sentence for emphasis. In each case, the subject and the verb are inverted i.e. the question form is used.

e.g. **No sooner had he started** the English lesson than somebody's mobile phone rang.

Under no circumstances must the fire doors be locked.

Never / seldom have I seen such an impressive PowerPoint presentation.

Not only was the source of his data unclear but his conclusions were suspect too.

On no account should we underestimate the seriousness of the situation.

Nowhere else in the world will you find such ethnic diversity.

Only in this way will the economic situation improve.

So high was the rate of inflation that Zimbabwe was forced to accept US dollars as legal tender.

Neither do I / Neither was he / Neither have we / Neither can they.

3) Put the words in order to make complete sentences.

a) loaded / clean / you / firearms / should / under no circumstances

.....

b) he / thrown away / than / his dog / back / the stick of dynamite / had / brought it / no sooner

.....

c) too / he / did he / not only / but / blow up / shot / his car / his friend

.....

d) to get / you / on no account / should / a vending machine / shake / your money back

.....

e) the engine / so powerful / that / flew / into the air / was / the car

.....

4) Look at these images carefully.





5) Look at the pictures and complete these sentences in a logical way.

a) Under no circumstances

b) Not only but also.

c) No sooner than

d) So that

e) Only after

f) Little know that

g) No way

The United Kingdom wins the 2020 Darwin Award



The Darwin Awards are always funny to read about, how some idiot leaned over the edge of a cliff to take a selfie and fell to their doom, or forgot to put the safety catch on while cleaning their gun and shot themselves in the head. But this year's ceremony will feature something a little different.

This year, an award will be presented to an entire country. Specifically, the UK will be receiving a Darwin Award for Brexit. Awards chairman Gordon Bennet had this to say on the matter:

"We couldn't overlook the stupidity of an entire nation democratically voting to deprive itself of all its human rights for possibly generations to come. We thought about making 17.4 million individual awards but that wouldn't work as voting is anonymous and many of the people who voted for Brexit have since died – in some cases as a consequence of their vote, so those ones should really get special mentions."

Brexit meets most of the criteria for a Darwin Award, namely:

1. It was self-inflicted.
2. It showed astonishingly poor judgement.
3. The population were capable of sound judgement but still went for it.

The only question mark against the award is the injury of innocent bystanders, as many people voted against Brexit or abstained, and they are going to suffer through no fault of their own. However, the scale of the disaster here has persuaded the awards committee to make an exception.

The presentation of an award to an entire country is not without precedent, the island of Malta was awarded the George Cross in 1942 but of course that was for bravery in the face of the Nazis, and not mass stupidity.

The Darwin Awards Committee had been considering giving the entire United States of America an award in 2017 after the inauguration of Donald Trump, but decided against it on the grounds that it was possible to recover from that brief bout of insanity.

POSITIVE EMPHASIS

1) We can emphasize the important information in a sentence by using a **What** -clause and the verb 'to be'. As here,

a) Now the world needs more clean water for drinking and irrigation.

b) **What** the world needs now **is** more clean water for drinking and irrigation.

a) I am telling you that the company will fail unless we take action immediately.

b) **What** I am telling you **is** that the company will fail unless we take action immediately.

a) I have said again and again that the government needs to change its energy policy.

b) **What** I have said, again and again, **is** that the government needs to change its energy policy.

a) I would really like know who got us into this mess in the first place.

b) **What** I'd really like to know **is** who got us into this mess in the first place.

a) He really wanted to reorganize the management structure.

b) **What** he really wanted to do **was** reorganize the management structure.

2) Now turn the sentences below into What-clauses.

a) It surprises me that Brexit Britain hasn't been nominated for a Darwin Award before.

What

b) I still don't understand why the UK committed such an obvious act of self-harm.

What

c) I fail to grasp why British people voted for higher prices and fewer job opportunities.

What

d) It struck me at the time that most of the people who voted for Brexit will end up poorer as a result.

What

e) It annoys me no end that their children and grandchildren will suffer most.

What

3) DISCUSSION: Find more striking images by googling the term 'Epic Fail' and comment on them.

Look at the <https://darwinawards.com> site, select a ridiculous case and tell your partner about it.

My Teenager Can't See the Point of Life. Is it My Fault for Talking Politics?



The Dilemma: *My daughter is 15. She seems like a normal teenager much of the time but is increasingly concerned about her future and the future of the planet.*

She doesn't want to go to university if it will leave her £50,000 in debt; she doesn't believe that she will ever have a job that can't be replaced by robots or Artificial Intelligence; with her older sister going from one unpaid internship to another, she can't see how she will ever have the money to buy her own home or have a child; global warming now seems unstoppable, unrecyclable rubbish is piling up and no-one listens to anything she has to say as society sleepwalks into disaster.

It came to a head when she couldn't stop crying and said: "I hate living. I wish I was born in a world before TV and the Internet, so I didn't have to deal with all this stuff. What's the point when we're all going to die anyway? All we do is wake up and it's the same old thing again and again and again until we die."

I've seen no signs of self-harm and she has a trusted group of friends around her. I've suggested that we do something that is tangibly meaningful, like helping out at a refugee centre or feeding the homeless, but it all meets with the same response: "It won't make any difference."

I talked to her about people who have made a difference – like the suffragettes, Martin Luther King, Greta Thunberg – but all are met with tears. I've talked to her about what we can do, or are doing: being vegetarian, recycling our rubbish, reducing packaging, but it doesn't allay her angst.

Holding her in my arms last night while she cried about her future and the future of the planet, prompted me to write to you. Half of me wants to say: "You know what? I think you're right."

Is it my fault for sharing politics with her?

DISCUSSION:

- (i) What should the adolescent daughter do?
- (ii) What should her mother do?

DESCRIBING A VIDEO CLIP

We usually use the simple present / present continuous / present perfect (active and passive) to describe the video clip itself and the simple past / past continuous / past perfect (active and passive) to explain what happened before then. Future consequences are often expressed using will/won't. You can use the following frame to describe what you see and hear:

The video clip is about

It starts where / who / when

Then

Next

After that

Finally / meanwhile

As for the future

SUMMARIZING DIALOGUE

X	says	Y, on the other hand,	says
	thinks		thinks
	believes		believes
	explains		explains
	apologizes for		denies
	reveals		insists

They talk about / discuss...

X asks (not) to	Y suggests
X tells (not) to	Y promises (not) to
X advises ... (not) to	Y warns (not) to
X agrees with Y about/that....	Y offers to
X disagrees with Y about.....	Y refuses to
X reminds about/that....	Y decides (not) to
X threatens to	Y adds that

FUTURE CONSEQUENCES

So / therefore / as a result / in conclusion / thus...

X will / won't

If X (simple present) , Y (will / won't)

X will probably

Unless X (simple present) , Y (will)

X probably won't

If X (simple past) , Y (would / wouldn't)

So, if X ... (past perfect) , Y ... (would / wouldn't be)

EXAMPLE

Now watch this YouTube video clip about Jacob Collier: 'Jazz Musician Jacob Collier'

<https://www.youtube.com/watch?v=XUfbj0ZF3HQ>

One Small Room, One Big Talent

The video clip is about Jacob Collier, a young English musician **who** comes from London. **It starts** with a BBC journalist presenting the music room where Jacob Collier composes, arranges and performs his songs, and an example of one of his home-made multi-tracked videos. Jacob explains how important the room was for him, first as a child and then as a teenager, as a place to learn about and explore music, on his own. **Then** Jacob tells the journalist about how he creates and edits the videos he appears in on his sister's i-Pad and plays every instrument himself. **Next**, they talk about how one of his YouTube videos went viral and was seen by Quincy Jones, who became Jacob's mentor, and how his first album won two Grammy awards. **After that**, Jacob agrees to create a theme tune for the 'BBC Breakfast' TV programme and shows the journalist how it's done, overdubbing vocals, piano, bass, guitar and drums on his home studio. **Finally**, Jacob plays him the finished piece of music and the journalist reveals that Jacob is now touring with a special synthesizer which allows him to reproduce his songs in concert. **As for the future**, Jacob will continue to produce new music and new ideas in the music room at his mother's house.

On 6 January 2021, a crowd of Donald Trump supporters attempted to overturn the result of the 2020 US Presidential Election by occupying the Capitol building in Washington DC. Here are the findings of the third United States House Committee hearing into the events of that day.

'Pence's Life Was in Danger'

3' 24"

<https://www.aljazeera.com/news/2022/6/16/five-key-takeaways-from-third-january-6-us-capitol-riot-hearing>

Watch the video three times, noting the main points, then summarize it in 200-300 words

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Summary:

Facing the Future: Six Visions of an Emerging International Order

Enduring question:

Will the international system undergo fundamental change in the future?

- Many scholars believe the international order will undergo fundamental change in the future, but there is no widespread agreement on what the new world order would look like.
- Some scholars believe in 'A World of Geo-Economic Competition,' in which competing economic blocs face off in a world where economic security is prized over military security.
 - Regional economic integration and economic competition between blocs seems to support this idea.
 - Conflict within regions, the interconnectedness of MNEs, and the openness of regional blocs today compared to history challenge this idea.
- Other scholars believe we will see 'A Return to a Multipolar Balance of Power System,' in which a handful of world powers exist in a balanced system, characterized by both fixed and flexible alliances, similar to the international system that existed before the World Wars. These countries would likely be some combination of the United States, China, Russia, Japan, and Germany.
 - The growing importance of soft balancing and the regional dominance asserted by China and Russia support this idea.
 - Complications with nuclear weapons, the challenges associated with achieving great-power status, and possible limits on how flexible alliances (especially among democratic states) can be challenge this idea.
- Some scholars believe we will see 'A New Bipolarity,' in which China rises to join the United States as the world's two primary superpowers in a system similar to that which existed during the Cold War
 - The rise of China and the American response to it supports this idea.
 - Challenges to further Chinese growth and much greater economic interdependence between China-US compared to USSR-US challenge this idea.
- Still other scholars optimistically project a global 'Democratic Peace.' These scholars point toward the democratic peace theory and the general worldwide trend toward

democratization in predicting that the world will include more and more democracies, leading to a general decrease in conflict.

- The observed spread of democracy and the observed adherence of countries to the democratic peace theory supports this idea.
 - The success of authoritarianism over democracy in some places, the reversibility of democratization, the war-prone nature of states in democratic transition, and the possibility that democratic peace theory has not truly faced a hard test all challenge this idea.
- Another school of thought foresees a ‘Clash of Civilizations.’ In this model, conflict is the primary characteristic of the international system, but the divisions are based on religious, ethnic, cultural, and linguistic differences, rather than Westphalian state borders.
 - Ethnic conflicts since the end of the Cold War support this idea.
 - Lack of cultural cohesion within civilizations and the notion that conflict might not be automatic between civilizations challenge this idea.
- One final view is that the world will become a nationalist world as countries revert to a “drawbridges up” approach to international relations, withdrawing somewhat from globalization and imposing stricter border controls.
 - Declines in the amount of trade growth each year, the willingness of people to tolerate illiberal governments in places like Hungary, and responses to COVID-19 support this idea.
 - The inherent difficulty of reversing globalization and the practical constraints of border restrictions challenge this idea.












CHINA V TAIWAN

READING: <https://www.bbc.com/news/world-asia-china-59900139>

LISTENING: <https://www.youtube.com/watch?v=9lpg33viO6E>



Chinese and Taiwanese armed forces

	 China	 Taiwan
Total active forces	2,035,000	169,000
Ground forces 	965,000	94,000
Navy 	260,000	40,000
Air force 	395,000	35,000
Reserves 	510,000	1,657,000
Tanks 	4,800	650
Aircraft 	3,348+	691+
Submarines 	59	4
Naval ships* 	86	26
Artillery 	9,550	2,093

*Only includes ships classified as principal surface combatants, such as aircraft carriers, cruisers, destroyers and frigates

Source: The Military Balance 2023, IISS

BBC

SPEAKING: How likely is conflict between China and Taiwan?

What would the consequences be?

How could war be prevented?

PRESENTING

First, watch a sample presentation.

Then, watch 'An Introduction to Presenting'

"Presenting is simply communicating some ideas or messages to an audience in order to achieve something."

Part 1.

According to the various speakers, what should you do before you make a presentation ?

- i) Find out about the
- ii) Identify the points you need to communicate.
- iii) Divide what you want to say into the basic / / structure.

Part 2.

Now listen to the communications trainer, Andrew Mallet, and make notes about the following key points.

- i) Identify your key messages
- ii) Think about your audience
- iii) Practise your presentation
- iv) Check the room and the equipment first
- v) Recognize the value of what you are saying

Presentation trainer

PREPARATION

Checklist – Organization

Date & time: _____

Length of time for talk: _____

Questions at end? If yes, length of time for questions: _____

Place / Room: _____

Room set-up:

☐☐☐

Equipment needed: _____

Is it available? ☐ Does it work? ☐

Audience

Number of people

1–5

6–15

16–30

over 30

How much do they know about the topic?

nothing

a bit

a lot

How well do I know them?

not at all

a little

quite well

How formal?

very formal

formal

informal

Nationality/Culture?

same as me

international

Handouts

no ☐

yes/before talk ☐

at end of talk ☐

later (intranet/email) ☐

Checklist – Contents

Topic: _____

Three main points

1 _____

2 _____

3 _____

Purpose of talk: (What do I want to do?)

☐ Inform the audience

☐ Train the audience

☐ Sell something to the audience

☐ Persuade the audience to do something

Importance to audience: _____

What do I want audience to know by the end of talk: _____

Preparing visuals

How many visuals will I have? _____

Do they say (or show) what I want to say? ☐

Are they clear and simple to understand? ☐

Will the audience be able to read them (font size and colours)? ☐

Do they have effective headlines? ☐

Is there as little text as possible? ☐

Have I remembered the *rule of six*? ☐

Look at what these people say about the question and answer session.
Which opinion(s) do you agree with?



Person 1 *For me, the question and answer session is the most difficult part of a presentation. I don't like it at all. You never know what questions will be asked, so you can't really prepare. I always feel extremely nervous. The problem is you have to say something quickly and don't have the time to think of a clever reply.*

Person 2 *If you ask me, most questions aren't really questions at all. It seems as if a lot of people ask questions not because they want to get an answer but because they want to show the other participants how clever they are or how funny or whatever. I think some people just want to show off or be the centre of attention.*



Person 3 *I like the way questions are asked by American audiences. My experience is that they usually say something positive about a presentation before they start asking questions. I think that's a very good thing because the questioner shows some respect for the presenter and also helps create a more relaxed and friendly atmosphere during the question period.*

Person 4 *I think it's important to try and predict all the questions you might be asked. Before a presentation I always make a list of questions I expect people to ask. Then I think about possible answers and practise them. Sometimes I even get friends and colleagues to ask me questions. Of course you can't anticipate all the questions but at least you don't need to worry about the ones you have thought about. I feel much more comfortable this way.*



Person 5 *You need to decide when you want to answer questions. Allowing questions during your talk usually creates a rather informal, seminar-like atmosphere. You can answer questions directly and involve the audience. On the other hand, answering questions after the presentation gives you more control of your structure and timing. If you want questions after your talk, you can say that your time frame is very tight or the topic is rather complex.*

OVER TO YOU

Do you usually answer questions during or after your talk? Which do you prefer?

What other tips can you think of for preparing for the question period?

How often do you present to an English-speaking audience? How different is it from presenting to an audience in your own language?

DEALING WITH QUESTIONS

Asking for clarification

If you do not understand the question, politely ask the person to repeat or explain it.

I'm sorry. Could you repeat your question, please?

I'm afraid I didn't quite catch that.

I'm afraid I don't quite understand your question.

Avoiding giving an answer

Sometimes you may not want to answer a question, perhaps because it's the wrong time for it or the question is irrelevant. When avoiding giving an answer, make sure that your tone of voice is friendly and your reply is polite.

If you don't mind, I'd prefer not to discuss that today.

Perhaps we could deal with this after the presentation/at some other time.

I'm afraid that's not really what we're here to discuss today.

Admitting you don't know the answer

If you don't know the answer to a question, be honest and say so. Offer to find out or name a person who can answer the question.

Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

I'm afraid I'm not in a position to answer that. Perhaps Maria could help.

3 Match the two parts to make sentences.

- | | |
|--------------------------------|---------------------------------------|
| 1 Good point, but I'd prefer | a your question please? |
| 2 Perhaps we could | b deal with this at some other time. |
| 3 Could you repeat | c off the top of my head. |
| 4 I'm afraid that's | d not to discuss that today. |
| 5 I'm sure Ms Major | e answer your question? |
| 6 Sorry, I don't | f not my field. |
| 7 I'm afraid I don't know that | g could answer that question for you. |
| 8 I'm afraid I'm not | h in a position to comment on that. |
| 9 Does that | i quite understand your question. |

Now decide which of the sentences above you can use to ...

- a ask for clarification: _____
- b make it clear you don't want to answer the question: _____
- c admit you don't know the answer: _____



4 Complete the dialogue with phrases from the box. Then listen and check.

Could you give us • Does that mean • Are there any questions •
Go ahead • Excuse me • No, no, not at all • I suggest you speak to
• I'd be interested • Would you mind • May I ask

Presenter _____¹?

Susanne Yes, I have a question. _____² some background information on Track Ltd?

Presenter Certainly. They're one of the leading manufacturers of outdoor equipment in the UK with more than 35 factories worldwide.

Tim _____³ telling us why you've chosen them as partners?

Presenter _____⁴. The answer's quite simple. We were very impressed with the quality of their products and their prices are very attractive.

Annette _____⁵ a question?

Presenter Yes, of course. _____⁶.

Annette _____⁷ to know what their terms of payment are.

Presenter I'm afraid I can't answer that question. _____⁸ Sylvia Baker – she would be the right person to ask.

Alex _____⁹. You mentioned a London office. _____¹⁰ we do business through them?

Presenter That's right. We need to discuss the details though.

DIRECT QUESTIONS use the interrogative form

When does the train leave ?

Where is the stapler ?

Why is the delivery late ?

Is the office open on Saturdays ?

Has the flight been cancelled ?

How much is the ticket ?

INDIRECT QUESTIONS Here, the main clause is in the affirmative form

They sound more polite, especially in business communication, and follow the phrases shown below.

Could you tell me when the train leaves ?

Have you any idea where the stapler is ?

I was wondering if you could tell me why the delivery is late.

Do you know if the office is open on Saturdays ?

Do you think the flight has been cancelled ?

I'd like to know how much the ticket costs.

Is it OK if I bring a friend to the party ?

INDIRECT QUESTION PHRASE	QUESTION WORD OR IF/WHETHER	MAIN CLAUSE (AFFIRMATIVE FORM)
Could you tell me	whether	he'll be back soon ?
Do you know	if	he got my message ?
Have you any idea	where	he's gone ?
Can you tell me	what	his number is ?
Is it OK	if	I use your phone ?

We use IF or WHETHER in indirect questions when there isn't a question word.

In indirect questions, IF and WHETHER are interchangeable.

We don't use IF or WHETHER after 'Do you think...?'

ASKING POLITE QUESTIONS

There are different ways of asking questions in English. If you want to be more polite (and less aggressive), it is better to use less direct questions.

Direct questions

When do you plan to move to Geneva?

What is the project status?

Less direct questions

Could you tell me when you plan to move to Geneva?

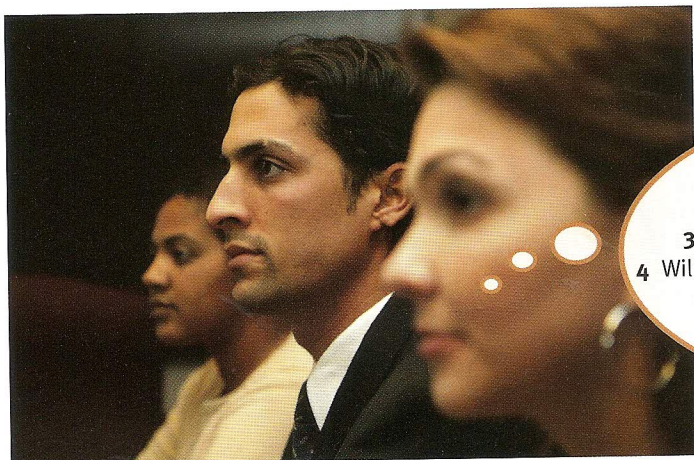
Do you mind if I ask what the project status is?

Note that in polite questions it is often necessary to change the word order or add words like *if* or *whether*.

What's the current project status? → Can you tell me **what** the current project status **is**?

Is that the final decision? → Could you tell me **whether/if that's** the final decision?

5 Look at the questions in the bubble and use the words given to make them more polite.



What you think

- 1 Are there any other options?
- 2 What would that mean for us?
- 3 How do we compare with other firms?
- 4 Will we cooperate with our branches in the UK?
- 5 How did she arrive at these results?
- 6 Are there any figures to back this up?

What you ask

- 1 May I ask if there are any other options?
- 2 Do you mind telling me what that would mean for us?
- 3 May I ask _____
- 4 Can you tell me _____
- 5 Would you mind telling me _____
- 6 Could you tell me _____

Now match the questions from above to the answers.

- a Of course. Basically we have two alternatives. ...
- b Well, first of all, more work for each of us.
- c Yes, we will. I've already contacted the London office.
- d Yes. As I said earlier, I'll be passing out handouts with the latest data.
- e Very well. At the moment we are market leader.
- f Not at all. They are based on the latest study.

□ □ □ □ □

ANTICIPATING QUESTIONS

If you know your topic well and know who your audience is, it is possible to anticipate most of the questions that will be asked. When preparing your presentation, always try to make a list of questions you expect to be asked. Some of the most common questions will be something like:

What has to be done?

How much does it cost?

What are the alternatives?

Who will be responsible?

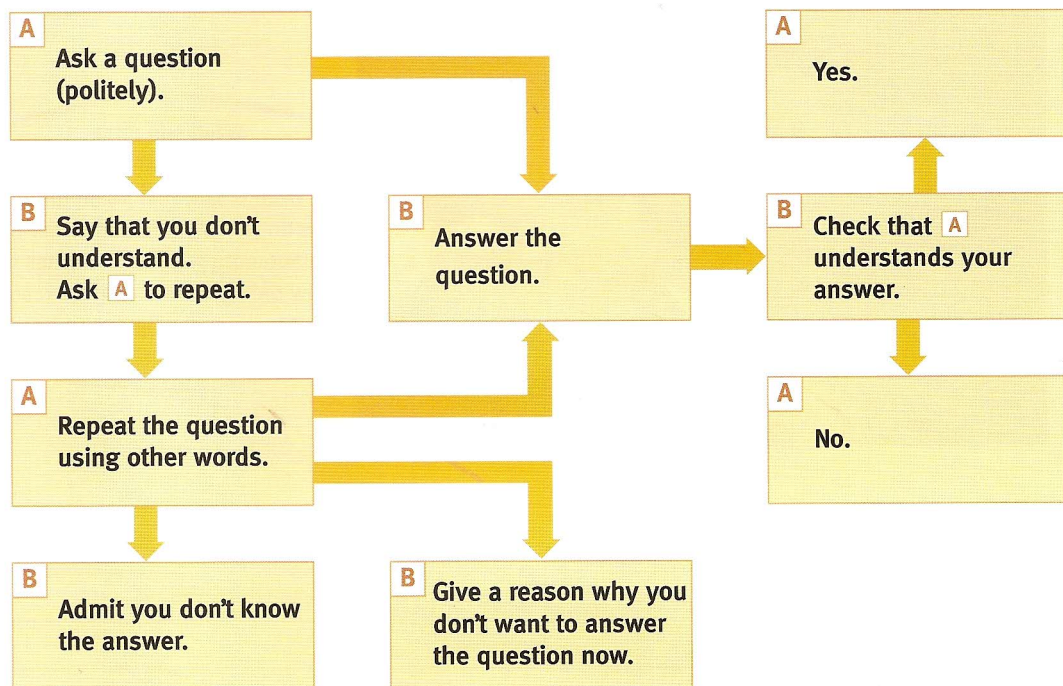
How long does it take?

Is there a deadline?

Do we get support?

What can go wrong?

- 6** Work with a partner. First think of a topic you both know well (e.g. an update on a current project or plans for a new project). Work separately to write four or five questions about the topic. Then use the flow chart to practise asking and answering your questions.



- 7** Sometimes you have to deal with interruptions or unexpected questions during your presentation. Listen to the following excerpts from four different presentations and say in which one the presenter:

- a postpones answering the question. ☐
- b deals with an aggressive question. ☐
- c explains a term that somebody doesn't understand. ☐
- d deals with a difficult question. ☐

REFORMING QUESTIONS

It is sometimes necessary to reformulate a question (i.e. say it in another way) before answering it. This not only gives you time to think, it also allows you to make sure you have understood the question. With a large or noisy audience, it allows the other participants to hear the question (again) and finally, it gives you the chance to change the tone of the question, e.g. by making it less aggressive.

You can use the following phrases and the techniques in the table below to reformulate questions:

I see. So, what you're asking is: ...

If I understand you correctly, you want to know ...

OK, let me just repeat your question so everybody can hear it.

If I could just rephrase your question ...

The question is:	You reformulate to make it:	by:
negative <i>Isn't there a better solution?</i>	positive <i>What would be a better solution?</i>	leaving out negative words such as <i>no, never, none</i>
aggressive <i>Do you honestly believe we can get the contract?</i>	neutral <i>You're asking whether I think it is possible to get the contract.</i>	avoiding words which sound aggressive or have a negative meaning such as <i>honestly, really, disaster</i>

10 Reformulate the following questions using the techniques and phrases in the box above.

- Are you really sure we can meet our deadline?
- Won't we get support from headquarters?
- Do you really think this will work?
- Do you honestly think we can rely on them?
- Isn't there a better way to reduce costs?

11 Put the words in the right order to make sentences with expressions from this unit.

- point back perhaps get we later can to that
- answer question can't afraid I that I'm
- correctly I've you'd system if understood works know like how the you to
- deadline interested meet I'd to know the can if be we
- those arrived you how may figures at I ask ?
- Sarah to department speak suggest you I the from marketing

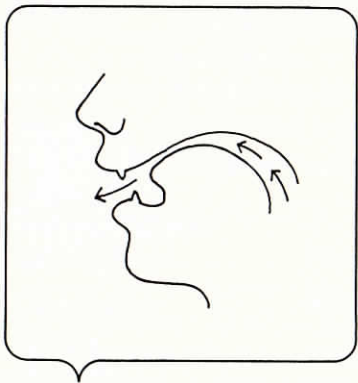
12 It's your turn now. Practise the phrases from this unit using the checklist.

CHECKLIST FOR QUESTIONS

- ☒ 1 Listen carefully.
- ☒ 2 Make sure you have understood the question correctly.
- ☒ 3 Reformulate the question in your own words.
- ☒ 4 If you want to postpone the question, say why politely.
- ☒ 5 If you don't know the answer, say so and offer to find out.
- ☒ 6 Answer irrelevant questions politely but briefly.
- ☒ 7 Check that the questioner is satisfied with your answer.



Unit 32 ʃ shoe



First practise s (see page 97).

Then put your tongue up and back a little to make ʃ.

Practice 1 Listen and repeat:



sound 1 sound 2



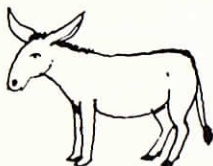
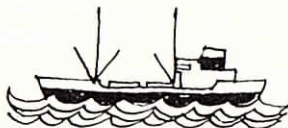
sea she



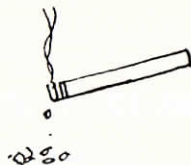
Sue shoe



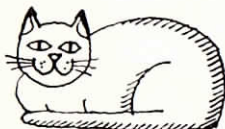
sip ship



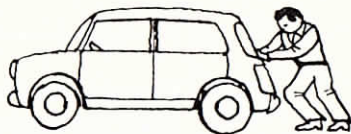
ass ash



Russ rush



puss push



Test Tick the words you recognise in the sentences you hear:



- 1 a) Sue's; b) shoes
- 2 a) ass; b) ash
- 3 a) puss; b) push
- 4 a) sack; b) shack
- 5 a) seats; b) sheets
- 6 a) save; b) shave



Practice 2 Listen and repeat:



sheets	Shaw	washing	Swedish
shall	shake	machine	English
shop	show	special	shrunk
shut	shirts	Marsh	finished
shouldn't	sure	wish	demonstration

Dialogue A special washing machine



- Mrs Marsh: *Does this shop sell washing machines?*
Mr Shaw: *Yes. This is the newest washing machine, madam.*
Mrs Marsh: *Is it Swedish?*
Mr Shaw: *No, madam. It's English.*
Mrs Marsh: *Please show me how it washes.*
Mr Shaw: *Shall I give you a demonstration? Here are some sheets and shirts. You put them in the machine. You shut the door. And you push this button.*
Mrs Marsh: *The machine shouldn't shake like that, should it?*
Mr Shaw: *Washing machines always shake, madam. Ah! It's finished now.*
Mrs Marsh: *But the sheets have shrunk, and so have the shirts.*
Mr Shaw: *Do you wish to buy this machine, madam?*
Mrs Marsh: *I'm not sure.*

Joining sounds Listen and repeat:

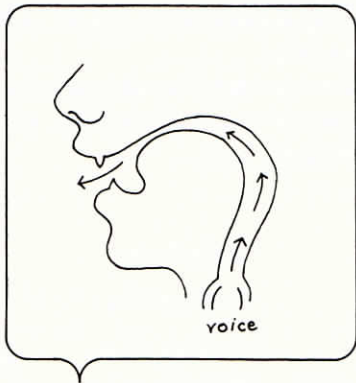


English shops	*Irish sheets
Danish ships	*Polish shirts
Scottish sheep	*Finnish shorts
*Swedish shampoo	*Turkish sugar
*French champagne	*Spanish shoes

The Quotes of Steven Wright:

- 1 - I'd kill for a Nobel Peace Prize.
- 2 - Borrow money from pessimists — they don't expect it back.
- 3 - Half the people you know are below average.
- 4 - 99% of lawyers give the rest a bad name.
- 5 - 82.7% of all statistics are made up on the spot.
- 6 - A conscience is what hurts when all your other parts feel so good.
- 7 - A clear conscience is usually the sign of a bad memory.
- 8 - If you want the rainbow, you got to put up with the rain.
- 9 - All those who believe in psycho kinesis, raise my hand.
- 10 - The early bird may get the worm, but the second mouse gets the cheese.
- 11 - If everything seems to be going well, you have obviously overlooked something.
- 12 - Depression is merely anger without enthusiasm.
- 13 - Hard work pays off in the future; laziness pays off now.
- 14 - I intend to live forever ... So far, so good.
- 15 - If Barbie is so popular, why do you have to buy her friends?
- 16 - What happens if you get scared half to death twice?
- 17 - My mechanic told me, "I couldn't repair your brakes, so I made your horn louder."
- 18 - Why do psychics have to ask you for your name
- 19 - If at first you don't succeed, destroy all evidence that you tried.
- 20 - A conclusion is the place where you got tired of thinking.
- 21 - Experience is something you don't get until just after you need it.
- 22 - To steal ideas from one person is plagiarism; to steal from many is research.
- 23 - The problem with the gene pool is that there is no lifeguard.
- 24 - The sooner you fall behind, the more time you'll have to catch up.
- 25 - If at first you don't succeed, skydiving is not for you.
- 26 – Never argue with a fool. You have more to lose than he does.
- 27 – Never kick a man when he's down. He might get up.
- 28 – You'll never know what worse luck your bad luck has saved you from.

Unit 33 3 television



First practise j (see page 103).
Use your voice to make 3.

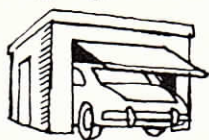
Practice 1 Listen and repeat:



television



garage

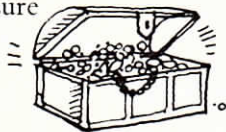


Peugeot

measuring tape



treasure



casual clothes



Asia



an unusual collision



Reading Television programmes: Channel O



7.00 – Children's film: *'Treasure Island'*

7.15 – News comment: *An Unusual Collision*

7.30 – Fashion: *Casual Clothes*

7.45 – Travel film: *Across Asia in a Peugeot*

8.15 – Do-it-yourself: *How to Measure a New Garage*

8.30 – Variety show: *It's a Pleasure*

Conversation Talk about the television programmes.

Example:

A: What are you going to watch on television tonight?

B: Treasure Island.

Drill When somebody says 'Thank you' for doing something, we sometimes say, 'It's a pleasure'. Practise this answer.

Example:

A: Thank you for lending me your television.

B: It's a pleasure.

- 1 Thank you for mending my television.
- 2 Thanks for lending me your measuring tape.
- 3 Thanks for lending me 'Treasure Island'.
- 4 Thank you for letting me use your garage.
- 5 Thanks for letting me drive your Peugeot.
- 6 Thanks for letting us watch your television.

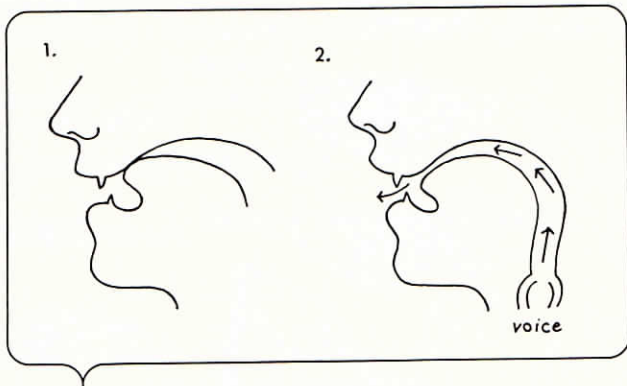
Television or **TV** is a telecommunications medium used for transmitting moving images in monochrome (black-and-white), or in colour, and in two or three dimensions and sound. The term can refer to a television set, a television program ("TV show"), or the medium of television transmission. Television is a mass medium for entertainment, education, news, politics, gossip, and advertising.

Television became available in crude experimental forms in the late 1920's, but it would still be several years before the new technology was marketed to consumers. After World War II, an improved form of black-and-white TV broadcasting became popular in the United States and Britain, and television sets became commonplace in homes, businesses, and institutions. During the 1950's, television was the primary medium for influencing public opinion. In the mid-1960's, colour broadcasting was introduced in the US and most other developed countries. The availability of multiple types of storage media such as Betamax, VHS tape, local disks, DVDs, flash drives, high-definition Blu-ray Discs, and digital video recorders have enabled viewers to watch pre-recorded material—such as movies—at home on their own time schedule. For many reasons, the storage of television and video programming now occurs on the cloud. At the end of the first decade of the 2000's, digital television transmissions greatly increased in popularity. Another development was the move from standard-definition television (SDTV) (576i, with 576 interlaced lines of resolution and 480i) to high-definition television (HDTV), which provides a resolution that is substantially higher. HDTV may be transmitted in various formats: 1080p, 1080i and 720p. Since 2010, with the invention of smart television, Internet television has increased the availability of television programs and movies via the Internet through streaming video services such as Netflix, Amazon Video, iPlayer, Hulu, Roku and Chromecast.

In 2013, 79% of the world's households owned a television set. The replacement of early bulky, high-voltage cathode ray tube (CRT) screen displays with compact, energy-efficient, flat-panel alternative technologies such as plasma displays, LCD's (both fluorescent-backlit and LED), and OLED displays was a hardware revolution that began with computer monitors in the late 1990's. Most TV sets sold in the 2000's were flat-panel, mainly LED's. Major manufacturers announced the discontinuation of CRT, DLP, plasma, and even fluorescent-backlit LCD's by the mid-2010's. In the near future, LEDs are gradually expected to be replaced by OLEDs. Also, major manufacturers have announced that they will increasingly produce smart TV's in the mid-2010's. Smart TVs with integrated Internet and Web 2.0 functions became the dominant form of television by the late 2010's.

Television signals were initially distributed only as terrestrial television using high-powered radio-frequency transmitters to broadcast the signal to individual television receivers. Alternatively television signals are distributed by coaxial cable or optical fiber, satellite systems and, since the 2000's via the Internet. Until the early 2000's, these were transmitted as analog signals, but a transition to digital television is expected to be completed worldwide by the late 2010's. A standard television set is composed of multiple internal electronic circuits, including a tuner for receiving and decoding broadcast signals. A visual display device which lacks a tuner is correctly called a video monitor rather than a television.

Unit 35 dʒ jam



First practise tʃ (see page 108).
Use your voice to make dʒ.

Practice 1 Listen and repeat:



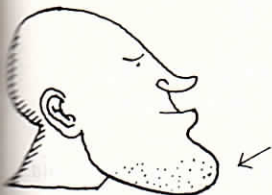
sound 1 sound 2



cheap jeep



choke joke



chin gin



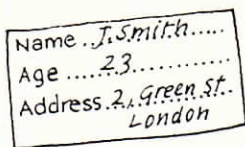
cherry Jerry



larch large



H age



Test

Tick the words you recognise in the sentences you hear:



- 1 a) choking; b) joking
- 2 a) larch; b) large
- 3 a) cheap; b) jeep
- 4 a) chain; b) Jane
- 5 a) chilly; b) Jilly
- 6 a) cheered; b) jeered

**Practice 2**

Listen and repeat:



gin	dangerous	village
jeep	manager	bridge
January	agency	edge
just	injured	large
joke	passenger	George Churchill
jail	damaged	ginger-haired chap

Dialogue**George Churchill**

Jerry: *Just outside this village there's a very dangerous bridge.*

John: *Yes. Charles told me two jeeps crashed on it in January. What happened?*

Jerry: *Well George Churchill was the driver of the larger jeep, and he was driving very dangerously. He'd been drinking gin.*

John: *George Churchill? Do I know George Churchill?*

Jerry: *Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.*

John: *Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured?*

Jerry: *Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.*

John: *Were both the jeeps damaged?*

Jerry: *Oh, yes.*

John: *And what happened to George?*

Jerry: *George? He's telling jokes in jail now, I suppose!*

Jupiter is the fifth planet from the Sun and the largest in the Solar System. It is a giant planet with a mass one-thousandth that of the Sun, but two and a half times that of all the other planets in the Solar System combined. Jupiter and Saturn are gas giants; the other two giant planets, Uranus and Neptune are ice giants. Jupiter has been known to astronomers since antiquity. The Romans named it after their god Jupiter. When viewed from Earth, Jupiter can reach an apparent magnitude of -2.94 , bright enough for its reflected light to cast shadows, and making it on average the third-brightest object in the night sky after the Moon and Venus.

Jupiter is primarily composed of hydrogen with a quarter of its mass being helium, though helium comprises only about a tenth of the number of molecules. It may also have a rocky core of heavier elements, but like the other giant planets, Jupiter lacks a well-defined solid surface. Because of its rapid rotation, the planet's shape is that of an oblate spheroid (it has a slight but noticeable bulge around the equator). The outer atmosphere is visibly segregated into several bands at different latitudes, resulting in turbulence and storms along their interacting boundaries. A prominent result is the Great Red Spot, a giant storm that is known to have existed since at least the 17th century when it was first seen by telescope. Surrounding Jupiter is a faint planetary ring system and a powerful magnetosphere. Jupiter has at least 67 moons, including the four large Galilean moons discovered by Galileo Galilei. Ganymede, the largest of these, has a diameter greater than that of the planet Mercury.

Jupiter has been explored on several occasions by robotic spacecraft, such as the early *Pioneer* and *Voyager* flyby missions and later by the *Galileo* orbiter. In late February 2007, Jupiter was visited by the *New Horizons* probe, which used Jupiter's gravity to increase its speed and bend its trajectory en route to Pluto. The latest probe to visit the planet is *Juno*, which entered into orbit around Jupiter on July 4, 2016. Future targets for exploration in the Jupiter system include the probable ice-covered liquid ocean of its moon Europa.

Jupiter's upper atmosphere is about 88–92% hydrogen and 8–12% helium by percent volume of gas molecules. A helium atom has about four times as much mass as a hydrogen atom, so the composition changes when described as the proportion of mass contributed by different atoms. Thus, Jupiter's atmosphere is approximately 75% hydrogen and 24% helium by mass, with the remaining one percent of the mass consisting of other elements. The atmosphere contains trace amounts of methane, water vapor, ammonia, and silicon-based compounds. There are also traces of carbon, ethane, hydrogen sulfide, neon, oxygen, phosphine, and sulfur. The outermost layer of the atmosphere contains crystals of frozen ammonia. The interior contains denser materials - by mass it is roughly 71% hydrogen, 24% helium, and 5% other elements. Through infrared and ultraviolet measurements, trace amounts of benzene and other hydrocarbons have also been found.

Jupiter's diameter is one order of magnitude smaller ($\times 0.10045$) than the Sun, and one order of magnitude larger ($\times 10.9733$) than Earth. The Great Red Spot is roughly the same size as Earth.

Jupiter's mass is 2.5 times that of all the other planets in the Solar System combined—this is so massive that its barycenter with the Sun lies above the Sun's surface at 1.068 solar radii from the Sun's center. Jupiter is much larger than Earth and considerably less dense: its volume is that of about 1,321 Earths, but it is only 318 times as massive. Jupiter's radius is about 1/10 the radius of the Sun, and its mass is 0.001 times the mass of the Sun, so the densities of the two bodies are similar.

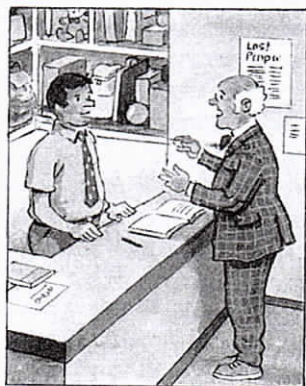
The introduction to the picture story

My uncle, John Smith, has a very good job. He's a university professor, actually, and very intelligent. But the strange thing is, he's always losing things. It's quite extraordinary. Last Thursday, for example, during a trip to London on business, he accidentally left his umbrella on the train. It must be the sixth time he's lost that same umbrella. It's a rather special one, with red and yellow stripes, a present from his youngest daughter for his birthday one year. Anyway, the next day, as soon as he was free, he called at the Lost Property Office to ask about it. Fortunately, it's in the next street to his house. He's no stranger to the people there. They know him quite well.

The conclusion of the story to be told in the speaker's own words

At the Lost Property Office

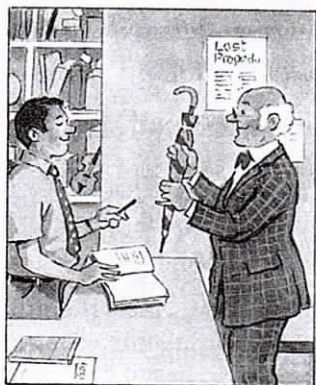
1



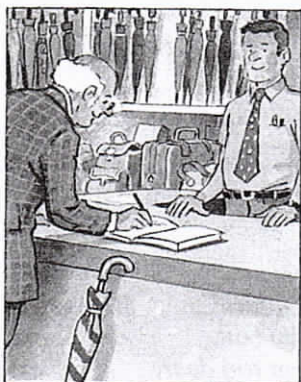
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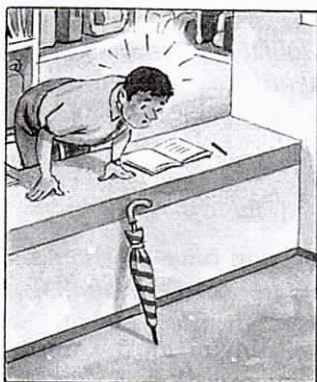
3



4



5



Artwork by Joseph McEwan

The Shopping List reading passage

This list contains examples of the 44 English phonemes; in addition to the overall rhythm and tone, the way the phonemes and junctures are realised may indicate common L1 interference. The words *some*, *of*, *for*, *and* and *to* would normally have their weak, unstressed pronunciations (/səm/, /əv/, /fə/, /ən/ and /tə/).

	phonemes	clusters and junctures
<i>If you're going shopping, John,</i>	/j/ /g/ /ŋ/ /ʃ/ /dʒ/	ŋʃ ŋdʒ
<i>could you get me these few things,</i>	/ð/ /z/	d-j (/dʒ/) ŋz pl
<i>please?</i>	/i:/ /θ/ /b/	θr nz
<i>Three kilos of beans,</i>	/ɪ/ /f/ /ʃ/	ks ts
<i>six fillets of fish</i>	/e/ /r/ /j/ /p/	
<i>some red and yellow peppers,</i>	/æ/ /b/ /g/	plz
<i>a bag of apples,</i>	/a:/ /h/ /f/ /k/ /dʒ/	dʒt
<i>half a kilo of large tomatoes,</i>	/b/ /f/ /p/ /t/	
<i>a coffee pot,</i>	/ɔ:/ /b/ /p/	ndb kp
<i>some corned beef and a pork pie,</i>	/ʊ/ /k/ /b/	
<i>a cookery book,</i>	/ʌ/ /b/ /t/	nt vb
<i>one tub of butter,</i>	/u:/ /g/	bz gl
<i>two tubes of glue,</i>	/z:/ /ð/ /θ/ /i/	zd
<i>the turkey for Thursday,</i>	/eɪ/ /p/	pl ts
<i>eight paper plates,</i>	/əʊ/ /d/ /v/ /s/	
<i>a Dover sole,</i>	/aɪ/ /l/ /w/ /n/	tw
<i>a light white wine,</i>	/aʊ/ /m/ /n/ /aʊə/	mbr fl
<i>some brown flour,</i>	/ʊə/ /ɔ:/ /v/	mpj
<i>some pure olive oil,</i>	/ɪə/ /b/ /d/	mb t-t
<i>some beer, not too dear,</i>	/eə/ /dʒ/ /w/	nzt
<i>a pair of jeans to wear,</i>	/s/ /p/ /k/	ksp ts kr sps
<i>six packets of crisps</i>	/v/ /ʒ/ /g/ /z/	nm
<i>a television magazine</i>	/b/ /dʒ/ /u:/	ndʒ dʒ-dʒ
<i>some orange juice</i>	/tʃ/ /d/ /z/	tʃ-tʃ
<i>and some Dutch cheese,</i>	/θ/ /k/ /n/	tθ
<i>cut thick or thin</i>		
<i>Thanks very much for your help,</i>	/θ/ /v/ /tʃ/ /h/ /dʒ/	ŋksv lpdʒ
<i>John.</i>		

Note: The compounds *corned beef*, *pork pie* and *olive oil* should have two equal stresses, while *coffee pot*, *cookery book*, *television magazine* and *orange juice* should have the main stress on the first element.

English is Tough Stuff

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.

Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, toe.

Hear me say, devoid of trickery,
Daughter, laughter, Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Scopolamine, mankind.

Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.
And your pronunciation's OK
When you correctly say croquet,
Rounded, wounded, grieve and sieve,
Friend and fiend, alive and live.

Query does not rhyme with very,
Nor does fury sound like bury.
Ghost, lost, post and cloth and loathe.
Job, nob, bosom, ransom, oath.
Mint, pint, senate and sedate;
Dull, bull, full and George ate late.

Scenic, Arabic, Pacific,
Science, conscience, scientific.

Liberty, library, heave and heaven,
Rachel, ache, moustache, eleven.
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the differences, moreover,
Between mover, cover, clover;
Leeches, breeches, wise, precise,
Chalice, but police and lice;
Camel, constable, unstable,
Principle, disciple, label.

Petal, panel, and canal,
Wait, surprise, plait, promise, pal.
Worm and storm, chaise, chaos, chair,
Senator, spectator, mayor.
Tour, but our and hour and four.
Gas, alas, and Arkansas.
Sea, idea, Korea, area,
Psalm, Maria, but malaria.
Youth, south, southern, cleanse and clean.
Doctrine, turpentine, marine.

Compare alien with Italian,
Dandelion and battalion.
Sally with ally,
Eye and I,
Face, but preface, not efface.
Large, but target, gin, give, verging,
Ought, out, joust and scour, scourging.
Ear, but earn and wear and tear
Do not rhyme with here but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew Stephen,
Monkey, donkey, Turk and jerk,
Ask, grasp, wasp, and cork and work.

Won't it make you lose your wits,
Writing groats and saying grits?
Finally, which rhymes with enough?
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is just give up!!!