

Chapter 6 – From London to Sudan

Chapter 6 starts with a ‘Welcome’ screen with information about the main speaker, Bob, and a picture related to the topic of the recording. There follows a ‘Goals’ page that sets the agenda for the chapter. These two screens are then followed by this pattern:

- A. Listening (Listening & Focus) Sections 1 & 2.
- B. Learning about Spontaneous Speech (Discourse Features) Section 3
- C. Pronunciation (Segments & Streaming Speech) Sections 4 & 5

| | | |
|---|-----|---|
| | | Welcome |
| | | Goals |
| A | 1 | Listening – Exercise 1 |
| | 2.1 | Focus on a hotspot – Why did Bob become a roadsweeper? |
| | 2.2 | Focus on a hotspot – What did Bob dislike about roadsweeping? |
| | | Focus on a hotspot – Why did he think of teaching in Sudan? |
| B | 3.1 | Notice dictionary pronunciations |
| | 3.2 | Notice stress-shift |
| | 3.3 | Observe stress-shift – Exercise 2 |
| | 3.4 | Observe stress-shift – answer to Exercise 2 |
| | 3.5 | Observe fast speech - repetitions |
| C | 4.1 | Consonants |
| | 4.2 | Identify consonants – Exercise 3 |
| | 4.3 | Identify consonants – Answers to Exercise 3 |
| | 4.4 | Pronunciation at speed |
| | 5.1 | Consonants in speech – Exercise 4 |
| | 5.2 | Consonants in speech – Answers to Ex. 4 |
| | 5.3 | Consonants in speech – Listen and imitate |
| | 6 | Review |
| | 7* | Monitoring Progress |
| | 8* | Communicative activity |

*Sections 7 & 8 (pages 11 & 12 below) are a special feature of the Teacher's Guide, and are 'extras'. They are neither in the electronic publication, nor in the Student's Book.

From London to Sudan

These instructions assume that:

- you, the teacher are at the front of a classroom, or computer cluster
- each student has a Student's Book
- the students can see both you, and the electronic version of *Streaming Speech* on a screen which you control
- the whole room can hear the sound files of *Streaming Speech*.

Welcome. SB p. 57

- Point to the photograph of Bob, the main speaker, and the photograph at the centre of the screen which is of a scene in Sudan.. Sudan – of which the capital is Khartoum – is a country in East Africa, just south of Egypt.
- Tell your students that they will hear Bob talking about how he became a language teacher. Click on the arrow at the bottom right hand side to go to the next page.

Goals. SB p. 57

- Go over the Goals of the unit: either read them out yourself, or (better) get students to read them to each other, and then ask them if they have any questions.
- Click on the [Which Consonants? ...](#), and explain that the consonants are those represented by the letters in bold in the sample words.
- Go to the bottom of the left margin and click on the **Symbols** button. A box will pop up with the full list of phoneme symbols.
- Click on the words in green in the second 'consonant' box to hear the sample sounds.

1. Listening. SB p. 57

Note that you can view an outline of the recording with a simple click on this page, and that you can see the whole recording, in orthographic and speech-unit form by using the [Orthographic...](#) and [Speech Units...](#) buttons in the left hand margin. The entire transcript can also be read on pages 142-143 of the Student's Book.

Pre-listening.

- Ask students about the title of the chapter: 'What do you expect to hear?'
- Elicit some answers from the students.
- Click on the [Show Exercise](#) button at the bottom of the window. A window will pop-up with three questions on it.
- These questions are given in the middle of page 57 of the Student's Book.
- Read out the questions and the choice of answers to the class.
- Check that they understand the questions.
- Direct the students' attention to the 'write your notes' area at the bottom of page 57 of the Student's Book, and ask them to choose their answers as they listen.

DO NOT GO TO THE NEXT PAGE. STUDENTS NEED TO SPEND TIME WORKING WITH WHAT THEY HAVE HEARD BEFORE THEY SEE THE CORRECT ANSWERS.

After the recording has finished, tell students to write down what they heard in the recording that led them to choose their answers: 'What do you remember of what he said that made you choose your answer?' There is space for them to write their what they heard at the bottom of page 57 of the Student's Book.

- Do it in two stages:
 - (a) give them time to write notes on their own, and
 - (b) give them time to discuss, with their neighbours what they have heard.
- ELICIT from students what they have heard, and write some examples on the whiteboard. Examples of what students might say/write include:
- Get students to vote for the correct answers, take the majority's decision, and select the answers on screen by clicking over the appropriate images.
- Go to the next screen/page.

2.1 Why did Bob become a roadsweeper? SB p. 58

Answer

The first line of this page gives the correct answer. The blue lines below Bob's photo lets you know if the class's answers was correct.

Procedure

- Compare their notes on what they had heard, and the transcripts on the page. Discuss any mis-hearings, but focus on success rather than failure.
- Get the class to read to themselves the lines of the transcript.
- Then click on the speaker icon, and let the class hear – and see – the eighteen lines of transcript – the ‘hotspot’ in the recording that contains the evidence for the answer.
- Ask them what they notice between their reading out, and Bob's original speech.
- Ask them if there are any lines that they would like to hear again. Click on each line individually, in any order. Play the lines as often as the students require, until they are confident they can hear each line well.
- Focus on: *going to* in speech units 016, 024, 025, & 028 – they're all ‘gunna’, even in 028 where the first syllable of *going* is both prominent and tonic (with falling tone). We will see why when we work with this speech unit in section 3.5.

Notes

Bob uses a double-negative in 016-017: according to the rules of grammar, he should have said ‘I wasn't going to work for anything ...’. There are two reasons why he used the double negative ‘wasn't ... nothing’: first, he is going to use ‘anything’ in 018 and perhaps wants to avoid a repetition; second, he is deliberately choosing a non-standard vocal style to underline his desire not to conform.

In 027 Bob speaks extremely fast – at nearly 500 words per minute. We will be working with this speech unit in section 3.3 below.

2.2 What did Bob dislike about being a roadsweeper? SB p. 58

Answer

The first line of this page gives the correct answer. On screen, the blue line below and to the right of the extract lets you know if the class's answer was correct.

Procedure

- Compare their notes on what they had heard, and the transcripts on the page. Discuss any mis-hearings, but focus on success rather than failure.
- Get the class to read to themselves the lines of the transcript.
- Click on the speaker icon, and let the class hear the extract.
- Ask them what they notice between their reading out, and Bob's original speech.

Words in the stream

Speech units 041-044 are all double-prominence tone units with falling tone on the last word. All are the same ‘size’ in terms of prominences, but have different rhythmic shapes.

Optional activity

Write the following BAM ba notation on the whiteboard, and get the class to say it up to speed.

041 // ba ba BAM ba ba ba BAM // is a DREADful time of YEAR //
042 // ba ba BAM BAM // all those WET LEAVES //
043 // BAM ba BAM ba // Very HEAvy //
044 // BAM BAM // WET LEAVES //

Notes

1. Repetition such as this ('wet leaves') is normal in spontaneous speech.
2. In 036 Bob refers to the area of London where he worked as a roadsweeper: SE 22 means 'Postal District South East 22' which is the East Dulwich area of South London.

2.3 Why did he think of teaching in Sudan? SB p. 59

Answer

The first line of this page gives the correct answer. On screen, the blue lines below Bob's photo lets you know if the class's answer was correct.

Procedure

- Compare their notes on what they had heard, and the transcripts on the page. Discuss any mis-hearings, but focus on success rather than failure.
- Get the class to read to themselves the lines of the transcript.
- Click on the speaker icon, and let the class hear the extract.
- Ask them what they notice between their reading out, and Bob's original speech.
- Focus on the 'buying time' strategies that Bob uses to give himself time to decide what to say next. In 050, 053, 055, 058, and 063 there are filled pauses ('er' and 'erm') which help him buy time.

Notes

Speech unit 049 contains a nice example of a fall-rise tone on a monosyllable – *then*; this speech unit is made the basis of a demonstration of the five tones of English in Chapter 10. For the meaning of fall-rise tones, see Chapter 10, section 2.

In 051 'mate' is an informal word meaning 'friend'. Note that Bob makes a slip here – he adds *of* – but this slip would not be noticed in everyday conversation.

In 059 and 066 Bob uses the words 'Sudan' and 'Sudanese': we will look in more detail at the pronunciation of these words in 3.1 below.

3 Discourse Features

There are two related purposes of this section:

- To show how the position of a word in a speech unit can affect its soundshape (stress shift)
- To observe fast speech in repetitions.

There is a lot of material in this section (but not quite as much as in the previous chapter). It is important work, as it explains why the position of words in a speech unit (particularly in a two prominence speech unit) affects the sound-shape of those words. As before, some of the pages provide you the teacher with a resource for answering students questions. But if your students don't need those pages, don't use them.

3.1 Notice dictionary pronunciations

The point of this page is to prepare for the work on stress-shift which is to come on 3.2 and 3.3.

This page has examples from Bob's recording which shows how close his pronunciation of *Sudan* is to the dictionary form – even when it is non-prominent as in 101.

- Get students to imitate the different pronunciations of *Sudan*, taking care that they get it non-prominent in 101.

3.2 Notice stress shift

- Click on the dictionary pronunciation of *Sudanese* – get the class to repeat it. Point out that there are two prominences with a falling tone on the last syllable.
- Click on speech units 074 & 075 where Bob's pronunciation is close to the dictionary form – even though it is non-prominent in 075.
- Click on 066 and 068 and get class to repeat them. Ask them what they notice about the pronunciation of *Sudanese* – they should notice that the prominence occurs on the first syllable, but not on the last.
- Point out that this type of stress shift is very common with nationality adjectives ending in *ese*.
- Click on [For example ...](#) and see another example of stress shift happening, on *Japanese*.

```
074a //  ↘ JAPANESE //  
066a //  ↘ JApAnese ministry of eduCAtion //  
068a //  → the JApAnese having LOST //  
075a //  ↘ NORthern jApAnese //
```

3.3 Observe stress-shift – Exercise 2. SB pp. 60-61

- Ask students to work in pairs, and get them to look at the foot of page 60.
- Play the dictionary forms of the seven words given at the top of the on screen page, and at the foot of SB p. 60. Get the students to repeat each word, having heard it. The recording comes from Chapter 5.
- Ask them to look at the top of SB p. 61. Tell them that their task is to observe how these words are pronounced in the extract given at the bottom of the on-screen page (at the top of SB p. 61)
- Explain that they should circle the syllables they hear as prominent.
- Play speech unit 195, and check that they hear the prominence on the first syllable of *observations*. Then play the rest of the extract, as often as they require to complete the task.

- Elicit their answers, and drag the circles to the syllables they choose.

3.4 Observe stress-shift – Exercise 2. SB p. 123

This page gives the answer to Exercise 2. It is also a **teacher resource** page: it gives rules and explanations for stress shift.

It gives a rule for the occurrence of stress-shift, both in words, and graphic form.

If a word with two stresses (e.g. **ob**servations) occurs early in a speech unit, the first of the two stresses is made prominent, and the second non-prominent (e.g. **OB**servations).

Click on [A demonstration of this rule ...](#) to see and hear a graphic explanation.

| early | | | | | | | |
|-------|-------------|------|------|-------|-----|--------------|-------------|
| with | OB | ser | va | tions | on | STYLE | |
| o | O | o | o | o | o | O | o |
| he | MADE | some | good | ob | ser | VA | tions |
| | | | | | | | late |

Speech unit 119 requires a different explanation. Geoff’s pronunciation of ‘descriptive’ is surprising. Click on [A special note about speech unit ...](#) to see and hear

Geoff 118 // **▼** FUNDamentally presCRIPtive // 083
 Geoff 119 // **▼** RATHER than DEscriptive // 125

Geoff wants to make clear the difference between the two words ‘prescriptive’ and ‘descriptive’: the dictionary forms could be confused, so Geoff highlights the first syllable in ‘descriptive’, which most distinguishes it from ‘prescriptive’. This results in an unusual (‘wrong’) sound-shape for the word ‘descriptive’ but this ‘wrong’ sound-shape is needed to communicate effectively in this context.

Click on [Confused? How? ...](#) to see and hear an explanation.

The first syllables of these words are what makes them different words. But these first syllables are spoken quickly, normally unhighlighted.

presCRIPtive
 desCRIPtive

In most contexts, these words do not occur together, so the weak first syllables do not matter. But in 119 Geoff needs to make the difference clear.

Vocabulary note.

‘Prescriptive’ in this context is an adjective describing a grammar, and means ‘a grammar which gives you rules about what you should do’.

‘Descriptive’ in this context is an adjective describing a grammar, and means ‘a grammar which describes what real people do with language’.

Streaming Speech is descriptive in this sense.

3.5 Observe fast speech – repetitions. SB pp. 61-62

The purpose of this page is to show that repetitions can be effective, and to show the relationship between slow and fast speech.

- Click on the speaker icon and ask the class to listen out for 'going to' in 014, 016, 024, 025 and 028
- Ask them what they notice about the pronunciation of 'going to' (they are all 'gunna')
- Click on each speech unit in which 'going to' occurs, and get the class to repeat each speech unit – make sure that 'going to' is non-prominent in all of them except 028, where it is both prominent and tonic (a falling tone starts on 'going').
- Click on the blue text 'Bob's fastest speech unit is 027 ...' and compare the fast and slow versions of speech unit 027 – get students to look at the bottom of SB p. 61 and say the words slowly in time with the 'paused speech' version.
- Then ask them to try and match Bob's version at 491 words per minute.
- Do the same with 028 (top of SB p. 62, and click on 'Bob does something interesting with 028...').

4.1 Listen to consonants Exercise 3. SB p. 62

Note that sections 4 & 5 are the pronunciation component. They are best done in self-access mode – especially 4.4 – but students need to be instructed in class in order to learn how best to do it.

The purpose of this screen is to remind students of the relationship between sound and symbol – this will help them not only in the pronunciation exercises to come, but also in using pronunciation keys in dictionaries.

- Get students to look at the table section 4.1 in their books p. 62
- Explain that the symbols in the top row are the pronunciation symbols for the sounds represented by the letters in bold in the first column.
- Click on the words in green, and get the class to repeat them as they look at the appropriate symbol. All the words are taken from Bob's original recording.

4.2 Identifying consonants Exercise 3. SB p. 62

The purpose of this screen is to test students' ability to match sound and symbol.

- Get students to look at the second table on page 62
- Tell them that their task is match sound and symbol by ticking the appropriate cell. They should listen for the sounds represented by the letters in bold.
- Play the sounds by clicking on the words in green text in the first column of the table.
- Get them to tick the appropriate cells in the table; then allow them to consult.

Note that the words and soundfiles are all taken from Bob's original recording.

4.3 Identifying consonants Exercise 3 – answers. SB p. 124

This page contains the answers to Exercise 4. Ask the class to check their answers with a neighbour.

4.4 Pronunciation at speed. SB p. 63

MAKE SURE YOU HAVE A MICROPHONE ATTACHED TO THE COMPUTER, AND THAT IT IS WORKING.

The purpose of this screen is to provide an opportunity for students to produce fluent accurate imitations of those speech units of Bob's that contain examples of the consonants of English. The speech units with the target sounds are from the original recording, they are not re-recorded.

The pattern of student activity is

- LISTEN & IMITATE,
- RECORD & COMPARE,
- SELF ASSESS.

The first column of the table gives the symbol for the consonant, the central column gives the speech unit in which the consonant occurs in bold, upper-case letters. The third column gives the speed in words per minute of the speech unit.

Notice that there is a [Help ...](#) button which gives guidance on how to speed up with the speech unit *I went back to London*.

The following instructions are designed for a teacher to demonstrate this recording facility to a whole class, but the main work with this screen is best done by students working on their own, with the guidance and help of a teacher.

LISTEN & IMITATE

- Click on *I went back to London* several times and ask students to repeat it at the same speed as Bob. They will probably have difficulty with this.
- If this is so click on the [Help ...](#) button. Guide them through the speeding up process by working through the four stages:
 - **Pause.** Click on the second speaker icon, and ask students to say the words slowly and clearly in time with the recording.
 - **Stream.** Click on the third speaker icon, and get students to flow the words together – first by listening to the recording, then by speaking at the same time and the same speed as the recording – make sure they reduce the vowels in 'I' and 'to' (N.B. *awentbacktelondon* occurs twice in the soundfile)
 - **Loud and soft.** Click on the fourth speaker icon, and tell students to say the word in capital letters louder, and the words in small letters more softly – first by listening to the recording, then by speaking at the same time and the same speed as the recording (N.B. *aWENTbackteLONdon* occurs twice in the soundfile)
 - **Match.** Click on the fifth speaker icon, and get students to speed up by speaking at the same time and speed as the recording. (N.B. the speech unit occurs twice in the soundfile).
 - Then try and match Bob's speed.

Some students may object to speaking like this – so fast, so messy (but so normal). Point out that the speed they choose to speak at is their choice. But the speed of

speech they have to listen to is NOT their choice. However, if they practise handling fast speech with their own voices, this practice will make them better able to handle fast speech when they hear it. In other words, this type of pronunciation exercise is serving the goal of listening.

RECORD & COMPARE RECORD & COMPARE

- Ask students to look either at the screen, or at the table in their books at the top of page 63.
- Click on the microphone symbol. A recording panel pops up with a record button (red circle), and a playback symbol (a grey triangle) for each of the speech units listed in the table.
- Click on 005 *aWENTbackteLONdon* in the table, mimic it, click on the record button for Unit 005 (the red spot, which will change into a red rectangle) and speak into the microphone, saying *aWENTbackteLONdon* in the style and speed of Bob.
- Click on the red rectangle to stop the recording, and the play button will now be black – indicating that there is now a soundfile.
- Click on the black triangle to hear the version you have recorded, then click on Geoff's original, and compare the two.
- Ask for volunteers from the class to come to the front to try and match speech units of their choice.
- You can overlay both the original speech unit (from Bob) and the student's recording by:
 - clicking on the record button.
 - clicking on a speech unit in the table.
 - speaking at the same time that the soundfile plays.

Select another sound/symbol to work on, or ask the class to select a sound/symbol to work with. Play one of the speech units relating to this sound repeatedly. Ask students to say the words slowly, and follow the above four stage process for each speech unit that they attempt.

SELF ASSESS

Click [Show self-assessment](#) and a window will pop up.

- Ask students to look at the table at the bottom of page 63.
- Explain the next stage is to work on all the speech units in the table in self-access, and that they should fill in the table (in pencil) of their own assessments of their progress.
- Tell them that you will check their progress, and answer questions either in the subsequent class, or in a tutorial.

Note that on screen, the assessment is scored as follows: if you select *Yes* three times, you get three marks (hover over [Questions](#) to see this); if you select *No* three times you get minus 3; if you select *Try again* you get zero.

5.1 Consonants in speech. SB p. 64

The purpose of Section 5, Streaming Speech is to give students (a) a chance to identify consonants and then (b) practice pronouncing consonants in a sequence of eleven speech units, which vary in the choice of tones.

- Ask students to look either at the screen or at the table at the top of page 64 in their books.
- Play the extract twice, by clicking on the speaker icon.
- Then play each line twice by clicking on that line
- Tell them their task is to identify the consonants. Play the extract line by line
- Get them to write the appropriate symbols in the boxes below the lines of text.

Note that there are eight symbols, and ten boxes – you need to use some of the symbols more than once.

Note. To begin with, we work with six speech units (not the fourteen that will appear on 5.3). So when you click the speaker, you will hear the eleven speech units, but you will only see, and work with, the six given on screen.

5.2 Consonants in speech. SB p. 124

This page gives the answers for Exercise 4.

5.3 Consonants in speech - practice

The purpose of this screen is to get students practising meaningful chunks of speech which are larger than a single speech unit. This is the page that we have been preparing for in this section. The variability of speech only becomes clear when one looks at stretches of speech larger than one unit.

Note that four of these speech units, 033, 041, 042, & 043, featured in the pronunciation table in 4.4.

In doing this exercise, students should follow the pattern:

LISTEN & IMITATE, RECORD & COMPARE, and SELF ASSESS.

- Click the speaker icon to play the sixteen units, then click line by line.
- Point out the different speeds (lowest 53 words per minute, fastest 305 words per minute) of each speech unit.
- Tell them that the capital letters represent **prominent** syllables, which should be louder, and small letters represent **non-prominent** syllables, which should be softer.
- Get the whole class to say these speech units in time with the recording.
- Ask a volunteer to record their version, and to assess their performance.
- Tell them that they should work individually in self-access
- Check that they understand the self-assessment table at the top of page 65.
- They should aim for accuracy in the consonants, and to match to reproduce the level, fall-rise and falling tones in the extract.

6. Review SB p. 65

Note that if you get less than 50% on the exercises, you get a screen which suggests you go back and do more work on the chapter. If you get 50% or more on the exercises, you get a screen which rewards you by summarising the goals of the chapter, and telling you what comes in the next chapter.

- Tell students that when they have finished work in self-access (between 30 and 40 minutes, depending on their level) they should fill in the table at the bottom of page 65 of their books.
- In the table in the middle of page 65 they should write in their scores on the exercises.
- In the table just below the middle of page 65 they should tick either 'Yes I have done this' or 'I need to come back to this'
 [Note that 491 words per minute refers to 027 // ↗ by the TIME you got to the END of the LIST //, and that 'handling' means both listening and pronunciation, and that pronunciation work is an aid to listening.]
- In the grey boxes at the bottom of the page students should write of their successes and difficulties – particularly their successes.

7. Monitoring progress.

This is best done with small groups of students (up to four). After working in self-access they should bring their Student's Book to you. You should have access to the electronic form of *Streaming Speech*, with a microphone and speakers.

- Ask them to show you their notes on page 65 – and discuss with them their successes (first) and then their difficulties.
- If they say that everything was fine, they had no problems, then do the following:
 - Make sure they can't see the screen, and play them speech unit 027 on screen 2.1 ('by the time you got to the end of the list')
 - Get them to write down, in speech unit form (or ordinary writing, if this is too difficult) what they hear. Use the blank page 66 for this.
 - Get them to compare what they have written with the text on page 58 of the student's book.
 - If they get close to 100% accuracy, then praise them
 - If they get some things wrong, suggest that they spend more time working on their perception with this screen – giving themselves/each other little dictations.
- Pronunciation – go to page 63, and get them to say a selection of speech units to you (without listening to the original) aiming for accuracy in the consonants loudness in the syllables with capital letters, and normal speeds.
- Pronunciation – go to page 64, and get them to say the text in 5.3 with appropriate variability.

8. Communicative Activity [Optional]

[NB This activity is not on the CD-ROM, it exists solely as Worksheet 5 below].

Hand out the worksheet to everyone, but get them to work in pairs. Follow the instructions on the worksheet.

Worksheet

Read what Bob said about becoming a roadsweeper. Note the repetitions.

016 // → i WASn't going to WORK // 272
017 // → for NOthing // 148
018 // ↘ that had ANything // 263
019 // → to DO with ERM // 240
020 // ↘ ARMS // 055
021 // → OR ER // 133
022 // ↗ you ↓KNOW
023 // → the MILitary // 206
024 // ↘ ↗ i WASn't going to WORK for THIS // 361
025 // ↘ i WASn't going to WORK for THAT // 444
026 // ↘ ↗ and BAsically // 178
027 // ↗ by the TIME you got to the END of the LIST // 491
028 // ↘ of what i WASn't GOing to do // 302
029 // → ERM // 068
030 // ↘ there WASn't an awful lot ↑LEFT // 259
031 // → ERM // 053
032 // ↘ and i ENded up WORking as a ROadsweeper // 222
033 // ↘ for about NINE MONTHS // 200
034 // → CLEAning // 112
035 // → the STREETS of ↓ER // 205
036 // ↘ S E twenty TWO // 159
037 // → ERM // 055
038 // ↘ ↗ DUring the AUtumn and WINter // 168
039 // → which as ANy // 230
040 // ↘ ↗ ROADSweeper will TELL you // 219
041 // ↘ is a DREADful time of YEAR // 305
042 // ↘ all those WET LEAVES // 214
043 // ↘ VErY HEAVy // 192
044 // ↘ WET LEAVES // 183

Now, with a partner invent your own version, and perform it for other pairs

016 // → i WASn't going to WORK // 272
017 // → for NOthing // 148
018 // ↘ that had ANything // 263
019 // → to DO with ERM // 240
020 // ↘ // 055
021 // → OR ER // 133
022 // ↗ you ↓KNOW
023 // → the // 206
024 // ↘ ↗ i WASn't going to WORK for THIS // 361
025 // ↘ i WASn't going to WORK for THAT // 444
026 // ↘ ↗ and BAsically // 178
027 // ↗ by the TIME you got to the END of the LIST // 491
028 // ↘ of what i WASn't GOing to do // 302
029 // → ERM // 068
030 // ↘ there WASn't an awful lot ↑LEFT // 259
031 // → ERM // 053
032 // ↘ and i ENded up WORking as a // 222
033 // ↘ for about // 200
034 // → // 112
035 // → // 205
036 // ↘ // 159
037 // → ERM // 055
038 // ↘ ↗ DUring the // 168
039 // → which as ANy // 230
040 // ↘ ↗ will TELL you // 219
041 // ↘ is a DREADful // 305
042 // ↘ all those // 214
043 // ↘ // 192
044 // ↘ // 183