

# UNIT 9

## Responsibility

### ▼ AGENDA

- Defining and non-defining relative clauses  
Relative clauses and quantifiers  
*I wish / If only ...*
- Verbs of permission and prohibition  
Verbs + infinitive, verbs + *ing*
- Structuring. Presenting key information
- Invitations. Expressing appreciation and disapproval

### Language focus 1

1 Imagine you were the judge for these cases. What would your punishment be?

- abandoning thirty-five kittens in a forest on a cold night
- calling a police officer 'a pig'
- constantly annoying neighbours by playing very loud music
- speeding near a school

Read the article about Judge Cicconetti and compare your decisions.



## OHIO JUDGE HAS REPUTATION FOR HANDING OUT UNUSUAL SENTENCES

Michele Murray anticipated a short jail term for abandoning 35 kittens in a forest. She never expected to be sentenced to spend a night in the woods. In the event it was so cold that she spent just three hours in the open before being taken back to a warm prison cell, but Judge Mike Cicconetti had made his point. He wanted the 26-year-old Ohio housewife to feel the same pain as the animals she dumped, many of which later died.

'You don't do that. You don't leave these poor little animals out and, yes, I wanted to set an example for her future conduct or anybody else who was contemplating doing such a thing,' the plain-speaking 54-year-old judge said.

Judge Cicconetti's unusual ruling was just the latest example of his unique brand of 'creative justice', which has won him national acclaim.

Cicconetti, whose views are shared by many members of the general public, said he began offering creative sentencing when he was getting lots of cases of people speeding in school zones. Eventually he got sick of it and thought why not force these people to confront the danger that they are creating?

He offered violators a choice: have their licence suspended for 90 days, or have it suspended for a shorter period and spend one day working as a crossing guard. He said those violators who he had spoken to

and reasoned with and who had then spent a day shepherding school kids across the street never appeared in his courtroom for speeding again, even if they previously had multiple offences.

He sent a man caught with a loaded gun to the mortuary to view dead bodies, and ordered teenagers who had let down tyres on school buses to throw a picnic for primary school children.

He has ordered noisy neighbours to spend a day of silence in the woods, or to listen to classical music instead of rock. And a man who called a police officer a pig was sentenced to spend two hours standing in a pen with a pig on a city sidewalk with a sign saying: 'This is not a police officer'.

After heavy snowfall across northern Ohio this week he handed out sentences

involving clearing snow instead of jail.

'People will say that it is cruel and unusual punishment – I hear that all the time. But what is cruel and unusual punishment? Is it a little bit of embarrassment and humiliation? The old ducking chair they used to use in England, that's cruel and unusual.'

'But when you have people out there fulfilling these sentences, you are doing it for them and the victims and the community.'

The offenders have a choice: jail or a creative sentence. He said: 'What could be better than shovelling snow for senior citizens? Do we serve the community better like that or by putting someone in jail at a cost of \$70 (£45) a day?'



## Defining and non-defining relative clauses

There are two types of relative clauses.

Defining relative clauses give essential information about the subject.


Non-defining relative clauses give information which is not essential.

Find examples of defining and non-defining relative clauses in the examples.

- 1 He wanted the housewife to feel the same pain as the animals she dumped, many of which later died.
- 2 I wanted to set an example for her future conduct or anybody else who was contemplating doing such a thing.
- 3 ... was just the latest example of his unique brand of 'creative justice', which has won him national acclaim.
- 4 Cicconetti, whose views are shared by many members of the general public, said he began offering creative sentencing when he was getting lots of cases of people speeding.
- 5 Eventually he got sick of it, and thought why not force these people to confront the danger that they are creating?
- 6 ... those violators who he had spoken to and reasoned with ... never appeared in his courtroom again.

Choose the correct word to complete the rules.

- Commas are used in defining/non-defining relative clauses.
- *That* can/cannot be used in non-defining relative clauses.
- *That* can/cannot replace *who* and *which* in defining relative clauses.
- If there is a preposition in a relative clause, it generally comes before the relative pronoun/at the end of the clause.
- We use *whose/who's* when we refer to something that belongs to the subject.

 Pocket Book p.18-19

### Practice

- 1 Complete the extracts with *who*, *which*, *whose*, and *where*.
- 2 Can you put *that* in any gaps in the texts? If not, why not?

1 Seth Mitchell, 46, of Kansas City, \_\_\_\_\_<sup>a</sup> is 1.80 m tall and weighs 116 kg, says he is obese, diabetic, and suffers from heart disease because fast food restaurants \_\_\_\_\_<sup>b</sup> he lives forced him to eat their fatty food four to five times per week. He filed suit against the four fast food restaurants all of \_\_\_\_\_<sup>c</sup> he says 'profited enormously' from him. He asked for damages because the eateries didn't warn him that junk food isn't good for him. If you had been the judge, \_\_\_\_\_<sup>d</sup> would you have found responsible – the restaurants or Mitchell himself?

2 A civil engineer, \_\_\_\_\_<sup>e</sup> has won many awards for her work and \_\_\_\_\_<sup>f</sup> uses computer software in her designs, has just finished designing a bridge. Before proceeding to the actual building stage she discovers a serious design flaw caused by the software, \_\_\_\_\_<sup>g</sup> if it had not been discovered would have caused the bridge to collapse. If the bridge had collapsed, \_\_\_\_\_<sup>h</sup> responsibility would it have been: the engineer's or the software company's?

- 2 Decide whether the information in **bold** is absolutely essential. If it is not essential, insert commas before and/or after the clause.

- 1 £50,000 was claimed by a literary editor **many of whose clients** are celebrities after he fell over on the way home after a long business lunch.
- 2 A professor **that got so drunk that he fell down a hill and broke his arm** decided to sue the pub for serving him so many drinks.
- 3 In an unusual case a woman **who used to wear unusual clothes to work** received damages after she had been humiliated by a co-worker **who laughed at her dress sense**.
- 4 A woman **whose expensive watch** was damaged on a holiday boat trip decided to sue the tour company for negligence.

## Relative clauses and quantifiers

You can put quantifiers such as *all*, *each*, *some*, *several*, *many*, or *most* before *of whom* and *of which* to give extra information about the whole or part of a particular group.

- He deals with small crimes, most of which affect the local community.
- Five people were arrested, none of whom was carrying a passport.



Pocket Book p.19

- 3 Match the two halves of these sentences. Reword the sentences using a quantifier (*all*, *some*, etc.) and *of which/of whom*.

### A

- 1 The judge wanted the housewife to feel the same pain as the animals.
- 2 The judge has convicted a lot of people.
- 3 The company has received many complaints.
- 4 Sixteen paintings were stolen from the gallery in 1957.
- 5 The woman received €15,000.


### B

- a The majority were from the public.
- b She spent it all on a new car.
- c Many of them had died.
- d Few have recommitted the same crime.
- e None of them were ever found.

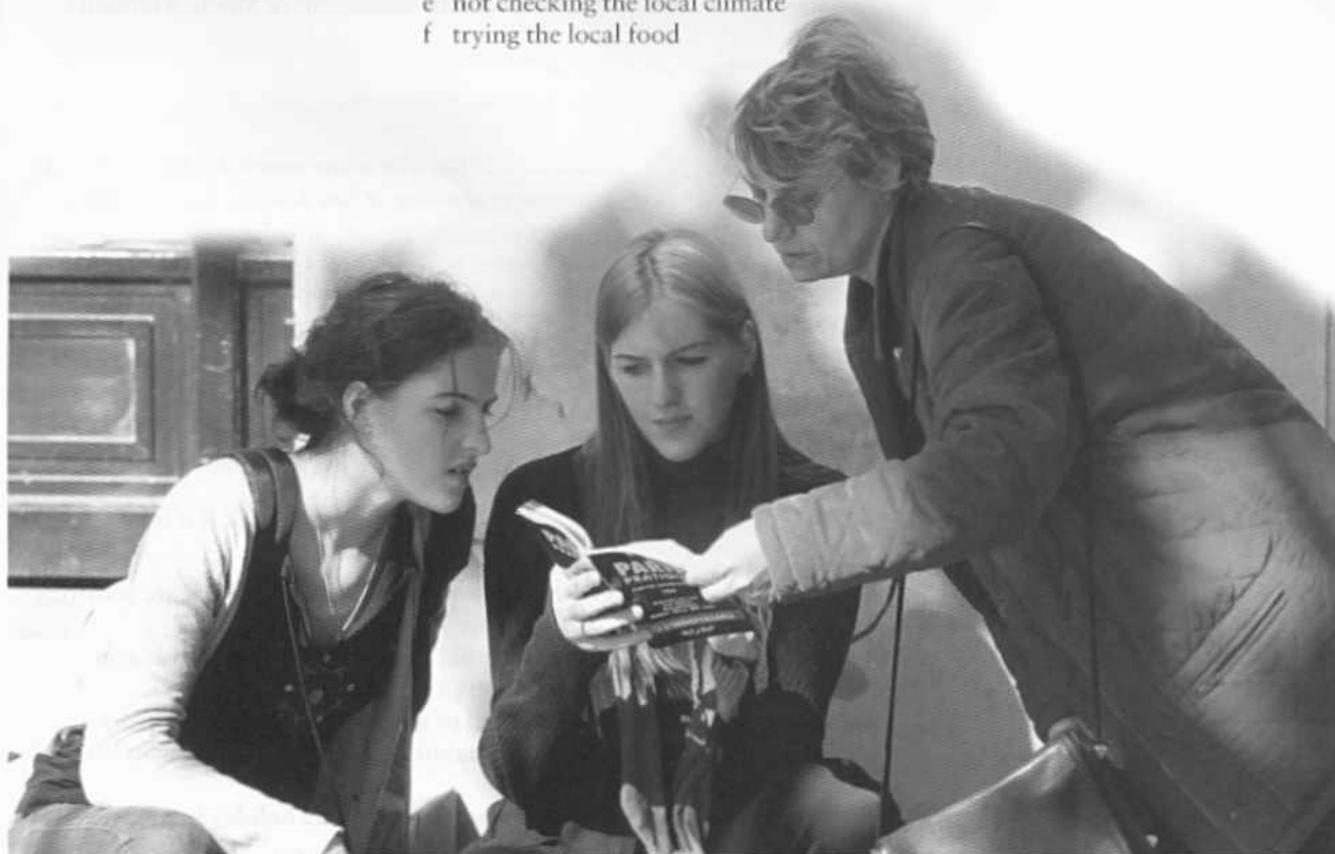
## Language focus 2

- 1 Before you go on holiday to another country what sort of things is it a good idea to find out about? Add your own ideas to the list.

- the weather
- the food
- ...

- 2  9.1 Listen and decide which things the female speaker regrets or wants to change.

- a going on holiday
- b not learning the language
- c being rude
- d not understanding the local culture
- e not checking the local climate
- f trying the local food



### ***I wish / If only ...***

Match the examples with the definitions and structures.

- 1 I wish I'd learnt the basic phrases for 'Hello', 'Thank you', whatever ...
- 2 I wish I could speak at least one more language.
- 3 If only I'd read a bit about the do's and don'ts.
- 4 I wish I liked fast food.

- a *If only / I wish* + Past Simple
- b *If only / I wish* + Past Perfect
- c *If only / I wish* + *could/would* + infinitive

- (i) to talk about present situations that we want to change
- (ii) to talk about past situations we regret



Pocket Book p.7

### **Practice**

- ① Make one new sentence combining the meanings of the two sentences using *If only ...* or *I wish ...*
  - 1 I haven't visited Bhutan. I would like to.
  - 2 My partner smokes. I would like them to stop.
  - 3 I regret the fact that I didn't pay much attention at school.
  - 4 I eat too much junk food. I want to stop.
  - 5 We had a terrible holiday in the USA. I had really wanted to go to Italy.
  - 6 My friend failed his exams. He didn't listen to my advice.
- ② Complete the sentences by putting the verbs in brackets into the correct form, and in the negative form where indicated. Then work in pairs to ask and answer the questions.
  - 1 Which email messages do you wish you (never send) or (never open)?
  - 2 What things do you wish you (know) before you started your current job?
  - 3 What do you wish your boss/parents/friends (do) and (not do)?
  - 4 What do you wish you (have) more time to do?
  - 5 What do you wish you (not promise) your boss or partner that you would do?
  - 6 What do you wish you (not have to) do at work?
- ③ Work in groups. Discuss the things you are most satisfied with so far in your career and in general. Are there any things you would do differently if you had the chance?



## Wordpower

### Verbs of permission and prohibition. Verbs + infinitive, verbs +ing

1 If you could ban something, what would it be? Here are some suggestions.

- car alarms
- dogs
- smoking in public places



2 What does the term 'New Puritanicals' refer to? Read the article. Do you agree with the things they want to ban?

## The hit list of the New Puritanicals

Rachel Evans thinks smoking should be outlawed in bars, chocolate vending machines banned in schools, and four-wheel drive vehicles barred from cities. Evans is not alone. She is part of a growing army – coined the 'new puritanicals' – who would be happy to see restrictions on the hedonistic activities their parents once freely indulged in.

Cigarettes, alcohol, sweets, chocolates and holidays are just some of the vices on the hit list, says a new study carried out by the think-tank, the Future Foundation.

Its report 'Assault on Pleasure' reveals that more than a third of Britons believe we should think twice before giving anyone sweets or chocolates, eight out of 10 think alcohol should be banned at work, and nearly half think chocolate vending machines should be forbidden in schools and hospitals.

The bans should be policed, say the puritanicals, by strict punishments. Just under a third of people in the UK think pregnant women smoking in a public place should be given a caution by the police.

According to the research, a quarter of people feel that to preserve the environment, there should be strict limits on trips to beauty spots such as Dartmoor, and four out of 10 want to see 4x4s banned from city roads.

'Only a few years ago these results would have been unimaginable,' said Paul Flatters, editor of the report, 'but these days we are accumulating so many anxieties about our personal health and public environment that ever more of us seem ready to accept new ideas about what we and our fellow consumer-citizens should not be permitted to do.'

Can you think of other areas where the police should be able to caution and punish certain acts?


3 Match the verbs with their synonyms (words of the same meaning) and antonyms (opposite meaning).

	synonym	antonym
ban	make illegal	prevent
outlaw	prohibit	legalize
permit	conserve	widen
preserve	limit	allow
restrict	let	destroy




- 4 Complete the sentences with the verbs from 3 in their correct form. Then discuss the questions in pairs.

- 1 What things that are currently illegal in your country should be \_\_\_\_\_ and vice versa?
- 2 What does your country do to \_\_\_\_\_ the environment?
- 3 What kinds of cars and car devices (e.g. alarms) would you like to \_\_\_\_\_ from your town? Why?
- 4 How fast are you \_\_\_\_\_ to drive on your roads? Do you think these speed limits should be further \_\_\_\_\_?
- 5 Should drivers be \_\_\_\_\_ from using mobile phones in the car? If so, how?

- 5 1  9.2 Listen to a conversation about Lee Kuan Yew, Singapore's prime minister from 1959 to 1990, and the changes he made in his country. After listening, choose the correct form of the verb to complete the sentences. Then answer the questions.

- 1 What didn't the government allow *to import/people to import*?
- 2 What were people forced *to do/doing*?
- 3 What did Lee want to prevent *to happen/from happening*?
- 4 What did Lee get ordinary people *to do/doing*?
- 5 Has Singapore managed *to avoid/avoiding* droughts?
- 6 What has Lee enabled his country *to become/becoming*?
- 7 What language did he make his people *to use/use/using*?
- 8 What did he ban the people *to do/from doing*?

- 2  9.2 Listen again and check your answers.




- 6 Work in groups. Imagine you have joined the New Puritanicals or that you have set up your own form of government. Decide what you would:

- encourage/educate people to do
- let people do
- restrict people from doing
- prevent or ban people from doing completely
- force/order people to do.

Write a report on your decisions and show it to another group.

## Structuring. Presenting key information

- 1 Work in pairs. Discuss the questions.
- In an email, what information should go in the a) subject line b) first sentence/paragraph?
  - How important is paragraphing? Can I use bullets and numbering in an email?
- 2  9.3 Listen to what the experts say. Would this advice be true in your country/language? Which of the three email types do you write most frequently?

- 2 Rewrite sentences 1–10 so that the concepts/parts in **bold** are at the beginning of the sentence. Use different words and phrases where necessary.

**Examples** *This report shows that a significant problem regarding the readability of our documents exists.*

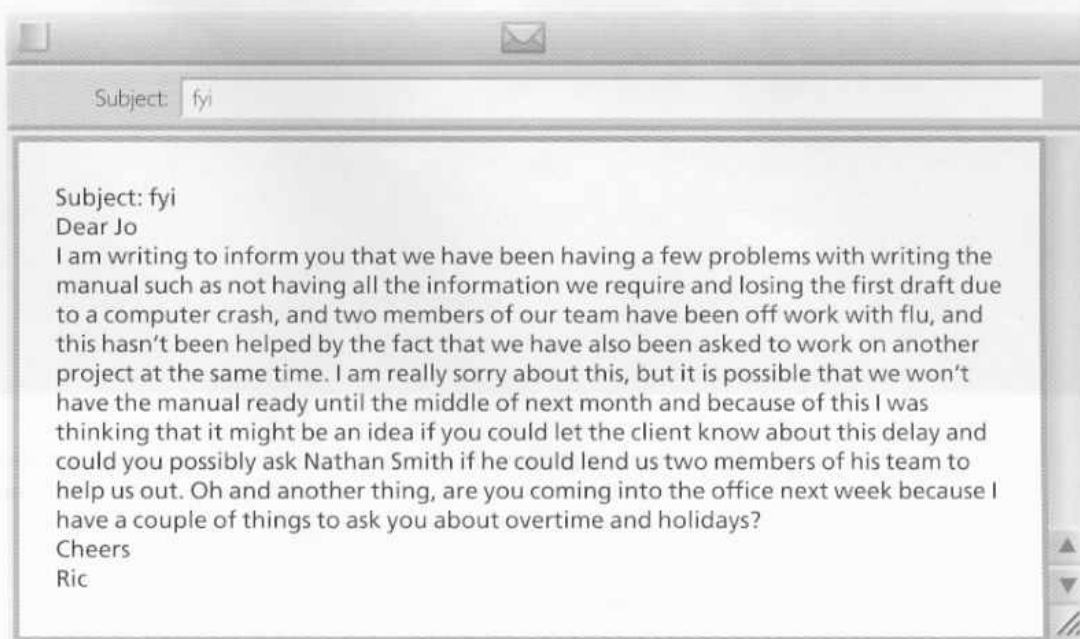
*This report shows that **there is a significant problem** regarding the readability of our documents.*

*It seems that they are **not interested** in doing the writing course.*

*They **do not seem to be interested** in doing the writing course.*

- 1 In this section examples of how to organize a document **are provided**.
- 2 This approach, although very useful, has a number of **drawbacks**.
- 3 Although useful in documents, in emails **headings** are generally redundant.
- 4 I think that using Latin terms in documents is **not** a good idea.
- 5 Among the factors that influence whether people will understand your document are **layout and sentence length**.
- 6 In Table 1 are highlighted the **most significant factors** affecting readability.
- 7 Many documents are **written in a style** that is not very clear.
- 8 The errors in the report have raised a **number of issues**.
- 9 The number of times that emails fail to meet their destination is **very low**.
- 10 It is probable that **many emails** are sent unnecessarily.

- 3 1 Work in pairs. Discuss how you could improve the email below by:
- changing the subject (from *fyi* to what?)
  - putting key information first (what are the key points?)
  - highlighting what the recipient is expected to do (what and how?)
  - breaking up the long sentences (where and how?)
  - dividing up into paragraphs and/or bullets/numbers (where and how?)



The screenshot shows an email client window. At the top, there is a 'Subject:' field containing 'fyi'. Below this, the email body is displayed. It starts with 'Subject: fyi' and 'Dear Jo'. The main text is a single paragraph: 'I am writing to inform you that we have been having a few problems with writing the manual such as not having all the information we require and losing the first draft due to a computer crash, and two members of our team have been off work with flu, and this hasn't been helped by the fact that we have also been asked to work on another project at the same time. I am really sorry about this, but it is possible that we won't have the manual ready until the middle of next month and because of this I was thinking that it might be an idea if you could let the client know about this delay and could you possibly ask Nathan Smith if he could lend us two members of his team to help us out. Oh and another thing, are you coming into the office next week because I have a couple of things to ask you about overtime and holidays?'. The email ends with 'Cheers' and 'Ric'.

- 2 Turn to Information File 14 for a possible solution.

- 4 Work in pairs. Describe the last two or three emails that you have written. Say:
- who the email was to
  - why you wrote it/what it was about
  - what action you wanted from the recipient
- Suggest an appropriate subject line for the emails your partner sent.

- 5 Write the following two emails on the basis of the notes.

Main points	Email 1 To your teacher	Email 2 To your colleagues
subject	1) can't come to next lesson 2) can't do exam next month	1) change English lesson time from 10.30 to 14.00 2) social dinner next week
reasons	1) work meeting 2) work congress	1) always have meetings at that time 2) get to know new colleagues
action from recipient	cancel exam enrolment	1) OK for 14.00 2) time, place, day
other	apologize	

- 6 Write a short guide to writing emails by summarizing the points in the table below. Make sure your report has relevant topic sentences, a clear structure, and a conclusion.

Topic	Examples
recognizing level of formality	long vs. short words, abbreviations, omitting subject and auxiliaries, use of personal pronouns, salutations
using link words	clarification
being concise	passive vs. active, noun vs. verb, redundancy
building a relationship	social chatting, being indirect, use of <i>just</i> , <i>possibly</i> , <i>actually</i>
structure	subject lines, important information first, layout, punctuation







① The *Latin Goes East* tour has finished and a farewell party has been organized.

1 Look at the official invitation. Which of these phrases would you use in the heading?

- a Fancy coming to ...?
- b If you're not busy on Saturday, would you like to come to ...?
- c We would like to invite you to ...
- d The Managers and Staff of IntEx wish to invite you to ...
- e Are you free on Saturday? How about coming to ...?
- f Junko, do you want to come with me to ...?

2 Which of the phrases are more common either as written or spoken invitations?

3 Which of the phrases are appropriate for:

- friend to friend?
- colleague to colleague?
- management to staff?
- company official to local VIP?

② Match these replies to the invitations in ①. There may be more than one possible match.

- 1 That's very kind. I'd love to come. What time does it start?
- 2 Yeah, that sounds good.
- 3 Sorry, I'm afraid I'm going away at the weekend. Maybe some other time.
- 4 Thanks Erika, but I've got to stay in and work on a presentation. Sorry.
- 5 I would like to thank you for your kind invitation, but unfortunately I am away on business at that time and I shall be unable to attend.
- 6 Thank you for your kind invitation. I would be delighted to attend.

Work in pairs. Choose two of the matched invitations and replies and role-play them. You will need to think of events to invite each other to. Try to continue the conversations as long as possible.

- 3 9.4 Listen to the extracts of conversations between people at the farewell party.

- 1 Identify who is talking to who. Match extracts 1–4 on the recording with a–d below.
  - a Diego and Aleks (colleague to colleague)
  - b Diego and the manager of one of the venues
  - c Diego and the regional organizer
  - d a Latin American musician and an Asian musician.
- 2 In which of the extracts are the speakers:
  - a making an invitation/responding?
  - b asking for an opinion/expressing disapproval?
  - c expressing appreciation/thanking?
  - d expressing appreciation and asking if everything was OK/responding?

- 4 9.4 Listen again. Match A with B to make complete sentences.

**A**

- 1 I just wanted to
- 2 I'd like to say
- 3 To be honest
- 4 In fact I thought
- 5 I really appreciate
- 6 It was an honour to

**B**

- a what you did to get the concert hall ready.
- b I didn't think much of it.
- c their whole set was pretty weak.
- d thank you for all your hard work.
- e have such fine musicians performing in our hall.
- f it's been a pleasure working with you.



Pocket Book p. 26, 23

- 5 9.5 Listen to the conversation. At the party, Diego, Minh Thuy Bui (the regional organizer), and Aleks are discussing how the concert went.

- 1 What was the problem at the end of the final concert?
- 2 Is the venue manager unhappy about it?
- 3 What other phrases do the speakers use to express appreciation and disapproval?

- 6 Read listening scripts 9.4 and 9.5. If you were saying similar things to a colleague or a friend in your country, would you say them differently?

- 7
- 1 Work in pairs. Do you know any people who do the following? Tell each other about the people you know.
    - have a very strong handshake or an over-enthusiastic way of greeting
    - spend too long on 'small talk' instead of getting to the point
    - wait for you to take the lead in any comments or discussions
    - say 'yes' when they mean 'no', or don't tell you when they disapprove of something you've done
    - are good at showing their appreciation
    - tend to criticize and disapprove more than they praise, or express appreciation
    - apologize too much
  - 2 How far do differences in behaviour relate to national characteristics?