

1 Jump start

Introduction

A Discuss these questions.

- 1 What do you think 'jump start' means?
- 2 Why do you think a 'jump start' is effective? Can you think of any examples of a 'jump start'?

B Read this text. Write the techniques from the box below in gaps (1–7) in the text.

What's in it for me? (WIIFM) Question and answer Expert testimony or historical evidence
Quotations Meet the people Shocking statement or startling statistic Enrolment questions

Hot tips to 'jump start' your presentation

(1)

Make your audience feel welcome as they arrive. Smile, make introductions, say a few words about yourself and ask some questions. Offer some refreshments. This technique helps to:

- break the ice
- calm your nerves
- build a relationship
- initiate dialogue
- create interaction

GOOD FOR: Presentations to small groups

(2)

Address the audience's needs and concerns by telling them what benefits they will gain from listening to your presentation and use the word 'you' when you do this. This technique helps to:

- focus on the needs of your audience
- focus on benefits and not features
- create desire and anticipation
- raise expectations
- build rapport

GOOD FOR: Sales pitches or presentations where you need to persuade or convince

(3)

Question the audience directly and get them to respond to you by answering 'yes' or 'no' or by raising hands. This technique helps to:

- focus the audience on the subject
- generate an interactive relationship
- create dialogue
- build interest

GOOD FOR: Small to medium-sized audiences

(4)

Find something original or exciting in newspapers, magazines, books, in-house literature, press releases or on the Internet. Make it clear that you are using somebody else's words. This technique helps to:

- give another voice
- build credibility
- create interest

GOOD FOR: All types of presentation

(5)

Say something which is short and simple but unusual, surprising and / or provocative. Clarify your source. This technique helps to:

- get a high level of attention with a shock effect
- give another voice

GOOD FOR: Most presentations but take care the shock effect does not alienate the audience

(6)

Give objective evidence or facts from an authoritative source. This technique helps to:

- give another voice
- be convincing
- build credibility

GOOD FOR: Specialist presentations

(7)

Ask something and then go on to answer it yourself. This technique helps to:

- raise expectations
- engage the audience in problem-solving thinking
- make the audience want to see 'what's on the next page'

GOOD FOR: Presenting recommendations / solutions

C

Now match examples of jump starts (a–g) below with the techniques 1–7.

- 1 What's in it for me? (WIIFM)
- 2 Question and answer
- 3 Expert testimony or historical evidence
- 4 Quotations
- 5 Meet the people
- 6 Shocking statement or startling statistic
- 7 Enrolment questions

a The benefit to you is that you will have a better product that will do a better job.

b In today's newspaper, our CEO stated 'The Internet is the aggressive revolutionary army of our age. It will kill our children' and I'm going to show you why we need to rationalise our business before we lose it completely.

c We often talk about creativity and promoting a culture of creativity. But what do we mean exactly? I'm sure each of you would give a different answer. So, I'm here today to answer this question and explain exactly what we mean when we say 'creativity' in our company.

d Hi my name's Laura Schmidt. Please help yourself to coffee or tea while we're waiting for everyone to arrive.

e I'm holding the latest government health report in my hands. It states that the chance of getting some cancers has actually risen from one in twelve to one in nine in the last few years. The report goes on to link this to household products and says that more than 500 – more than 500 – manufactured chemicals found in the everyday environment are believed to mimic and disrupt hormones. Today, I'm going to examine what this means for us in our business sector.

f How many of you have pitched for new business and failed to get it? How many of you here hate giving presentations? How many of you think your presentations are boring and uninspiring? Raise your hands. Thanks. Well, this afternoon we will be exploring ...

g Young girls between the ages of nine and fourteen stated that their number one fear is getting fat. They're more afraid of becoming fat than they are of nuclear war, climate change or losing their parents. Our new wellness product range is all about sensible diet and changing attitudes and what I'd like to do is ...

3 Structuring

Signposting

A 1.06 Watch an extract from an interview with Dan after his Step 1 presentation.

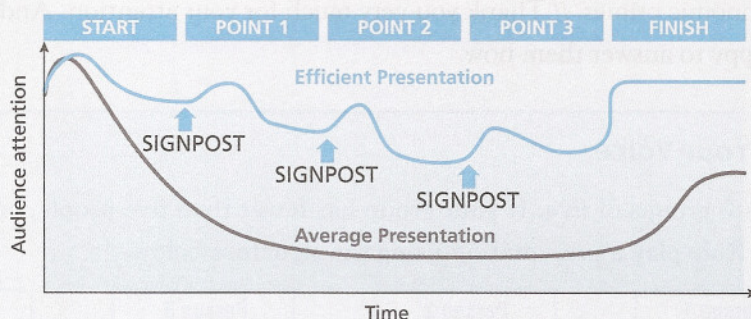
- 1 How does structuring a presentation help Dan?
- 2 Do you agree with his comments?

B 1.07, 1.08 Phrases 1–22 below are examples of signposts. Read them and check any vocabulary you don't know. Now, watch the main content of Svitlana and Zhan's Step 1 presentations and tick the signposts they use.

- | | |
|--|---------------------------------------|
| 1 Moving on now to ... | 12 So, we've looked at ... |
| 2 I would like to begin by ... | 13 That completes my overview of ... |
| 3 Let's now turn to ... | 14 Let's just recap ... |
| 4 Let's start with my presentation. | 15 So, that's pretty much ... |
| 5 So, first of all ... | 16 and this is ... |
| 6 Now, turning to ... | 17 Next we come to ... |
| 7 Now, what about ...? | 18 So, that was ... |
| 8 Let me move on to ... | 19 My next point is ... |
| 9 So, that's the general picture for ... | 20 That's all I want to say about ... |
| 10 I'd like to conclude this point by saying ... | 21 So, that covers this point. |
| 11 This leads me to a point ... | 22 And finally ... |

C Look at the graph and read the text below. Why are signposts important?

How do signposts work?



Signposting helps you structure and shape the main content of your presentation. Signposts create 'verbal paragraphs' or 'verbal signals' and raise the attention curve at the beginning and end of each point of your presentation. The technique allows you to guide the audience through the structure of your presentation linking one point to the next. The audience can't see your notes and can't look forward to see what is coming. You know where you're going on your journey and you need to guide your audience by telling them exactly where you are on the roadmap of your presentation. This is a simple but highly effective technique that adds clarity to your presentations.

2 The finish

Signal, summary, conclusion, closing remarks

A Read the text about the 'finish' of a presentation and answer the questions below.

Make your final message clear

Stay in control until the very last second and follow these steps at the 'finish' of your presentation.

Firstly, pause briefly and **signal** clearly that you are now ready to finish the presentation. The audience will start to listen again closely at this point.

Then, make your **summary**, giving a brief overview of what has already been said. The summary is a reflection of your 'what' and looks back. It should not be too long as you will lose your audience's attention again, but detailed enough to cover your points. This can be a difficult balance to achieve! A good summary gives your listeners time to reflect on the content and builds up to your conclusion, making your conclusion stronger, more powerful and more effective. A conclusion without a summary can sound incomplete as your audience may not have listened to every point during the main part of the presentation and the purpose can be lost. Avoid giving any conclusions while you are making your summary.

After this, give your **conclusion**. This is a reflection of your 'why' and looks forward to what you want people to do or think after your presentation. It should follow logically from your summary. There are different kinds of conclusions: you can make a call for action, make a recommendation or assure your audience that they're better informed. This is the destination of your journey and the most important part of your presentation.

Finally, make your **closing remarks** by thanking your audience, asking for questions or passing round your presentation handouts.



Henry trained himself in the 'dramatic pause'.

- 1 Why don't some people finish their presentations effectively in your opinion?
- 2 Do you agree that every presentation has some kind of conclusion?
- 3 Have you ever thought 'What was the point?' after listening to a presentation?

B

Write *Sig* (Signal), *Sum* (Summary), *Conc* (Conclusion) or *CR* (Closing Remarks) next to the phrases below.

- 1 So, that brings me to the end of my presentation.
- 2 Let me summarise what we've looked at.
- 3 Thank you for your attention.
- 4 I'll briefly summarise the main issues.
- 5 I'll now hand out
- 6 I suggest Johannes ... and Michel
- 7 I'd like to summarise.
- 8 I'd like to conclude by strongly recommending
- 9 So, that completes our presentation.
- 10 Let me just go over the key points again.
- 11 To sum up
- 12 I trust you gained an insight into
- 13 To conclude, I'd like to leave you with the following thought
- 14 Well, that covers everything I want to say.
- 15 If you have any questions, I'd be happy to answer them.
- 16 At this stage, I'd like to go over
- 17 In my opinion, the only way forward is to
- 18 Thank you for listening.
- 19 To summarise, I'll run through my three topics.
- 20 In conclusion, I'd like to leave you with the following idea.

'What's in Your Backpack ?'

How much does your life weigh ? Imagine for a second that you're carrying a backpack. I want you to feel the straps on your shoulders. Feel them ? Now, I want you to pack it with all the stuff that you have in your life. You start with the little things: the shelves, the drawers, the knickknacks, collectibles. Feel the weight as that adds up. Then, start adding larger stuff. Clothes, tabletop appliances, lamps, linens, your TV. The backpack should be getting pretty heavy now and you go bigger. Your couch, bed, your kitchen-table; stuff it all in there! Your car, get it in there. Your home, whether it's a studio apartment or a two-bedroom house. I want you to stuff it all into that backpack. Now, try to walk. It's kind of hard, isn't it ? This is what we do to ourselves on a daily basis. We weigh ourselves down until we can't even move and, make no mistake: moving is living. Now, I'm going to set that backpack on fire, what do you want to take out of it ? Photos ? Photos are for people who can't remember. Drink some Ginkgo and let the photos burn. In fact, let everything burn. And imagine waking up tomorrow, with nothing ! It's kind of exhilarating, isn't it ?

This is how I start every day of my life. Now, this is going to be a little difficult, so stay with me. You have a new backpack. Only this time, I want you to fill it with people. Start with casual acquaintances, friends of friends, folks around the office. And then you move into the people you trust with your most intimate secrets. Your cousins, your aunts, your uncles; brothers, your sisters, your parents. And finally, your husband, your wife; boyfriend, your girlfriend. Get them into that backpack. Don't worry, I'm not going to ask you to light it on fire. Feel the weight of that bag. Make no mistake, your relationships are the heaviest components in your life. You feel the straps, cutting into your shoulders ? All those negotiations and arguments and secrets and compromises. You don't need to carry all that weight. Why don't you set that bag down ?

Some animals were meant to carry each other, to live symbiotically for a lifetime: star-crossed lovers, monogamous swans. We are not those animals. The slower we move, the faster we die. We are not swans. We are sharks.

Ryan Bingham, as played by George Clooney in the film 'Up In The Air' (2009).

8

Summary:

Weapons of Mass Destruction

Enduring question:

How have modern technologies for the use of force changed the practice of international relations?

- Technology has shaped warfare over the centuries, though change in the past was generally slow. The telegraph, the machine gun, and the blitzkrieg all represent new tactics or technologies that shifted the way war was fought.
- Nuclear weapons, first developed by the United States during the Second World War in a secret project codenamed the Manhattan Project, reshaped both warfare and international relations to an enormous degree. Two bombs were dropped on the Japanese cities of Nagasaki and Hiroshima at the end of the war, killing tens of thousands of people.
- A more sophisticated and deadly weapon, the thermonuclear or fusion bomb, was developed in 1953.
- Modern nuclear weapons like SLBMs, ICBMs, and cruise missiles emphasize compact and versatile firepower rather than pure power.
- Nine states have nuclear weapons: the United States, Russia, the United Kingdom, France, China, India, Pakistan, Israel, and North Korea. These states form the nuclear club. The most recent addition to the club is North Korea. Israel has never publicly acknowledged that it possesses nuclear weapons.
- Nuclear weapons are not useful in a normal military context: states with nuclear weapons try to ensure that they can each destroy the other and the other can destroy them to reach a point of strategic stability, or nuclear deterrence. This logic is called Mutually Assured Destruction (MAD).
 - Second Strike capability: Ability to inflict unacceptable damage on an adversary even after a nuclear first strike.
 - First Strike capability: Ability to nullify a state's second strike capability.
- Because most people believe that no state would win a nuclear war, steps have been taken to limit the number of nuclear weapons like the Test Ban Treaty.
- Obtaining nuclear weapons is difficult, but it is not impossible, and many states have sought nuclear weapons for security and prestige.

- States may seek to gain security or not due to extended deterrence, though other states have either voluntarily or been convinced to give up nuclear weapons/weapons development for the hope of material benefit.
 - After seeing what happened to Libya, autocratic leaders may be more skeptical to give up nuclear weapons in the future; this seems to be the case with North Korea.
- Efforts have been made towards halting nuclear proliferation, most notably in the Non-Proliferation Treaty.
 - Scholars debate whether nuclear proliferation is a stabilizing or destabilizing force for international politics.
- Chemical weapons use manufactured chemicals to kill people and biological weapons spread bacteria or viruses to kill people. Both are outlawed under international law.
- While both chemical and biological weapons are dangerous, neither is nearly as dangerous or difficult to defend against as nuclear weapons. However, developing chemical weapons is easier than developing nuclear weapons.
- Non-state actors pose particular challenges for the logic of deterrence, since it is impossible to have second-strike capability against an organization with no territory.
- It is difficult, but not impossible, for non-state actors like terrorist groups to develop or steal weapons of mass destruction.
 - Aum Shinrikyo and ISIS are terrorist groups that successfully used chemical or biological weapons in terror attacks.
- The development of UAVs (drones) has led to several questions about the legality of their use under international law as well as concerns that their use could make it easier for terrorist groups to recruit members.
- Cyber-warfare represents a new technology of war, the full implications of which won't be apparent for some time.
- Hybrid warfare combines conventional and informational warfare and has been used by Russia against Ukraine in the 2010s.

Chapter 8: Technology, the Use of Force and Weapons of Mass Destruction

Summary

Imagine you are US President John F. Kennedy during the 1962 Cuban Missile Crisis. You are informed by your advisors that a US Air Force U-2 spy plane obtained photographic evidence of Soviet medium and intermediate-range missile sites being built in Cuba. Located some ninety miles from the tip of Florida, this is by far the closest to the United States that the USSR has risked bringing nuclear weapons. Once complete, the sites will provide a Soviet nuclear presence just south of the United States, directly threatening national security. This is the most pressing threat the United States has faced in the Cold War thus far.

Important background information

- Since a revolution in Cuba replaced the US-friendly government with a pro-Soviet Communist regime, the United States has attempted to overthrow the Cuban government. Cuba requested Soviet missile sites to deter US aggression.
- The United States has missile sites aimed at the Soviet Union in Italy and Turkey.
- In addition to missile sites, between 16 and 32 missiles have been sighted by US aircraft.
- These missiles could be fired within 18 hours of a decision to fire being made, and are aimed roughly at the center of the United States.
- The United States and Soviet Union have been in the midst of the Cold War for over a decade now. Each side has a massive nuclear arsenal, more than sufficient to utterly destroy its adversary. Both sides have been following the peculiar logic of Mutually Assured Destruction.
- The countries of Latin America are generally allied with the United States, and this build up is the first major incursion of Soviet missiles into that region. Retaining the support of these countries is a major priority for the United States.
- The United States is largely responsible for the protection of West Berlin, which is surrounded by Soviet-controlled East Germany. The Soviets have agreed not to blockade West Berlin but if they change their minds, the United States would likely be forced to engage in war to protect West Berlin.

What do you do?

1) LAUNCH AIRSTRIKES AGAINST CUBA

Aim to dismantle the missile sites and put a prompt end to the program.

2) SET UP A NAVAL BLOCKADE OF CUBA

Ensure nothing can enter (or leave) the country without US knowledge and acquiescence. Any Soviet craft trying to bring missiles or any other weapons, material, or supplies to Cuba will have to cross your blockade. Demand that the Soviet Union dismantle all missile sites in Cuba.

3) LAUNCH A NUCLEAR STRIKE ON THE MISSILE SITES IN CUBA

This will serve to entirely destroy the new sites and to send a message that the US will not accept nuclear weapons so near its own territory.

4) LAUNCH NUCLEAR STRIKES AGAINST THE SOVIET UNION

Aim primarily at key military and government installations. If the Soviet Union is willing to put weapons so close to the United States, it seems they must be preparing for a nuclear attack. It is absolutely essential that you strike first, to gain the upper hand before Moscow does.

5) DO NOTHING

The Soviet Union is likely just providing defensive assistance to Cuba, and no harm will come of it.

6) REQUEST A DIPLOMATIC MEETING WITH THE SOVIET UNION

Request that the missiles be removed from Cuba. Make it clear that any missiles in Cuba will be treated as Soviet missiles, and an attack from Cuba will be responded to with an attack on the Soviet Union.

Who are we?

Health**YES**

We are HealthYES, an NGO engaged in health problems and diseases. We are focusing on the persistent problem of HIV in Central Africa, especially in Cameroon.



Background, Geographical place and local beneficiary community

HIV is a major problem in several African countries. While Namibia, for instance, is showing an impressive improvement in HIV prevention and treatment, other African countries are still struggling, and they are recording high levels of new infections among both males and females.

In 2016 Cameroon had 32000 new infections and only 37% of the people living with HIV had access to ART (Antiretroviral therapy). In the following year, the percentage increased to 49% with around 28000 new infections for a total of 510000 living with HIV.

Only 71% of the affected population knows about their health status. Most of the people affected are women between 15 and 49 years old, which often contract this virus because they are victims of sexual violence and abuses, and they can transmit the disease to their children if they don't have access to ART treatments.

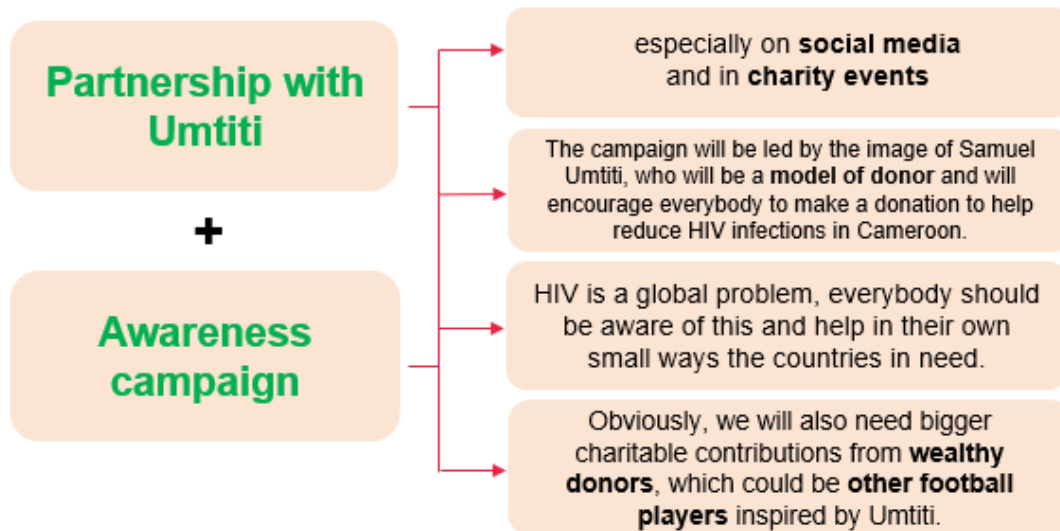
(Source: UNAIDS Data, Cameroon 2017)



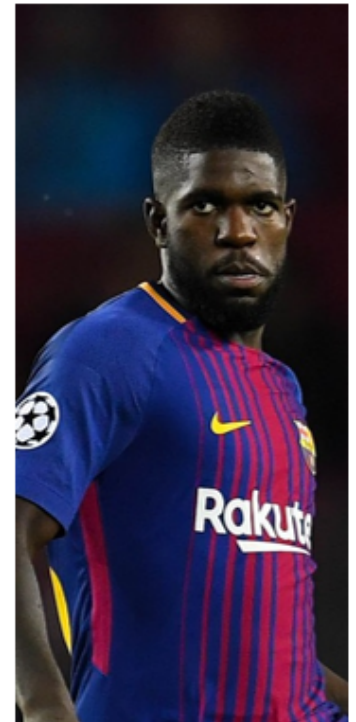
Our goal

- ➔ **increase** year by year the percentage of **women (15-49)** with access to **ART**;
- ➔ **decrease** the number of people with active infections by suppressing the viral burden.

Promotional Activities



Umtiti is a French professional footballer born in Cameroon, a member of the French national team and currently playing for Barcelona. Sport is normally associated with health and **football** is the sport with the greatest amount of appeal in Italy and worldwide. Also, the French national team has won the World Cup this year and for this reason its players are well-known now. Moreover, since Umtiti was born in Cameroon, he can be genuinely interested in helping the people from his mother country.



Implementation

The achievement of our goal is feasible only implementing all the possible strategies in as many environments as possible, from schools, work places, to the media and streets.

The starting point is to increase the comprehensive knowledge in Cameroon of the level of diffusion, prevention methods and risks of HIV.



Activity	Description
Awareness campaigns about HIV prevention and risks	Billboard campaigns; media campaigns to increase the knowledge of what HIV is, prevention ways and how to suppress viral loads; schools' campaigns about risks of unprotected sex, alcohol abuse and drugs; experiences of people living with HIV.
Distribution of information materials to support the community	Leaflets and posters to hang in hospitals, schools, workplaces and cities.
Condom use promotion; HIV tests promotion	Promotion of condom use especially among youths and male adults, underlying the importance of condoms in non-regular sexual partnership; possibility to get tested for free in hospitals to motivate everybody to know their status, early diagnosis can save many lives.
Campaigns against women abuses; Campaigns against the stigmatization of HIV positive people	Campaigns on billboards, public transports and televisions to fight gender-based violence and to encourage women to report sexual abuses; Campaigns to erase HIV stigma: anyone could contract this disease and it does not have to discriminate. Nowadays, with treatments, someone living with HIV can expect a comparable life expectancy as someone HIV free.
Teachers and doctors trainings	Well informed teachers can make significant changes in knowledge and attitudes of young people toward HIV. Healthcare workers must be well trained about HIV treatments.



The next step is to provide people in Cameroon with the necessary support to prevent and treat the disease, from supplying condoms and drugs, to distribute them and implement services for these purposes.

Activities	Description
Condom supply and distribution	Free distribution of condoms in public places, high schools/universities, hospitals and HTC services.
Tests supply and distribution; Improvement of medical facilities	Supply hospitals and HTC services with tests; encouraging all healthcare providers, especially those in primary care, to offer routine HIV testing to all patients in order to diagnose HIV infection at the earliest possible stage.
Implementation of HTC services (HIV testing and counselling)	Creation of HTC services centers both for youths and women.
Introduce sexual and health education at school	Add to the school schedule one hour per week dedicated to health and sexual education.
Antiretroviral therapies (ART) supply	Supply hospitals and pharmacies with ART.
Placement of condoms and self-tests vending machines	Placing condoms and HIV self-tests vending machines in strategic points to avoid people from not buying them because of stigmatization (Fast and confidential testing).
Implementation of centers providing psychological support for HIV infected people	A support can help HIV positive people and their families/partners to deal with each stage of the infection and increase quality of life.

Fundraising



Expected benefits in 5 years

- Decrease in HIV infections in Cameroon by 25%;
- increase in comprehensive awareness about HIV by 50%;
- increase in voluntary testing by 35%;
- increase in the use of antiretrovirals by HIV positive (especially women aged 15-49) by 22%;
- increase in condom sales by 10%.



Watch 'The Divine Michelangelo'

<https://www.youtube.com/watch?v=pGj6LdlRDTw>

Then combine the sentences below using the relative pronouns

who, whom, whose, when, where, which, that

Michelangelo di Lodovico Buonarroti Simoni was born in 1475.

His admirers called him *Il Divino* ("the divine one") during his lifetime.

Michelangelo had a profound influence on his contemporaries.

Michelangelo was a sculptor, an architect, a painter and a poet, too.

He sculpted the figure of David, he painted the ceiling of the Sistine Chapel and he designed the magnificent Dome of St Peter's Basilica.

People still admire the figure of David, the Sistine Chapel and St Peter's Basilica today.

His mother died in 1481.

Michelangelo spent his childhood in Settignano near Arezzo.

In later life, he considered Florence to be his home town.

He enjoyed his first artistic success in Florence.

In 1501, he began to carve a figure of David from a huge block of marble.

He was 26 years old in 1501.

He finished carving the figure of David in 1504.

The figure of David represented a new sense of freedom in the city.

The figure of David was erected in Piazza della Signoria, in front of the Palazzo Vecchio, It can still be seen there today.

He designed a dome for St Peter's Basilica.

The Dome of St Peter's Basilica became the model for domes all over the Western World.

There is a small group of artists including Michelangelo, Shakespeare and Beethoven.

Their work expresses the deepest experiences of humanity.

That is why Michelangelo is still remembered today.

DESIGNING A DEVELOPMENT AID PROJECT

1) First watch the World Bank video-clip shown below:

<https://www.worldbank.org/en/country/indonesia/publication/the-promise-of-education-in-indonesia>

2) Development Aid Project

Make notes for a 1000-word development aid project in Indonesia:

i) What is the objective? (building a school, providing technology, a training programme, etc.)

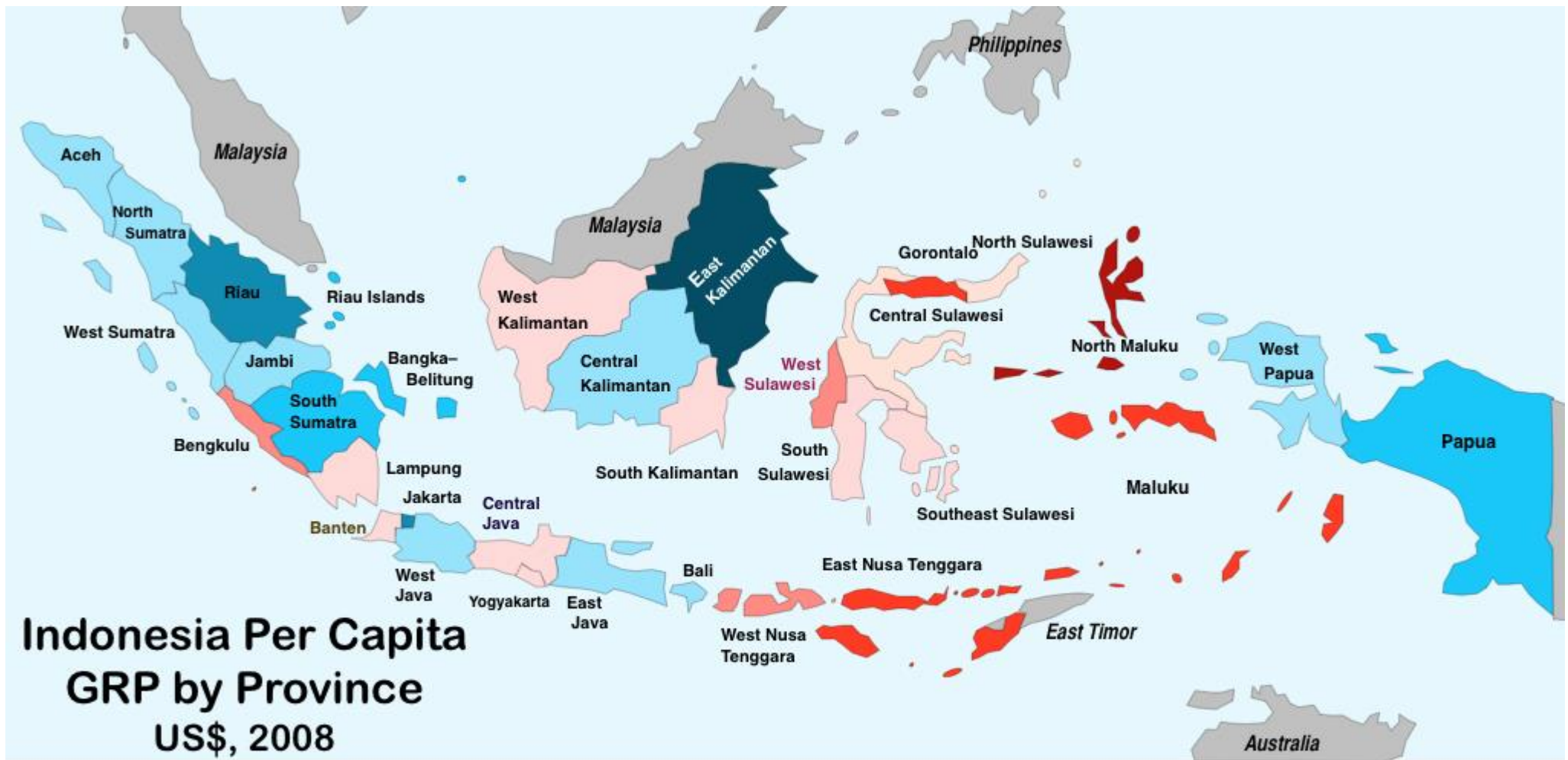
ii) What is the geographical location and the local beneficiary community?

iii) What promotional and practical activities are envisaged?

iv) What is the implementation schedule?

v) How will funds be raised?

vi) What are the expected benefits?



Data source http://en.wikipedia.org/wiki/List_of_Indonesian_provinces_by_GRP_per_capita







Osama bin Laden, **who** was born in Saudi Arabia in 1957, was the 17th of his father's 52 children. His parents divorced in 1961, **when** Osama was four or five, and his father eventually died in a plane crash on the way to marry his 23rd wife, **which** had a devastating effect on the young boy. He was educated in Jeddah **where** he had a powerful religious experience at the age of 14 after **which** he stopped watching American films and refused to wear western clothes. However, it was the Russian invasion of Afghanistan in 1979 **that / which** proved the turning point in his political development. He dropped out of university, went to Peshawar and met Ayman al Zawahiri, with **whom** he later formed al Qaeda, an organization dedicated to waging an international Jihad or holy war. He became world famous in 2001 as the man behind the September 11th terrorist attacks, **which** targeted the World Trade Centre, the Pentagon and the White House. It may be that his aim was to draw the USA into a war in Afghanistan **that / which** it would inevitably lose, just as the Russians had done twenty years before, thereby damaging its economy and superpower status. On May 2nd 2011, he was killed by the US army **whose** Special Forces attacked his compound in Pakistan. He was 54 years old.

RELATIVE PRONOUNS

1. See Thomson & Martinet, Units 72-85 + Greenbaum & Quirk, 17.8-17.12

	SUBJECT	OBJECT	POSSESSIVE
For People	<i>Who</i> <i>That</i>	<i>Whom / Who (in spoken English)</i> <i>That / Ø</i>	<i>Whose</i>
For Things	<i>Which</i> <i>That</i>	<i>Which</i> <i>That / Ø</i>	<i>Whose</i> <i>Of Which</i>
For Places	<i>Where</i>	<i>Where</i>	
For Times	<i>When</i>	<i>When</i>	

2. 'Which' is used (i) After prepositions;
(ii) To refer to the entire preceding clause;
(iii) In defining *and* non-defining relative clauses.

NB. 'That' can only be used in defining relative clauses

3. 'What' means "the thing which" and usually follows a verb.
e.g. "The team from New York is trying to discover what causes autism."

4. 'Why' is used in the phrase, "The reason why..."

5. Complete these sentences with *who*, *which*, *that*, *whose*, *what*, *where*, *when* or *why*. In some cases, more than one answer is possible.

Example: I believe ...*that*... the idea that money makes people happy is only partly true.

- a) It is important to understand motivates people to work hard.
- b) Many banks seem to make large profits and pay low rates of interest, and this is the reason they are often unpopular.
- c) most people dream of is a secure well-paid job.
- d) My parents moved from the town I was born to live in the capital when I was nine years old.
- e) Parents should only give pocket money to children help with the housework.
- f) Students' results are better in countries teachers are well paid.
- g) Young people need the kind of practical work experience will make them attractive to employers.

6) DEFINING RELATIVE CLAUSES

The train **that** arrives at 18.30 is an Intercity.

which

The village **where** I live is beautiful.

The dentist **who** checked my teeth is Romanian.

7. Now join these pairs of sentences using *who, which, that, whose, what, where, when* or *why*.

a) Students often take a part time job. The job helps pay their tuition fees.

.....

b) Some jobs take up too much time. For that reason, students often leave them.

.....

c) Students can easily find jobs. These jobs are badly paid.

.....

d) Young people are often in a hurry to go to university. Their parents are ambitious for them.

.....

e) Students work. Students often find this distracts them from their studies.

.....

f) Students often find it difficult to get a job near their college. They study at the college.

.....

g) I got my first job at the age of 18. I left school at the age of 18.

.....

h) I got my first job in a town. My cousin lives in the town.

.....

8) NON-DEFINING RELATIVE CLAUSES

The Titanic , **which sank in 1912,** is possibly the most famous ship in history.

Umberto Eco , **who was a famous Italian writer and academic,** died in February 2016.

Bethlehem , **where Jesus was born,** is still a major pilgrimage destination.

July 4th , **when Americans celebrate their independence,** is a national holiday.

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Example: I believe ...*that*... the idea that money makes people happy is only partly true.

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2. Now join these pairs of sentences using *who*, *which*, *that*, *whose*, *what*, *where*, *when* or *why*.

- a) Students often take a part time job. The job helps pay their tuition fees.
.....
- b) Some jobs take up too much time. For that reason, students often leave them.
.....
- c) Students can easily find jobs. These jobs are badly paid.
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- d) Young people are often in a hurry to go to university. Their parents are ambitious for them.
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- e) Students work. Students often find this distracts them from their studies.
.....
- f) Students often find it difficult to get a job near their college. They study at the college.
.....
- g) I got my first job at the age of 18. I left school at the age of 18.
.....
- h) I got my first job in a town. My cousin lives in the town.
.....

VIDEO COMPREHENSION: 'Speak Out: Intermediate' - 'The Divine Michelangelo'

<https://www.youtube.com/watch?v=qXwnf7cLsAo>

Now combine the sentences below using the relative pronouns
who, whom, whose, when, where, which, that

Michelangelo di Lodovico Buonarroti Simoni was born in 1475.
His admirers called him *Il Divino* ("the divine one") during his lifetime.

Michelangelo had a profound influence on his contemporaries.
Michelangelo was a sculptor, an architect, a painter and a poet, too.

He sculpted the figure of David, he painted the ceiling of the Sistine Chapel and he designed the magnificent Dome of St Peter's Basilica.
People still admire the figure of David, the Sistine Chapel and St Peter's Basilica today.

His mother died in 1481.
Michelangelo spent his childhood in Settignano near Arezzo.

In later life, he considered Florence to be his home town.
He enjoyed his first artistic success in Florence.

In 1501, he began to carve a figure of David from a huge block of marble.
He was 26 years old in 1501.

He finished carving the figure of David in 1504.
The figure of David represented a new sense of freedom in the city.

The figure of David was erected in Piazza della Signoria, in front of the Palazzo Vecchio,
It can still be seen there today.

He designed a dome for St Peter's Basilica.
The Dome of St Peter's Basilica became the model for domes all over the Western World.

There is a small group of artists including Michelangelo, Shakespeare and Beethoven.
Their work expresses the deepest experiences of humanity.
That is why Michelangelo is still remembered today.

WRITING

Now write a Wikipedia entry describing the life and work of someone you consider important in your field of study using relative pronouns and relative clauses.