

Nature vs Nurture

You got your blue eyes from your mother, and your ears from your father. But (0) where did you get your adventurous personality or your talent (1) singing? Did you learn these from (2) parents or were they predetermined (3) your genes? While it's clear that physical characteristics are hereditary, things are a little (4) clear when it comes to an individual's behaviour, intelligence (5) personality. Ultimately, the old argument of nature vs nurture (6) never really been won. We (7) not yet know exactly how much (8) what we are is determined by our DNA and how much by our life experience. But we do know that both (9) a part.

Some scientists think that people behave (10) they do according to genetic predispositions or even 'animal instincts'. This (11) known as the 'nature' theory of human behaviour. (12) scientists believe that people think and act in certain ways (13) they are taught to do so. This is the 'nurture' theory.

Our growing understanding (14) the human genome has recently made it clear that both sides are partly right. Nature endows us (15) inborn abilities and traits; nurture takes these natural tendencies and moulds them as we learn and mature.



The Making of Me

Watch the documentary and answer the questions:

- 1) What is Vanessa Mae's job?
- 2) How much money has she earned?
- 3) What does she say about her mother's love?
- 4) What made her special to her mother?
- 5) What does Vanessa Mae want to know?
- 6) What does she say about her childhood?
- 7) When did she get to know who she really was?
- 8) When did she start making decisions about her own life?
- 9) At the beginning of the programme, she thinks that her success is due% to nature and% to nurture.
- 10) At the end of the programme, she thinks that her success is due% to nature and% to nurture.

WRITING

- a) Use conditional sentences to draw some conclusions about Vanessa Mae's life and how she came to be the person she is today.
- b) Summarize the contents of the documentary and recommend it to a friend.

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.

PRONUNCIATION PRACTICE

The BBC's Online Pronunciation Workshop

Do you want to improve your English pronunciation? Well, the BBC's Pronunciation Workshop shows you how English is really spoken. It'll help you become a better listener and a more fluent speaker.

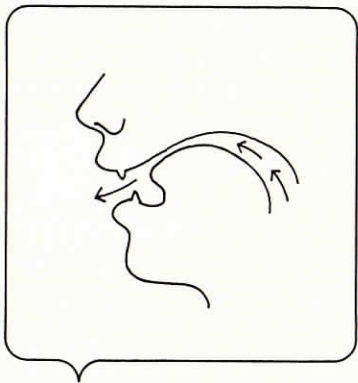
The Sounds of English

Scroll down to the bottom of this page for The Sounds of English, our video guide to all the consonant and vowel sounds in the English language.

Watch, listen and repeat. It's as simple as that.

<https://www.bbc.co.uk/learningenglish/features/pronunciation>

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



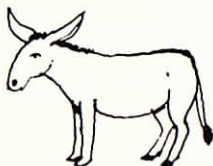
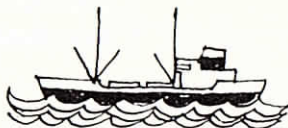
sea she



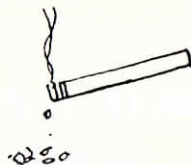
Sue shoe



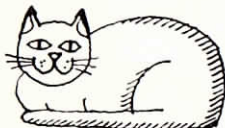
sip ship



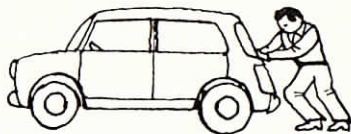
ass ash



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:

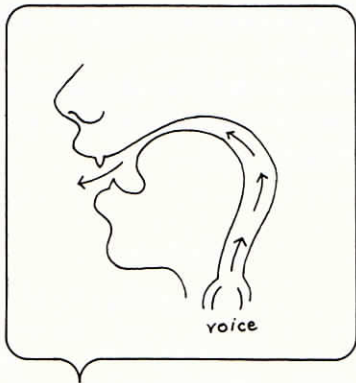


English shops	*Irish sheets
Danish ships	*Polish shirts
Scottish sheep	*Finnish shorts
*Swedish shampoo	*Turkish sugar
*French champagne	*Spanish shoes

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.

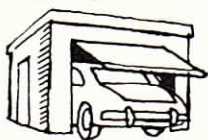
Practice 1 Listen and repeat:



television

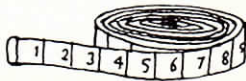


garage

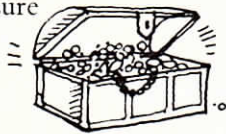


Peugeot

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.

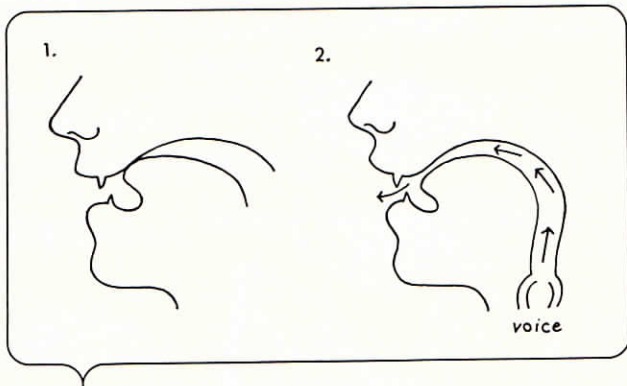
Television or **TV** is a telecommunications medium used for transmitting moving images in monochrome (black-and-white), or in colour, and in two or three dimensions and sound. The term can refer to a television set, a television program ("TV show"), or the medium of television transmission. Television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



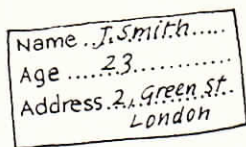
cherry Jerry



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.

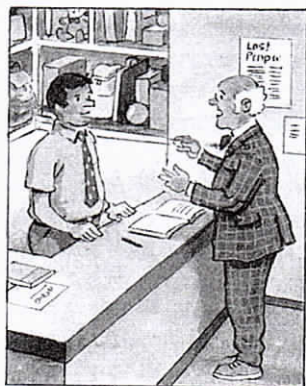
The introduction to the picture story

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



2



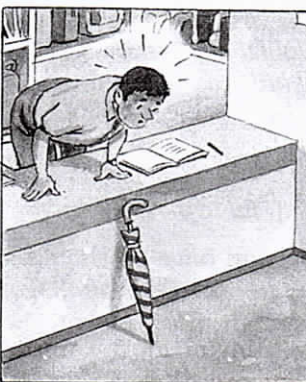
3



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!!!

- 1 Work with a partner. Make a list of ways you could improve your chances of success in a job interview.



- 2 Read the advice below about going to a job interview. What does it say about the following areas?

1 Research	
2 Attitude	
3 Skills and qualities	
4 Questions	

The perfect interviewee

As the person applying for the job, you need to do your research before the interview. Check the company's website, read recent news about the company, and talk to people who know the company. During the interview, try to demonstrate you have done your research as it shows you are serious about the position.

Most interviews have similar questions. Think carefully about what questions you will be asked and prepare positive answers in advance. Be clear about what strengths, skills, and qualities you want them to notice in you, especially ones that are relevant to the job. If you need to discuss any challenges or weaknesses, then explain how you intend to overcome them. In general, try to present a positive version of yourself. Dress well, try to relax, maintain eye contact, and be friendly and enthusiastic.

Finally, prepare questions which you would like to ask. Remember that good questions will demonstrate that you have done your research and have thought carefully about the requirements of the job.

- 3 **V 6** Monica has applied for the position of Finance Assistant in the Finance Department of QPG. Watch her job interview with Paul (Head of HR) and Maja (Head of Finance) and make notes on this form about her.

Name: Monica Bagley

Current job: ¹ _____

Reason(s) for applying: ² _____

Employment history: _____

Worked for the accountants Reynolds and Waters.

Duties included: ³ _____

Reason for leaving previous job: ⁴ _____

Relevant skills for this position: ⁵ _____

Candidate's expectations of the position (e.g. challenges of the post): ⁶ _____

Reason why the candidate thinks he / she would be suitable: ⁷ _____

Possible training this candidate may require: ⁸ _____

Action needed: Email Monica details of ⁹ _____

- 4 **V 6** Watch Monica's job interview again and analyse her performance. Rate each item below using the following scale:

1 = successful 2 = satisfactory 3 = unsuccessful

Appearance _____

Demonstrates research _____

Gives positive answers with examples _____

Has prepared answers to common questions _____

Asks her own relevant questions _____

Gives a good impression _____

- 5 Discuss, in small groups, how Monica could have improved her performance in the interview. Where did she go wrong? Could she be better prepared? Share your ideas with the class. Decide if you would offer her the job.

- 1 How many job interviews have you had? Talk about them in small groups. What were the interviews like? How did you perform? Did you get the job(s)?
- 2 During an interview, you will need to talk about your personal qualities. Look at these job advert extracts. Underline the adjectives that are used to describe personal qualities. Discuss with a partner what they mean.

AMBITIOUS, HARD-WORKING INDIVIDUALS NEEDED FOR SALES POSITIONS!

Are you an intelligent, resourceful, and outgoing person looking to start a successful career in sales?

TRAINEE SOFTWARE DEVELOPER

Fantastic opportunity for an enthusiastic and creative individual to join our innovative software development team. You will have excellent IT skills, including experience of website design, and be passionate about gaming software.

- 3 Read these comments by candidates in interviews. Match the personal qualities to the comments.
ambitious enthusiastic reliable flexible
decisive determined hard-working creative
- 1 My last manager trusted me and let me deal with clients on my own.
- 2 I like to think that I always approach any new task with a positive attitude and a smile.
- 3 I'm able to make tough decisions when I have to.
- 4 I think it's important to achieve your aims and I always try my hardest to make sure this happens.
- 5 I suppose in two or three years' time I'd hope to see myself promoted to a senior position.
- 6 I'm able to work with most people and adapt to different working environments.
- 7 I don't mind working late or working extra hours when there's a lot of work to do.
- 8 I've been told that I'm pretty good at coming up with new ideas.

- 4 Work with a partner or in small groups. One person is a candidate who is applying for one of these posts. The other person (or people) works for the employer and is going to interview the candidate.

Telephone Banking Advisor

A major bank is seeking Customer Advisors to work in their call centre in Swansea, Wales. As an advisor you will be taking calls from banking customers and dealing with general customer queries. Along with providing excellent customer service, you will be expected to promote the bank's products and services. Call centre experience desirable but full training provided. Apply initially by sending your CV and a covering letter.

Area Sales Manager, southern Europe

Leading educational publisher is looking to recruit an Area Sales Manager for southern Europe. This is an exciting opportunity for an ambitious individual who is passionate about the university sector. Sales experience required along with the ability to speak Spanish and Italian. The post offers a competitive salary along with an annual bonus and a company car.

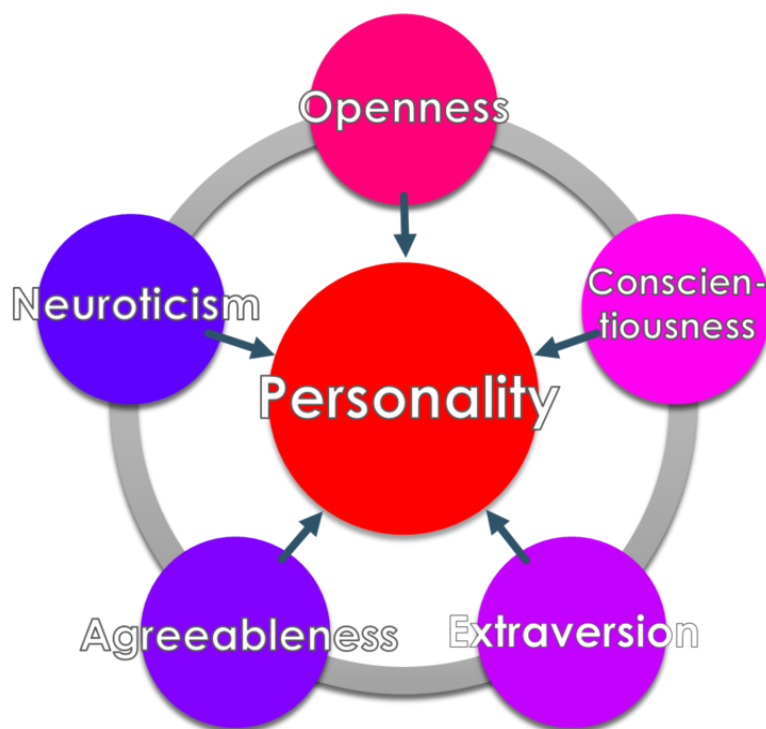
- 5 Spend some time preparing for the interview. The candidate chooses the post and thinks of possible answers to questions and of questions to ask. The interviewer(s) should think about what skills and qualities they are looking for in the candidate and prepare their questions.
- 6 When you are ready, start the interview. Afterwards, swap roles and practise another interview using the job in the other advert.

How to describe yourself
in an application letter
and/or a job interview:

- Accomplished
- Accountable
- Adaptable
- Adept [at something]
- Ambitious
- Analytical
- Articulate
- Assertive
- Attentive
- Authentic
- Balanced
- Bilingual
- Brave
- Calm
- Candid
- Capable
- Careful
- Cheerful
- Collaborative
- Committed
- Communicative
- Community-minded
- Compassionate
- Confident
- Conscientious
- Consistent
- Constructive
- Cooperative
- Courageous
- Creative
- Cultured
- Curious
- Customer-focused
- Daring
- Decisive
- Dedicated
- Dependable
- Detail-oriented
- Determined
- Diligent
- Diplomatic
- Direct
- Discerning
- Driven
- Dynamic
- Easygoing
- Efficient
- Encouraging
- Energetic
- Enterprising
- Entrepreneurial
- Ethical
- Experienced
- Extroverted
- Fair
- Fast
- Fearless
- Flexible
- Friendly
- Genuine
- Goal-oriented
- Hardworking
- High-achieving
- Honest
- Imaginative
- Impartial
- Independent
- Innovative
- Integrity
- International
- Introverted
- Inventive
- Judicious
- Knowledgeable
- Leader
- Level-headed
- Loyal
- Mature
- Mediator
- Methodical
- Meticulous
- Mindful
- Motivated
- Multilingual
- Objective
- Observant
- Open-minded
- Optimistic
- Organized
- Outgoing
- Particular
- Passionate
- Patient
- Perceptive
- Perfectionist
- Persevering
- Persistent
- Personable
- Persuasive
- Positive
- Practical
- Pragmatic
- Precise
- Proactive
- Problem solver
- Productive
- Professional
- Punctual
- Quick
- Rational
- Receptive [to criticism]
- Reflective
- Reliable
- Resolute
- Resourceful
- Respectful
- Responsible
- Results-driven
- Revenue-focused
- Self-disciplined
- Self-reliant
- Self-starter
- Sensible
- Serious
- Skilled
- Strategic
- Successful
- Tactful
- Team player
- Tech-savvy
- Tenacious
- Thorough
- Tidy
- Tolerant
- Trustworthy
- Understanding
- Unique
- Upbeat
- Versatile
- Visionary
- Worldly

The Big Five Factors Governing Your Personality

Five factors which describe how you interact with the world, who you are and how you live.



Openness to experience: (*inventive/curious* vs. *consistent/cautious*). Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, etc. Conversely, those with low openness seek to gain fulfillment through perseverance, and are characterized as pragmatic and data-driven—sometimes even perceived to be dogmatic and closed-minded.

0	1	2	3	4	5	6	7	8	9	10
<i>dogmatic</i>		<i>consistent</i>	<i>cautious</i>		<i>curious</i>	<i>inventive</i>		<i>unpredictable</i>		<i>unfocused</i>



Conscientiousness: (*efficient/organized* vs. *easy-going/careless*). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness is often perceived as stubbornness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as carelessness and lack of reliability.

0	1	2	3	4	5	6	7	8	9	10
<i>careless</i>		<i>spontaneous</i>	<i>easy-going</i>		<i>flexible</i>	<i>organized</i>		<i>efficient</i>	<i>stubborn</i>	<i>obsessive</i>



Extraversion: (*outgoing/energetic* vs. *solitary/reserved*). Energy, positive emotions, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed.

0	1	2	3	4	5	6	7	8	9	10
<i>self-absorbed</i>		<i>solitary</i>	<i>reserved</i>		<i>outgoing</i>	<i>energetic</i>		<i>attention-seeking</i>		<i>domineering</i>



Agreeableness: (*friendly/compassionate* vs. *challenging/detached*). A tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally good-tempered or irascible. High agreeableness is often seen as naivety or submissiveness. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

0	1	2	3	4	5	6	7	8	9	10
<i>challenging</i>	<i>suspicious</i>	<i>detached</i>		<i>cooperative</i>	<i>friendly</i>	<i>compassionate</i>				<i>submissive</i>



Neuroticism: (*sensitive/nervous* vs. *secure/confident*). The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests itself as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability results in a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

0	1	2	3	4	5	6	7	8	9	10
<i>confident</i>	<i>secure</i>	<i>calm</i>	<i>stable</i>	<i>sensitive</i>		<i>nervous</i>	<i>insecure</i>	<i>excitable</i>		<i>unstable</i>



Now, try this Big Five personality test: <https://www.outofservice.com/bigfive/>