5 SAY THAT AGAIN?

LEARNING GOALS

In this unit, you

- talk about diplomatic language
- talk about cultural differences
- discuss the origin of slang
- read about communicating with aliens
- write a rhetorical analysis



GET STARTED

A Read the unit title and learning goals. A common expression is, "It's not what you say but how you say it." What does this mean? How could a language choice impact your success in communicating?

B Look at the photo. It shows people holding speech bubbles. What do you think is the message behind this photo?

C Read Iris's message. Why do you think she believes that every part of a presentation needs to match?



IRIS LIN

@IrisL

When giving a presentation, it's critical to have a clear message. Everything should align, including how the materials look, how you dress, and how you speak.

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LESSON 1 TALK ABOUT DIPLOMATIC LANGUAGE



IRIS LIN
@IrisL
Tip of the day: Never write an email when you're angry. It never ends well. 🤦

1 VOCABULARY Words related to communication

A Look at the web page. Have you ever received an unprofessional email or letter?

B ▶05-01 Read and listen. Do you know the words in bold?

Be Professional When Writing

It is important to sound professional when you write a formal email, memo, or letter. Here are some basic tips to follow:

- Always be **diplomatic**; that is, be polite and clear, rather than **harsh** and accusatory. Be **tactful** so that the other person feels respected and does not lose face. Embarrassing someone is never a good thing, so be careful of how you **word** things.
- Avoid issuing **ultimatums**, such as, "If you do not do X, we will stop doing Y." The other person will feel backed into a corner and you might end up harming the relationship.
- Be politely direct in your requests and not **ambiguous**. If your **wording** is **vague**, at worst, you will sound **wishy-washy** and easy to push around. At best, you will confuse the other person.
- If you have bad news to deliver, be polite, but get to the point quickly. Do **not mince your words**.
- Avoid **jargon**. Use language that is easy to understand.

>> FOR PRACTICE, PAGE 137 / DEFINITIONS, PAGE 159

2 LANGUAGE CHOICES The subjunctive

A Read the example sentences. Then circle the correct answers in the chart.

Use	Example sentences
After the following verbs: *advise, ask, command, demand, insist, propose, recommend, request, suggest*	1. How do you propose this message **be worded**? 2. I recommend that you **be diplomatic**. 3. My co-worker suggested I **not send** the message.
After the following adjectives: *better / best, critical, crucial, essential, imperative, important, necessary, urgent*	4. It's best that you **not give** an ultimatum. 5. Is it essential we **schedule** a meeting this week? 6. It's imperative that we **be told** the truth.

The subjunctive

- The subjunctive expresses a **desired** / **completed** action.
- The subjunctive is formed with the **simple present** / **base form** of a verb.
- We **can** / **cannot** omit *that* before a subjunctive clause.
- Use *not* **before** / **after** the subjunctive verb to make it negative.
- The passive subjunctive is formed with *be* + **base form** / **past participle**.

>> FOR PRACTICE, PAGE 137

B Both of the following sentences have a negative meaning. What is the difference between them?

I don't recommend you use strong wording in your message.
I recommend you not use strong wording in your message.

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3 CONVERSATION SKILL

Communicate diplomatically

When dealing with sensitive issues in formal communication, it's important to be clear and direct but also diplomatic in order to avoid offending the other party.

To decline something:	To make a request:
I'm afraid that we cannot…	*We would appreciate…*
I regret that I will be unable to…	*We strongly suggest that you…*
I'm sorry, but unfortunately we cannot…	*We request that you…*

A ▶05-04 Read the conversation skill. Listen. Notice the words the speakers use to communicate diplomatically. Complete the sentences that you hear.

1. I'm sorry, but _____ lower the price any further.
2. _____ it if you could have the professor schedule the exam a day earlier.

B PAIRS Imagine you are the people below. Make and decline requests. Use diplomatic language from the conversation skill box.

car salesperson / customer professor / student employer / employee

4 CONVERSATION

A ▶05-05 Listen. What does Artur need help with?

B ▶05-05 Listen again. Answer the questions.

1. What problem is Artur writing about?
2. What does Iris mean when she says, "You catch more flies with honey than with vinegar"?
3. What other advice does Iris give Artur?

C ▶05-06 Listen. Complete the conversation.

Iris: Well, it's OK to be direct, but this sentence might be a little too direct. "We _____ that your director _____ us immediately to set up a meeting." It sounds like an _____ .

Artur: How about this: "We _____ that your director contact us at his _____ to set up a meeting?"

Iris: Great! That wording is much more _____ .



5 TRY IT YOURSELF

A THINK Read the email on page 167. Try to make it sound more professional and diplomatic. Take notes in the chart.

Wording that needs to be changed	Diplomatic wording

B ROLE PLAY Student A: You are an employee. Student B: You are a manager. Imagine that Student A is your employee and has shown you the email from 5A. Make suggestions on how to revise the email.

☐ I CAN TALK ABOUT DIPLOMATIC LANGUAGE.

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LESSON 2 TALK ABOUT CULTURAL DIFFERENCES



IRIS LIN
@IrisL

Communicating with someone from a different culture can be challenging sometimes, even when you both speak the same language.

1 BEFORE YOU LISTEN

A PAIRS THINK Have you ever heard the expression "Silence is golden"? What do you think it means?

B 05-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

neglected	reflective	a cultural gap	fill the silence
explicit	an utterance	unsettled	a counterpart

>> FOR PRACTICE, PAGE 138 / DEFINITIONS, PAGE 159



2 LANGUAGE CHOICES Embedded *yes/no* questions

A A *yes/no* question can be embedded as a noun clause in a sentence. Read the example sentences. Underline the embedded questions. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. I can't say if / whether my attitude is reflective of my culture.
2. Should we ask someone if / whether that information is correct?
3. I have no idea if / whether I'll move back to Dubai or not.
4. The question is whether or not we should change our plans.
5. Whether or not this trend will continue is anyone's guess.
6. Whether it was a cultural gap or some other misunderstanding is not clear.

Embedded *yes/no* questions

___ • An embedded *yes/no* question uses question word order.
___ • *If* and *whether (or not)* have the same meaning when introducing embedded questions.
___ • *If* and *whether* can be omitted from embedded questions.
___ • An embedded question occurs only within statements.
___ • An embedded question can follow a noun or a verb.
___ • Use *whether* to introduce embedded questions that function as the subject of the sentence.

>> FOR PRACTICE, PAGE 138

B PAIRS Be careful not to confuse an embedded *yes/no* question with a conditional sentence. Look at the following sentences. Which is an embedded question? Which is a conditional? How can you tell?

I don't know if she needs help.
I'm always here if she needs help.

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3 PRONUNCIATION

Contrastive stress

When two or more ideas are compared or contrasted, speakers often stress syllables in both words to draw attention to them. The stressed syllables are usually longer, louder, and higher-pitched: *Is it better to speak **formally** or **casually**?*

A ▶05-09 Listen. Read the pronunciation note.

B ▶05-10 Listen. Notice the stress on the contrasted words. Then listen and repeat.

1. Be **explicit** when you tell me your decision, not **indirect**.
2. Am I responsible for **all** of our South American markets or only **some**?

C ▶05-11 Listen. Underline the words that are compared or contrasted. Mark the stressed syllables with a dot.

1. Will I sound more natural if I speak slowly or quickly?
2. You heard me rehearsing my talk. Should I slow down or speed up?

4 LISTENING

LISTENING SKILL Listen for contrasts

Speakers use a variety of words and expressions to show a contrast. For example: *a comparison of, conversely, in contrast, instead, on the contrary, on the other hand, rather, unlike.*

A ▶05-12 Listen. What is the topic of the podcast?

B ▶05-12 Read the Listening Skill. Listen again for contrasting information. Complete the chart.

	Speaking cultures	Listening cultures
1. Speaking vs. listening cultures		value reflective silence, sign of respect
2. Countries	English-speaking countries + southern Europe / parts of South America	
3. Timing of utterances		Japanese: 8-second pause btw speakers
4. Feelings about silence		Silence is golden; offended if others jump in too quickly
5. Meaning of silence		silence = careful consideration, respect
	silence in response to question = don't know answer or disinterested	

C PAIRS REACT What surprised you most about this podcast?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Look at rows 4–5 of your notes in 4A. Which culture do you relate to the most?

B DISCUSS In small groups, discuss your answers from 5A. Explain your answers.

C EVALUATE Based on what you learned in the podcast and your discussion, what issues do you think you would have living in a culture that communicates differently from yours? How would you approach these challenges?



I CAN TALK ABOUT CULTURAL DIFFERENCES.

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LESSON 3 DISCUSS THE ORIGIN OF SLANG



IRIS LIN

@IrisL

I think it's OK to use slang most of the time, but I draw the line when it comes to legal documents! 🤔

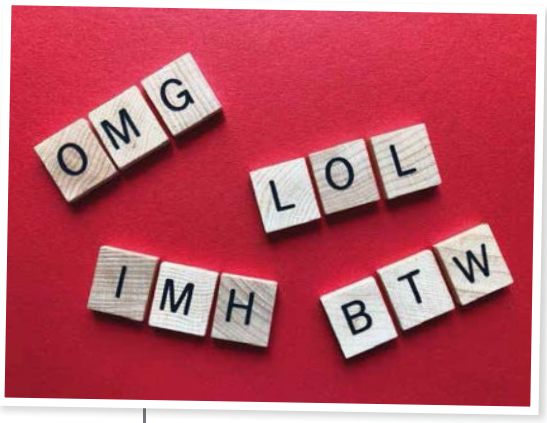
1 BEFORE YOU LISTEN

A PAIRS THINK Do you use a lot of slang in your native language? In English? Why or why not?

B 05-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

cringeworthy	an abbreviation	rebel	solidarity	concise	vulgar
a phenomenon	an emoji	the status quo	no hard and fast rules	a downside	hinder

>> FOR PRACTICE, PAGE 139 / DEFINITIONS, PAGE 160



2 LANGUAGE CHOICES Embedded *Wh*- questions

A Read the example sentences. Underline the embedded questions. Then complete the rules in the chart with words from the box.

Example sentences

1. I can't tell what this emoji means.
2. I'm not certain who is attending the meeting today.
3. a. I don't know where I should go.
   b. I don't know where to go.
4. a. Do you know how we can fix this?
   b. Do you know how to fix this?
5. a. How did you finish this report so quickly?
   b. I can't imagine how you finished it by yourself.
6. a. What does this abbreviation stand for?
   b. Can you remind me what it stands for?

Embedded *Wh*- questions

- An embedded question can begin with any _____ word.
- When an embedded question contains *can* or *should,* we can replace it with a(n) _____ .
- Embedded questions use _____ word order.
- An embedded question with the subject *who* takes a(n) _____ .
- Do not include the auxiliary verb _____ in an embedded question.

singular verb
infinitive
Wh- question
do
statement

>> FOR PRACTICE, PAGE 139

B Change the two questions to embedded questions. Begin each sentence with *I don't know*. How does the word order change in each sentence?

Who called you?

Who did you call?

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3 VIDEO TALK



A ▶05-15 Listen or watch. What is the main idea of the talk?

B ▶05-15 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Know what to write

Knowing what and how much to write down is sometimes difficult. Follow these tips for what to include in your notes:

- definitions, word for word
- enumerations or lists of things that are discussed
- information that is repeated or spelled out
- examples

Definition of slang / Why we use it	**How slang is formed**
• information, non-standard vocabulary • part of everyday conversation	• new words, e.g., _____
Positive views on slang • highly creative and fun	**Negative views on slang** • inappropriate in certain situations

C Is the speaker for or against the use of slang?

D PAIRS REACT The speaker says, "Slang isn't appropriate in all situations. Critics say that it can make you sound vulgar, or less intelligent." Do you agree? Why or why not?

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Speculate

Speculating is when you form an idea about something without firm evidence. Use phrases like these for speculating:

It could be because…
Perhaps it's because…
It might have to do with…

These are usually followed by a noun phrase.

5 TRY IT YOURSELF

A THINK Make a list of slang terms you use. Analyze your own use of these terms. Think about…

- why you use them
- how they're formed
- their popularity
- others' attitudes towards them

B DISCUSS In small groups, share your thoughts from 5A. Use language to speculate.

C EVALUATE What causes a slang term to become widespread or even mainstream? With your group, list five possible reasons and then rank them based on likelihood. Share your list with another group.

☐ I CAN DISCUSS THE ORIGIN OF SLANG.

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LESSON 4 READ ABOUT COMMUNICATING WITH ALIENS



IRIS LIN

@IrisL

What's up with alien movies? Aliens always come to Earth speaking perfect English. Are there language schools on Mars?!

1 BEFORE YOU READ

A PAIRS If aliens exist, how might we communicate with them?

B ▶05-16 VOCABULARY Read and listen. Do you know these words?

decipher	on the premise (that)	interstellar	a long way off
divided on	render (something) unnecessary	a cultural construct	a boundary

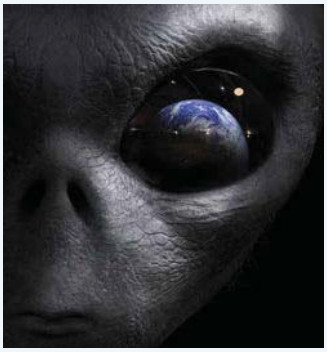
>> FOR DEFINITIONS, PAGE 160

2 READ

A PREVIEW Read the title and subtitles. Predict what you think each paragraph will include.

B ▶05-17 Read and listen to the article. What is the author's main argument?

COMMUNICATION WITH EXTRATERRESTRIALS—AN ALIEN CONCEPT?



The 2016 blockbuster *Arrival*, which explores the theme of human interaction with extraterrestrials, suggests that communicating with visitors to Earth might be fairly easy. In the movie, a linguist deciphers symbols produced by the aliens and establishes a shared vocabulary to communicate. If aliens exist and we encounter them, how will we communicate? Experts are divided on this issue, but one thing seems clear—it will likely be much harder than it seems on the big screen.

Hello? Can you hear me?

Arrival is a fascinating insight into how an alien encounter might play out. However, it works on the premise that humans and aliens have shared traits or skills. Assuming that aliens communicate mainly through sound, body language, or writing makes a movie more relatable. But there is no guarantee that life out there is bound to the restrictions of human knowledge. What if aliens communicate via brain waves? What if they have developed technology that renders talking and writing unnecessary? It's difficult to imagine how we might communicate with aliens when we don't know what communication means to them.

Just as aliens may not communicate in the same way that we do, they may not advance in the same way, or at the same speed. We are now better able to receive and interpret signals than we were 200 years ago due to advancements in technology. Where are alien civilizations in their development? And how fast have their communication systems advanced? We simply have no idea.

Huh? I don't get it.

Stephen Wolfram, an expert in computer languages, points out that alien communication could be all around us already. One example he gives is pulsars—an extraterrestrial source of radiation. Pulsars are widely accepted to be emissions from spinning neutron stars and were discovered back in 1967. Could these stars be beacons of communication that aliens have engineered for interstellar navigation? The blinking of a neutron star, caused by the pulsars emitted, could be the equivalent of a lighthouse on Earth.

Alternatively, the late philosopher and science fiction writer Stanislaw Lem suggested that aliens might use coded communication. They may not send a message directly, but instead send a code that someone (or something) would use to access a message. Only creatures with the right biological makeup and cognitive systems would be able to convert this code into a message.

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We should talk about this "in person."

However aliens communicate, deciphering that communication will prove difficult, perhaps impossible. Even interpreting a human message relies on some prior knowledge of cultural constructs and ideas. Put simply, you can't understand a mathematic formula, say $E = mc^2$, without understanding the concepts of energy, mass, and the speed of light. The same applies to alien communication, and we know nothing about extraterrestrial cultures or concepts. It is likely that this intelligence gap can only be overcome through face-to-face contact with extraterrestrial beings, yet no alien encounters have been confirmed to date. In order to learn how to communicate with something, first we need proof that it even exists! It seems that communication with aliens is still a long way off. Science fiction can make fantastical concepts seem very real, but only within the boundaries of our own conceptual knowledge. It may be that the first step to understanding alien communication is not to limit ourselves to what we already know.



3 CHECK YOUR UNDERSTANDING

A Answer the questions, according to the article.

1. Why do science fiction movies feature aliens with familiar, human traits?
2. What is unknown about aliens and how they might communicate?
3. What examples does the writer give of possible types of alien communication?
4. What key information does the writer believe we need in order to understand alien communication, and how is it suggested we can attain that?

B CLOSE READING Reread lines 12–14 in the article. Then circle the correct answers.

1. What is the main purpose of the questions beginning with *What if…*?
   a. to introduce questions that the writer will answer later in the text
   b. to express the writer's opinions on the topic with hypothetical examples
   c. to support a statement with hypothetical examples
2. Which statements about these lines are true? There may be more than one correct answer.
   a. The writer uses personal pronouns to make us feel part of the discussion.
   b. The writer uses rhetorical techniques to draw the reader into the argument.
   c. The writer supports his argument with factual information.

C Read the Reading Skill. Scan the article in 2B. Circle the different ways the writer refers to *aliens*. Underline the different ways the writer refers to *communication*.

D PAIRS Summarize the article in 3–5 sentences.

READING SKILL Recognize word choices

Writers often vary the language they use to avoid repetition. For example, a writer may use the words *a concept* or *an idea* to explain *a theory*. Also, writers may give specific information about the same idea. For example, *scientists* might become *experts in biology*.

4 MAKE IT PERSONAL

Find out more about alien communication.

A THINK Imagine you are explaining one of these concepts to an alien: energy, anger, language, or peace. How might you do it? Would you use words, actions, demonstrations, or descriptions? Take notes.

B PAIRS Share your ideas. Are they similar? Which do you think would be the most effective?

C EVALUATE Work with another pair. Pair A: Explain one of the concepts in the way you think is most effective. Pair B: Guess which concept Pair A is explaining. Evaluate the strengths and weaknesses of the explanation.

☐ I CAN READ ABOUT COMMUNICATING WITH ALIENS.

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LESSON 5 WRITE A RHETORICAL ANALYSIS



IRIS LIN

@IrisL

I'm fascinated by the messages ads send us. This ad is one of my faves!

1 BEFORE YOU WRITE

A Read about rhetorical analyses.

Rhetoric refers to the art of speaking or writing in order to persuade or influence people. Rhetoric is often used in politics and in marketing. A rhetorical analysis evaluates a piece of written or spoken language, such as an advertisement, and explains the strategies it uses to persuade people.

B Read the model. What is the main message of the advertisement being analyzed?



The Nike™ ad campaign "Find Your Greatness," which aired during the London Olympics, explored the idea that ordinary people could be great. The series of advertisements featured everyday people attempting to do difficult or scary things. One ad showed a young boy standing at the top of a high dive, looking down, obviously anxious, for example. And then, he jumped. The narration for the ad said, "Greatness is scary. Until it isn't." The words "Find your greatness," then appeared on the screen.

The tagline "Find your greatness" works in a number of rhetorical ways. First, it uses one of the most common modern advertising strategies: It takes the form of a command. This makes the audience feel compelled to follow the advice being given. Second, it's very personal. By using the pronoun "your" (instead of omitting the pronoun and saying simply, "Find greatness"), the ad suggests that everyone, *including you*, can be great. It speaks directly to the viewer, who, is likely to be an ordinary person. The ad suggests, then, that greatness is not about whether you are special; it is about what you're willing to push yourself to do, even as an ordinary person.

And, more subtly but perhaps most importantly, the ad successfully connects the idea of greatness with athletics. On the one hand, we understand "Find your greatness" to mean that we can be great at anything, if we only try. On the other hand, by viewing images of athletics, we are connecting the concept of greatness with sports—specifically with the product being advertised. So if we wear Nike shoes, we will be brave enough and persistent enough to become great.

In the complete ad, we can see further examples of how Nike makes this case. "Somehow we've come to believe that greatness is a gift reserved for a chosen few…and the rest of us can only stand by watching," the ad says. By using the pronouns *we* and *us*, the sentence aligns the brand Nike with the ordinary people who are watching the commercial. Then the ad goes on to state, "You can forget that. Greatness is not some rare DNA strand…We're all capable of it. All of us." The wording appeals to our desire to be better than we are. It inspires us to get out and do something. The repetition of the word *all* in the final sentence reiterates the feeling that the viewer is being personally included.

As a brand, Nike is a master of creating concise, motivational phrases, such as their famous "Just do it" slogan. The campaign "Find Your Greatness" further aligns Nike with the everyday person who wants to be more.

C PAIRS According to the writer, what is the importance of each word in the advertising slogan "Find your greatness"? Discuss.

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D PAIRS Read the model again. Complete the chart.

Word	Type of phrase	Impact
find	_____	creates feeling of something you have to do
your	_____	speaks directly to _____
greatness	_____	the concept being advertised; connects to _____ and to _____
we've…the rest of *us*	personal pronouns	aligns the brand with _____
We're all capable of it.	sentence	appeals to _____
All of us.	phrase / repetition from previous sentence	reiterates the feeling of being _____

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the transitions. Label their placement in the sentence: beginning (*b*), middle (*m*), or end (*e*).

WRITING SKILL Vary placement of transitions

English grammar allows for the placement of transition words or phrases at several different points in a sentence. We can start a sentence with a transition, or we can place it in the middle or at the end. Varying this placement makes your writing more interesting and fluent.

3 PLAN YOUR WRITING

A Choose an advertisement with interesting rhetoric. You will analyze the rhetorical strategies used in this advertisement. Write down the script and underline the words and phrases that you can analyze. Then create a chart like the one in 1D to organize your ideas.

B PAIRS Discuss your ideas.

There's an ad for that guy who's running for governor. He says, "A vote for me is a vote for security."

Writing tip

Get a second opinion. When writing an analysis, you might be making statements about something subjective, so another person might have a different reaction. Run your ideas by a friend to see if your friend agrees or has any other thoughts to add.

4 WRITE

Write a first draft of a rhetorical analysis of the advertisement you described in 3A. Remember to vary the placement of transitions. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's rhetorical analysis.

- Does the opening paragraph state what the product is and give a description of the ad?
- Does the analysis break down the script into words and phrases, explaining the importance of each one?
- Is the placement of transitions varied, making the analysis more interesting and fluent?
- Do you have an overall sense of what the message is and how it is being conveyed?

B REVISE Write another draft, based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your analysis. Then read it again for overall sense.

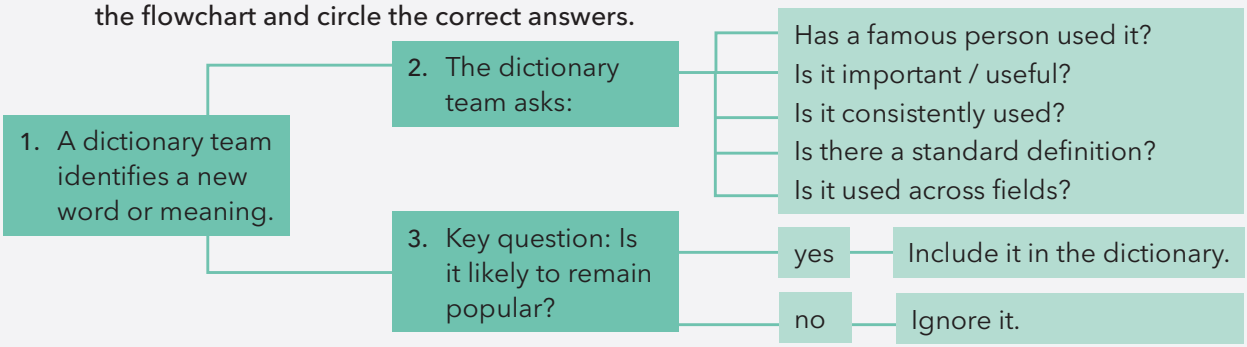
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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM New words are created every day. Slang is an example of this. How do experts decide which new slang terms should be added to the dictionary? Review the flowchart and circle the correct answers.



1. If a famous person has used a new word, it probably means the word is _____ .
   a. used infrequently b. intelligent c. popular
2. Technology has likely _____ the amount of slang that dictionary teams are able to identify.
   a. increased b. decreased c. had no impact on
3. New words are likely to remain popular if they have _____ .
   a. limited usefulness b. a wide audience c. various forms

B THINK CRITICALLY Why do people use slang? In what contexts is it helpful? When might it be harmful? Discuss with a partner.

C FIND A SOLUTION Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Slang often defines a group and its ideas. Do you think a slang term's group of origin affects its inclusion in the dictionary? Why or why not?

Step 2 **Evaluate** Review your answer. Consider the type of slang and where you might use it.

Step 3 **Present** Explain your ideas to the class.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about diplomatic language
- ☐ Talk about cultural differences
- ☐ Discuss the origin of slang

Vocabulary
- ☐ Words related to communication

Conversation
- ☐ Communicate diplomatically

Pronunciation
- ☐ Contrastive stress

Listening
- ☐ Listen for contrasts

Note-taking
- ☐ Know what to write

Language Choices
- ☐ The subjunctive
- ☐ Embedded *yes/no* questions
- ☐ Embedded *Wh-* questions

Discussion
- ☐ Speculate

Reading
- ☐ Recognize word choices

Writing
- ☐ Vary placement of transitions

B What will you do to learn the things you highlighted?



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