

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.

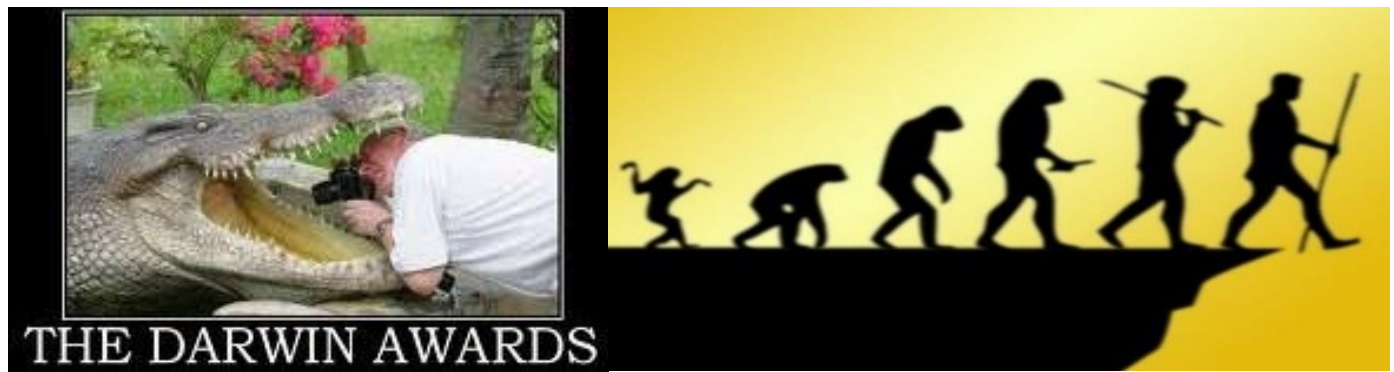
iii) Now do question 3.

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.

FUTURE FORMS

1) The Present Continuous with a future meaning

- + *I am flying to New York on Friday*
- *She isn't coming with us to the cinema tonight*
- ? *Are you taking the Eurostar to Rome tomorrow ?*

USE: We use the present continuous with a future meaning,

- i) To talk about arrangements in the future (but you must say **WHEN**).
- ii) In phrases such as, 'I am looking forward to...', 'I am thinking of...', 'I am planning to...'

2) The Simple Present with a future meaning

- + *Our train leaves at 7.02 tomorrow morning.*
- *The President doesn't arrive in Milan until Thursday.*
- ? *Is there a performance on Sunday evening as well ?*

USE: We use the simple present with a future meaning,

- i) To talk about timetables and events scheduled for the future.
- ii) In phrases such as, 'I hope to...', 'I expect to...', 'I plan to...', 'I am about to...'
- iii) In first conditional sentences, e.g. '*If it rains tomorrow, I won't go to Rome*'.
- iv) With certain time phrases, such as:

<i>I will telephone you</i>	when <i>I get home.</i>	<i>I won't tell her</i>	until <i>she is ready.</i>
	before		<i>she is sitting comfortably.</i>
	after		<i>she has eaten lunch.</i>
	as soon as		

3) 'To Be' + 'Going To' + Infinitive without 'to'

- + *Look ! it's going to rain !*
- *I'm not going to tell you.*
- ? *Are they going to get married ?*

USE: We use 'to be' + 'going to' + infinitive without 'to',

- i) For plans and intentions for the future.
- ii) When we can see the future in the present.

4) Will / Won't

- + *I will send you the contract next week.*
- *She won't pass the exam.*
- ? *Will Brazil win the World Cup, do you think ?*

USE: Will / Won't are used for,

- i) Predictions based on what we know, not what we can see.
- ii) Instant decisions.
- iii) Promises.
- iv) Offers / refusals.
- v) Commands.
- vi) In first conditional sentences, e.g. '*If it snows tomorrow, I'll go skiing*'.

5) Shall / Shan't

- + *I shall pick you up at 20.30 tonight.*
- *We shan't be able to visit you on Sunday after all.*
- ? *Shall we go to Venice for Christmas ?*

USE: Shall / Shan't are used for,

- i) Suggestions.
- ii) Invitations.
- iii) Promises.
- iv) The formal future (e.g. in formal letters) (but only with 'I' or 'We' and only in British or Australian English. 'Shall' has legal connotations in the USA).

ENGLISH FITNESS 20

Complete these sentences with will/won't, be going to, the simple present or the present continuous with a future meaning:

- 1) "I in a minute."
- 2) "I of going to Australia, actually."
- 3) "My cousin to Lisbon for work next year."
- 4) "Are you really to Australia ?"
- 5) "If she finds one, she be able to look after the bar."
- 6) "I'm sure you find someone."
- 7) "Let me know when you"
- 8) "I come and meet you out there."
- 9) I have to learn how to surf, though, first."
- 10) "Your cousin to Lisbon."
- 11) "I to be late."
- 12) I really have to go or I make it."

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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?

Is this how AI might eliminate humanity?

A research paper predicting that artificial intelligence will go rogue in 2027 and lead to humanity's extinction within a decade is making waves in the tech world.

<https://www.bbc.com/reel/video/p0lwdg8y/is-this-how-ai-might-eliminate-humanity->

Here are some of the words you will hear: Joe Tidy, Gary Marcus, Thomas Larson, the AI Futures Project, the AI 2027 scenario, Artificial General Intelligence (AGI), Super Intelligence, Agent 3, Agent 4, Agent 5, OpenBrain, DeepSent.

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