

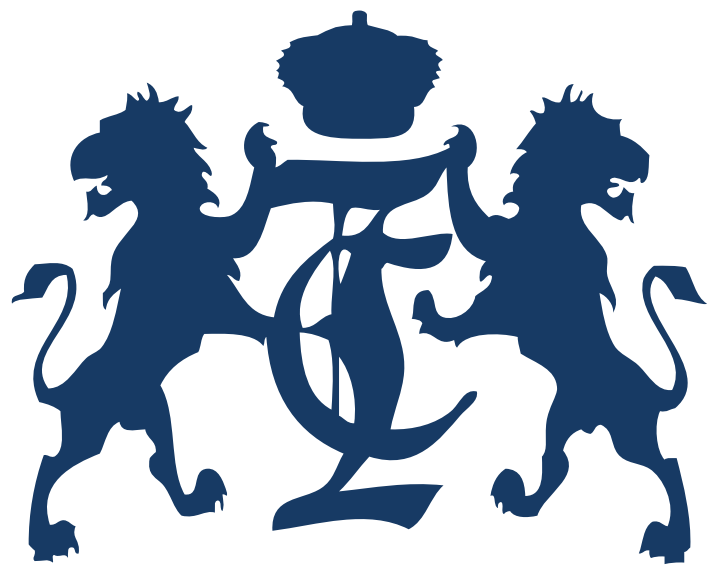


C1.11

Global English

2nd
edition

*C1 level according to the Common European Framework of
Reference for Languages (CEFR)*



CAMBRIDGE INSTITUTE

EDITED BY ISEEC S.A.

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**GLOBAL ENGLISH
LEVEL: C1.II**



READING: FOREIGN LANGUAGE EDUCATION

In an increasingly globalised world, the ability to speak more than one language is a fantastic skill to have. Multilingualism enhances communication between geographically and culturally distant people and societies. Many education systems and institutes wisely place not only emphasis, but necessity, on learning other languages. Private enterprises - schools, publishers, private tutors - take advantage of the demand that exists for individuals who wish to improve their job prospects or hiring desirability.

Many families take it upon themselves to educate their children from an early age by paying for their education at bilingual schools, immersion summer-camps, or through specialists such as foreign-language tutors. For people with the means, the most popular option is to hire foreign au-pairs, or nannies, to help raise and immerse their children in the au-pair's native tongue on a daily basis. This way, the children grow up listening to and speaking the foreign language alongside their own native one.

In these times, English, the lingua franca of international communication, is becoming increasingly important. One detrimental side effect of this is that many English-speaking countries on a federal level do not tend to prioritise secondary language learning in the same way as non-English speaking countries. This puts their populations at a disadvantage if and when they wish to travel or learn any additional languages later in life.

It has been proven that learning a new language is easier and faster if the individual already speaks more than one. English speakers also have the obvious advantage of speaking effortlessly, which takes most people years of study to master. They can trade their inherent skills by exchanging it for almost any language in the world because there is so much demand for people to learn English today.

So what's the best way to learn a language? There may not be a clear answer, especially considering that each person experiences, processes, then builds their language skills differently (not to mention the effects of the institutional infrastructure they grow up in). Many European education systems, especially Scandinavian ones, are lauded for their prowess in teaching languages, and rightly so. However, one also has to take into account factors such as the ready availability of resources and proximity to distinct cultures. In far away countries such as Australia, finding opportunities to practise exotic languages wouldn't be nearly as easy as it is in Europe - with London being a prime example. Therefore, it would be contingent upon the individual's own desire to learn the language and use their available resources to seek out such opportunities.

In spite of this, with the widespread adoption of social communication mediums such as Skype and the internet in general, it is no longer necessary to even leave one's house in order to practise most of the commonly spoken languages of the world with a native speaker. Learners of more obscure languages are certainly at a disadvantage, as are people without access to internet, but it is unquestionably easier than ever before to find ways to practice foreign languages without resorting to travel. At the end of the day, the factor that most linguistic experts agree on is that when learning a language there are no fool-proof short cuts, and the most important thing is simply practice, practice and more practice.

VOCABULARY: Focus



Major vs. minor

In American English a major is the subject that you specialise in studying and what you dedicate most of your time and effort to learning. The minor is the secondary subject you do not study in such detail.

*When I go to university I want to **major** in philosophy, with a **minor** in sociology.*

College vs. university

A university is a higher educational institute which awards students with degrees. These may include undergraduate qualifications (diplomas, associate degrees) as well as graduate degrees (bachelor, master degrees and doctorates). In American English, college is a synonym for university, but in British English, a college is a further education institute between secondary school and university which offers qualifications in more vocational subjects.

*I went to **university** to study medicine, but my brother chose to go to **college** instead.*

Scholarship vs. bursary

A scholarship is money paid by a school, trust or individual to help pay for a student's education as a reward for the student's past academic merit. A bursary is additional funding that students can apply for, usually in case of financial hardship.

*My friend Jamie is applying for several **bursaries** because his parents earn a low enough combined salary that he is eligible for financial assistance.*

*Our basketball team was one of the top high school teams in Canada, and as team captain, my university studies next year will be paid one hundred percent by my sports **scholarship**.*

Continuing Education

Also known as adult education, or evening classes. Continuing Education courses are taken by adult students who did not enter university earlier. They are usually part time or during the evening, and now, more commonly, online.

*You have to admire him, 58 years old and he's just started another **continuing education** course three days a week.*

Enrollment

The act of entering yourself or someone else as a member or participant of an activity or institution.

*It took me almost an hour to fill out all the **enrollment** papers for my new French cooking evening class.*

Assessment

The objective evaluation and/or judgment of something.

*Many people do not feel that exams are the fairest form of **assessment**.*



Qualification

An officially recognised certification showing that someone has completed a particular course (e.g. a degree) or gained a particular skill.

*They didn't care that I had sixteen years' experience teaching in classrooms, they wouldn't give me the job without a certified teaching **qualification**.*

Grade point average (GPA)

A calculated number that shows the student's average course score.

*My 96.5 **grade point average** in my last year at high school helped me win a scholarship at a prestigious university.*

Curriculum

The outline of the range of courses that are offered by an educational institute - usually listed by course, units, modules.

*Wildstone College has a very narrow **curriculum**; they only offer classes on advanced astronomy and astrophysics.*

Elective

Optional class(es), not required for your course of study.

*One of the highlights of my week is going to my **elective** music class jam session on Wednesday.*

Prerequisite

Something that is necessary to have or do before you can have or do something else.

*I really wanted the job, but they required a PhD in anthropology as one of the **prerequisites** and I only have my master's.*

Financial aid

An amount of money such as a grant, scholarship or loan given to help support a person, cause or organisation. They can be either means tested or a set amount.

*She is getting **financial aid** for university because she comes from a low income family.*



VOCABULARY: IDIOMS

“A” for effort

Said when someone might not have succeeded in a task, but showed they tried hard and deserve some merit or credit.

*His teacher said he would receive an **A for effort**, but he needed to show more tangible results in the future to make sure he gets a good mark.*

Pass with flying colors

To succeed at something easily.

*She was nervous about her upcoming driving test, but her mom told her that she would **pass with flying colors**.*

Bookworm

Someone who likes books and is known for studying a lot.

*She's such a **bookworm**; every time she comes out of the library she's carrying at least three huge technical textbooks.*

Teacher's pet

A student who is especially liked or even favoured by the teacher and receives preferential treatment.

*Marie is the **teacher's pet** in every class; she answers every question and is always so polite and well-behaved that they all think she is amazing.*

Teach someone a lesson

To hurt or punish someone.

*If you don't stop saying those things about my sister, I'll have to **teach you a lesson**.*

Learn by heart

To memorise something perfectly, or rote learning.

*Jim says he knows the first 100 digits of pi up, but I don't think it's possible to **learn** so many numbers **by heart**.*

To be / act old-school

Having or following old-fashioned styles or values.

*I adore **old-school** blues; live music played on the streets with acoustic slide guitars and a mouth organ or two is heaven to me.*

Flunk out

Related to examinations and courses in general. **Works for both teacher and student.** For a student, to fail a class; to not pass an exam or course. / For a teacher, to deny a student a passing grade.

*Did you hear? Kelly **flunked out** of school last week, her parents are talking about transferring her to another state!*



Copycat

An unoriginal imitator, that is to say someone who either cheats or copies another without adding ingenuity. It can be used in reference to exams, style or business ideas.

*Dave, you **copycat**, get your own ideas and stop stealing mine!*

GRAMMAR: PASSIVE VOICE WITH REPORTING VERBS

We normally use the passive voice to focus on action. Who, when or what performed the action is either unknown or unimportant. When we use the passive voice in reported speech, it allows us to make generalisations about things that have been said in a formal capacity, without using extra words like everybody, they, we all, or people.

Active: *Everyone says that you are the most beautiful woman on earth.*

Passive: *It is said that you are the most beautiful woman on earth.*

Passive: *You are said to be the most beautiful woman on earth.*

As you can see, there are two ways of expressing this generalisation with reporting verbs:

it + to be + passive reporting verb + that-clause

Example: *It is known that he loves you.*

Meaning: *People know that he loves you.*

Register: *Very formal*

object + to be + passive reporting verb + to-infinitive

Example: *He is known to love you.*

Meaning: *People know that he loves you.*

Register: *Formal*

These are highly formal structures that appear more commonly in writing than in spoken English. However, they often appear in situations when we do not know, when it is unnecessary to say or when it is obvious **who**, **when**, or **what** we are talking about.

As a general rule, verbs such as like, tell, advise, and invite can be followed by the word **someone** (or **he**, **she**, **the professor** etc.) without sounding overly formal. Other verbs such as **like**, **know**, **notice** and **believe** can be followed by the words **something** or **to + verb + something** without sounding overly formal.

One exception to this rule is the phrasal verb **supposed to**, (meaning **should** or **expected to**) which loses its formality. Be careful though, because used in its purer form, the verb **to suppose** is a reporting verb in the passive that retains its formality.

Passive, very formal: *It **is supposed** that we will all wait for the guests to arrive.*

Active, informal: *Everyone assumes that we will wait for the guests to arrive.*

Passive, informal: *We **are supposed to** wait for the guests to arrive.*

Active, informal: *Everyone expects us to wait for the guests to arrive.*



Here is a list of reporting verbs commonly used in the passive:

Formal	Formal	Less Formal
to know	to declare	to advise
to see	to expect	to command
to understand	to prove	to inform
to feel	to think	to remind
to report	to believe	to invite
to find	to discover	to persuade

Note that the verbs in the last column are used less formally in the passive. All of the verbs in the last column EXCEPT **inform**, **advise** and **command** need a specific object and **cannot** be used with the *(it + to be + passive reporting verb + that)* structure, only with the *(object + to be + passive reporting verb + to-infinitive)* structure.

We have just been reminded that we still have work to do. → Correct
It has been reminded us that we still have work to do. → Incorrect

Exceptions: wanting and liking

Verbs that refer to wanting, liking and similar ideas cannot usually be used in passive structures with following infinitives:

Everybody wanted Doris to be the manager. (BUT NOT Doris was wanted to be the manager.)
We like our staff to say what they think. (BUT NOT Our staff are liked to say what they think.)

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LISTENING: STUDENTS' FAVORITE CLASS

Jason: Hey! Michelle, April, it's been ages! How are you guys?

April: Hey Jason.

Michelle: What's up man? Doing pretty well, how are you?

Jason: Good, just got my enrollment list for next term. I'm kind of bummed out, because I won't be taking biochemistry again, and man, it was definitely my favorite class.

April: Why are you dropping it then?

Jason: Well, it was only a minor subject and this semester I'm not receiving as much money from my bursary as I used to.

Michelle: Oh, What a shame. But what are you doing majoring in dance and choreography, if you're so into biochemistry?

Jason: Yeah, I never thought I would be very into technical science like that, but I had a blast. There was this one moment in the second week's lecture when the perfection and precision of the formulas just clicked together in my mind, and everything became amazingly clear and logical. I didn't even mind taking the exams!

Michelle: That's great. Last term I really enjoyed my "Documentary Film" class. I had taken some media classes before, but never a specific film course. Getting into analyzing films was a mind-opening experience; it's all about the deepest conflicts of our emotions and the human psyche. It made me want to explore that more, so I'm actually in a production class this term. Hopefully I can take the abstract and the practical parts of crafting cinema and make them work together into some kind of future career. April, what was your favourite subject?

April: Well, for me it was actually accounting.

Jason: Ha-ha seriously April? I had no idea you were a closet accounting geek.

April: Oi! Ha-ha well yeah, I've always been pretty good with numbers, but didn't know how it would translate into a more practical application. It's only a side-course that I picked up last semester by chance, but it's the only course I take that feels like it has a relevant real world use. I've been talking to my parents lately, and I may be taking on a bigger role in the family business soon. The course really helped me search for efficient, mathematical ways to deal with the real business aspect that affects the bottom line of how we function. I may audit a class before university is over so that I have all of the information at my disposal.

Jason: Nice. All right guys, great catching up, but I've got to go write a six page report on the meaning of life. Enjoy your weekend!



READING: THE BARD

Any discussion about the 'greats' of English literature would almost always include the name of William Shakespeare. An important writer of numerous highly acclaimed plays, and widely recognised as the greatest English playwright of all time, Shakespeare is often referred to as the Bard of Avon. He worked as a freelance writer and actor in full-length plays for much of his career, but he also compiled a collection of one-hundred and fifty-four sonnets. Noted as a predominant English writer not only during the period of time through which he lived, but throughout the centuries until the present day, Shakespeare has been one of the most influential writers of the Early Modern English language. In terms of his contribution to our modern English vocabulary, Shakespeare is accredited with the invention of some two-thousand words.

Shakespeare was born in Stratford-upon-Avon, England, in 1564 and died in 1616. His family included three children and his wife, Anne Hathaway (no, this was not the Devil Wears Prada actress Anne Hathaway), whom he married in her mid-twenties when he was only eighteen years old. His son Hamnet died at age 11, but his two daughters went on to marry and raise children of their own.

Although he wrote sonnets, his greatest and most recognizable contribution to literature was the set of tragicomedy plays that teetered between humour and tragedy. His plays address a diverse range of human joys and tribulations, especially love, vengeance and the consequences of power. They have been performed more than any other playwright, living or dead, and the number of interpretations of classics like *Romeo and Juliet*, *A Midsummer Night's Dream*, *Othello*, and *The Merchant of Venice* is incalculable.

Despite his prolific portfolio, much of the Bard's private life aside from the names of his children and wife remains shrouded in mystery even to this day. Some historians claim that his marriage was a loveless one, drawing others to strongly question his sexual orientation and religious beliefs. These are all interesting topics that historians continue to explore and debate. However, the gravest assertion made against Shakespeare's character posits that he didn't actually write any of his material at all, and his name was used as a pseudonym for another writer, or possibly even several different writers.

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VOCABULARY: Focus

Irony

When something is humorous or strange because it happens in the exact opposite way to that which you would expect.

*The **irony** was that when he tried to hit her he missed and bashed his own head with the frying pan.*

Plot

The series of events that makes up the narrative of a story, film, novel etc.

*The problem with popular fiction these days is that in most of these novels, the **plot** is completely predictable.*

Imagery

The visually descriptive language that causes people to imagine pictures in their heads, often used when referring to literary works.

*One of the characteristics of Yeats's poetry is its gorgeous, descriptive **imagery**. You can practically smell and taste the worlds he writes about.*

Protagonist

The principle or main character in a work of fiction.

*In Collin's new novel, the **protagonist** dies at the end.*

Antagonist

The enemy or adversary of the hero or protagonist of a story.

*The **antagonist** in the book is actually a far more interesting and complex character than the protagonist.*

Posit

To put something forward; to argue something.

*Some would correctly **posit** that George R. R. Martin's fantasy series 'A Song of Ice and Fire' is actually better than its television counterpart, Game of Thrones.*

Prolific

Characterized by producing results or works in abundance.

*James Patterson has a **prolific** body of work within the crime genre, most notably his series involving Alex Cross.*

Tragicomedy

A work that incorporates tragic and comic elements, usually with a central romance story.

*Although it could certainly be debated, The Merchant of Venice was perhaps Shakespeare's most notable **tragicomedy**.*



Sonnet

A fourteen line poem with a specific rhyme scheme.

*A Shakespearean **sonnet** follows a rhyme scheme known as iambic pentametre.*

Climax

The most important, high energy, dramatic or interesting point in a story, usually near the end.

*The book has an amazing **climax**, in which the hero has a thrilling final battle with his nemesis.*

Anticlimax

A conclusion that is considerably less exciting or powerful than expected.

*I enjoyed the book overall, but the ending, where the main character dies without achieving his dream, was a bit of an **anticlimax**.*

Novel

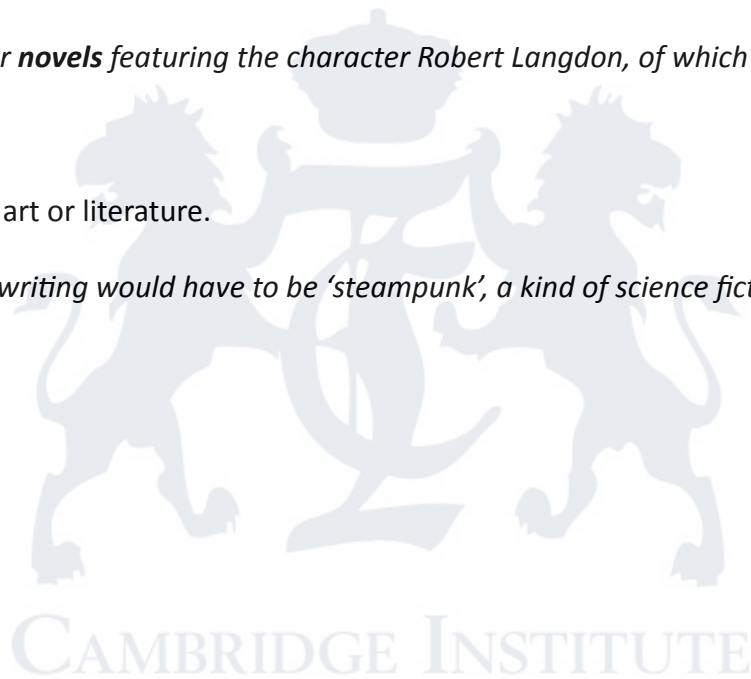
A long, fictional story that deals with human experience using imaginary characters and events.

*Dan Brown wrote four **novels** featuring the character Robert Langdon, of which “The Da Vinci Code” is the most famous.*

Genre

A category or type of art or literature.

My favourite style of writing would have to be ‘steampunk’, a kind of science fiction subgenre.





GRAMMAR: ADVANCED REPORTING VERBS

One of the most common ways to use reported speech is with the verbs **say** and **tell**:

Direct speech: "Move away and stop bothering us Jamie!"

Reported speech: *They **told** me to move away and stop bothering them.*

Direct speech: "Jack, don't listen to her, just come to the concert!"

Reported speech: *He **said** that I should just come to the concert and not listen to my girlfriend.*

These sentences are perfectly correct, but it is often better to use more specific and descriptive verbs instead of just say and tell. There are many different verbs for reporting speech, and they each use a variety of different grammatical structures.

For example, in the sentence above, Jamie is being **ordered** to move away.

Reported speech: *They **ordered** me to move away and stop bothering them.*

*Jack's friend is **insisting** that Jack come to a concert.*

Reported speech: *He **insisted** that I not listen to my girlfriend and just come to the concert.*

As you can see, sometimes the structure of the sentence has to change, depending on which reporting verb is used. Below is a table of some of the most common ones and how to structure them. Several of these verbs have more than one possible way to be structured.

Formula	Reporting Verbs	Example
<p>Verb + (that)</p> <p>Note: the that is optional</p>	<p>admit, agree, decide, deny, explain, insist, promise, order, recommend, suggest, threaten</p>	<p><i>I admitted that she was right.</i></p> <p><i>You explained that we only committed the robbery because we were tricked!</i></p> <p><i>He insisted that I try the new recipe.</i></p> <p><i>They denied they were kidnapers for years.</i></p>
<p>Verb + infinitive</p>	<p>agree, decide, offer, promise, refuse, threaten</p>	<p><i>They are threatening to steal it.</i></p> <p><i>You promised to take care of her.</i></p> <p><i>He offered to prepare the dinner for me.</i></p> <p><i>I refuse to sacrifice my integrity for monetary gain.</i></p>



Verb + gerund	deny, recommend, suggest	<p><i>She denied ever knowing me.</i></p> <p><i>He recommended trying tennis as a great way to improve my fitness.</i></p> <p><i>I suggested making chocolate croissants for breakfast.</i></p>
Verb + object + infinitive	advise, encourage, invite, order, remind, warn	<p><i>My friend advised me not to go into the woods alone.</i></p> <p><i>They are encouraging us to go on holiday with them.</i></p> <p><i>I warn you not to fight them on your own.</i></p>
Verb + preposition + gerund	apologise, insist	<p><i>I apologised for breaking the door down.</i></p> <p><i>We insisted on coming, despite the inherent danger.</i></p>
Verb + object + preposition + gerund	accuse, blame, congratulate	<p><i>He accused us of stealing the crown jewels.</i></p> <p><i>She congratulated him for winning the writing competition.</i></p> <p><i>I blamed you for using up all my olive oil supplies.</i></p>

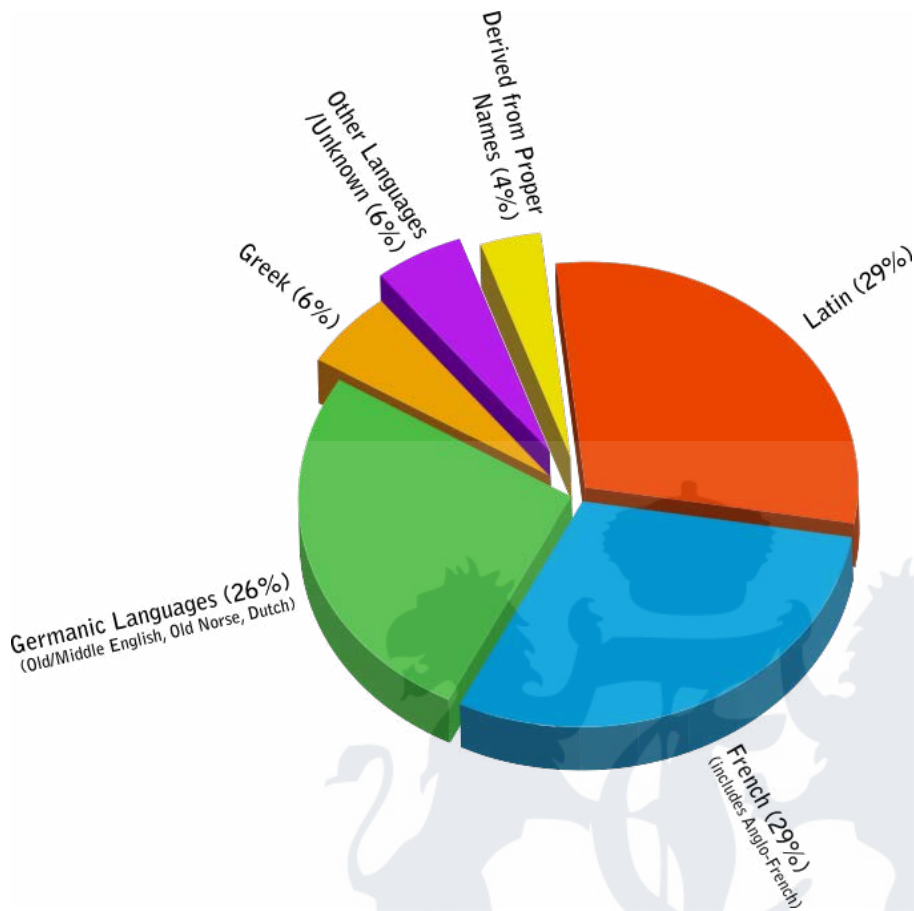


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VOCABULARY: LATIN AND FRENCH IDIOMS USED IN ENGLISH

A loanword (also loan word or loan-word) is a word adopted from one language (the donor language) and incorporated into a different, recipient language without translation.



Carte Blanche

Complete control or complete freedom.

*The architect was given **carte blanche** to do whatever he liked with the design of the new building.*

Crème de la crème

The best of the best.

*This school is so exclusive that only the **crème de la crème** are even considered for a place.*

Déjà vu

The phenomenon of seemingly experiencing something again.

*His blind date went very strangely. After an hour of strong feelings of **déjà vu** they realised that they had attended high school together.*

De facto

To exist as an unofficial fact or standard.

*It may come as a surprise, but English is actually the **de facto** language of the United States. It has no legal bearing.*



Alter ego

A different version of yourself.

*In **The Strange Case of Dr Jekyll and Mr Hyde** by Robert Louis Stevenson the plot centres on the conflicting inner battle for control between Dr Jekyll and his **alter ego**, Edward Hyde.*

Status quo

The way things are in this moment, the existing condition or state of affairs as they currently exist without modification.

*They said I was a trouble-maker, always questioning the laws and trying to upset the **status quo**.*

Ad nauseam

To talk about something repetitively until it is unpleasant.

*She was going on **ad nauseam** about this book she was reading to the point where I thought I didn't even need to read it to know the whole story.*

Quid pro quo

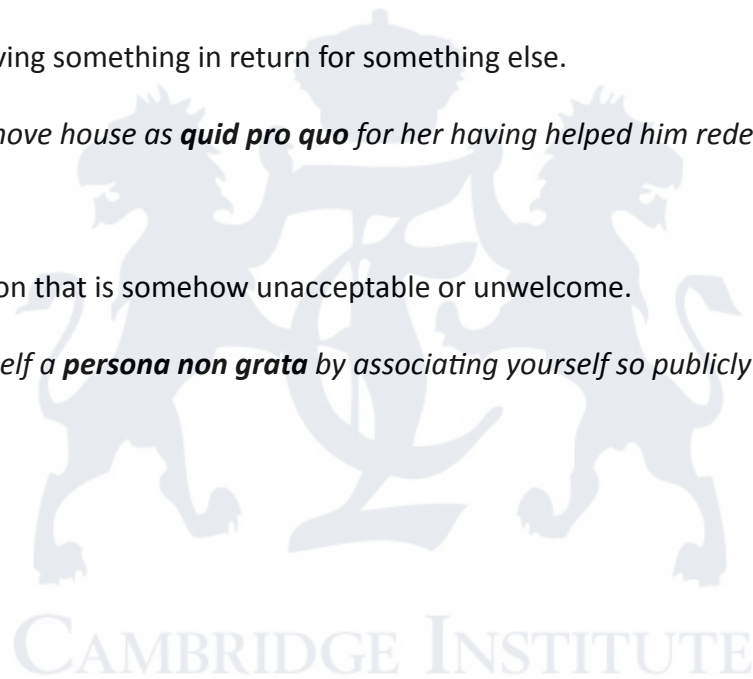
Compensation, receiving something in return for something else.

*He helped his sister move house as **quid pro quo** for her having helped him redecorate his living room.*

Persona non grata

Description of a person that is somehow unacceptable or unwelcome.

*You have made yourself a **persona non grata** by associating yourself so publicly with Hitler.*





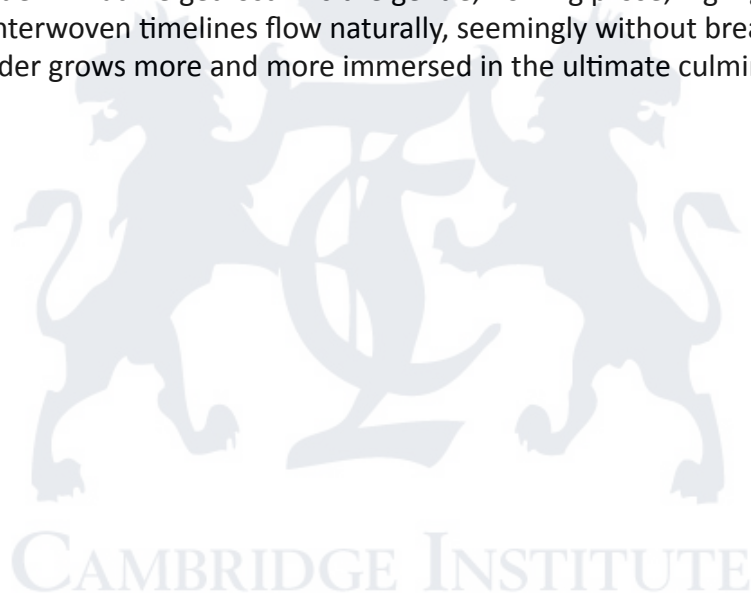
LISTENING: STUDENTS' FAVOURITE LITERATURE

Narrator: Jessica is going to talk about a novel by Ernest Hemingway.

Jessica: Last semester we were assigned to read *The Sun Also Rises*. It tells the story of a wounded war veteran who now works as a writer in Paris among other ex-pats. The narrative is told through a journey from Paris to Pamplona, Spain to watch the spectacle of bullfighting. The main character, Jake Barnes, who fought in the First World War, and friends, travel along southern France and northern Spain in a well-paced narrative. The tangled romance between Jake and his promiscuous love interest is juxtaposed against brutal yet captivating descriptions of the bullfighting. It explores themes that include the search for identity, relationships between men and women, and the lifestyle contrasts inherent in travelling to different places.

Narrator: Now Rick will talk about a work by Colombian author, Gabriel Garcia Marquez.

Rick: I've recently finished *Love in the Time of Cholera*. It tells the story of a young suitor who loses the battle of a young girl's heart in his youth, and toils away as a soldier until her husband dies and he re-affirms his love. It is an interesting narrative, because although most of the plot is already evident after reading the book's blurb on the back cover, the language it is written in holds such artistic beauty that it enthralles the reader. What we get lost in is the gentle, flowing prose, highlighted through the language of love. The interwoven timelines flow naturally, seemingly without breaks, which become unnecessary as the reader grows more and more immersed in the ultimate culmination of Florentino and Fermina's destiny.





WRITING: BOOK SUMMARY

Here is a plot summary of J. R. R. Tolkien's award-winning novel *The Hobbit*. After reading it, write a description of what you think the beginning of the first chapter of the book could be like (150 words).

The Hobbit, or There and Back Again by J. R. R. Tolkien.

The young hobbit Bilbo Baggins had been living a tranquil, quiet life in the pastoral, fantasy lands of The Shire, when, out of the blue, he is visited by the great wizard Gandalf and twelve roaming dwarves. They are on a quest to defeat the malicious dragon Smaug, who drove them from their home in the Kingdom of Ereboe, and to take back the treasure buried deep in the Lonely Mountain, a mountain which the dragon now guards. The dwarves eat almost all of the food in Bilbo's house and enlist him as a burglar to help them on their mission. The unlikely band voyage through wild and dangerous lands, battling trolls, goblins and vicious Wargs in a push to get to their former homeland.

Separated from the group in the goblin-ridden tunnels under the Misty Mountains, Bilbo tricks a strange fish-eating creature called Gollum out of a magical ring that turns its wearer invisible. He rejoins the dwarves and they are pursued by goblins and Wargs out of the tunnels, but they are saved by a company of giant eagles. Voyaging through the dreaded black forest of Mirkwood without the help of Gandalf, Bilbo earns the respect of the dwarves by saving them from giant spiders and the dungeons of the menacing wood-elves.

When they finally reach the Lonely Mountain they find a secret entrance, and with the help of the ring Bilbo sneaks inside, stealing a bejeweled cup and learning of a previously unknown weakness in the dragon's armor. The dragon, in realization that a trespasser has intruded its den, assumes that the nearby human village is most likely to blame, and sets out to destroy the lake-town with fire. In the battle Smaug is slayed by a human archer thanks to the knowledge of his weakness that Bilbo discovered. Soon after, the dwarves take over the mountain until they are besieged by humans and the wood elves who demand compensation for helping the dwarves in their quest. Suddenly Gandalf returns, warning them all of the approach of several evil armies of Goblins and Wild Wolves, and the dwarves, men and elves band together, and with the help of the eagles, they defeat the armies of evil. In the end, Bilbo takes a small share of his treasure and returns to The Shire a changed hobbit.

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READING: THE URBANISATION OF SOCIETY

As much as we might think of thriving metropolises like New York City, Paris or Tokyo as the most iconic representation of modern day life, for the vast majority of history people have lived in rural settings. This is undergoing rapid change as urbanisation continues to move more and more people from rural areas - whether they are from small towns, farms, or even communes - to urbanised areas on the outskirts of big cities.

Of course, there are still pockets of society that exist in rural areas because of the farm work or independent businesses within them, but ever since the industrial revolution, which began back in the 1700s, people have been following jobs and migrating into cities. Nowadays, almost all worthwhile employment opportunities are located within urban centers, and rural work opportunities have been largely replaced by mechanised mass-scale agriculture. As a result of this it has become normal for city-dwellers to migrate back to the countryside and its rural setting.

One reason why this shift in relocation continues to happen today is due to how our current economies function. Dating back to the industrialisation process which gathered momentum during the 1800s, people have moved towards the city and into its suburbs, closer to the factories. Cities continued to grow and improvements in their infrastructure, such as public transport, became a priority.

The wealth that the new city-dwellers generated enabled large populations to continually update their transport systems in order to transport their workforces to-and-from work more efficiently. Better transport systems helped to keep the cities and their economies running smoothly. It is of paramount importance that the infrastructure of a city continues to develop because the more our technologies, industries, and overall infrastructures continue to advance and improve in the future, the more our cities will become bedazzling feats of ingenuity and efficiency.

Of course, there is also the darker side of urbanisation. As well as poverty, it is widely accepted that depression, suicide rates, and levels of violent crime and homicide are all dramatically higher in large cities. By packing people into high rise apartments like tinned sardines, the spread of disease and infection also increases and effective inner-city sanitation systems have to be developed in order to deal with the sheer volume of human waste and pollution.



VOCABULARY: FOCUS

Metropolis

A very important or very large city.

*London isn't just a city, it's a bustling **metropolis** that's home to over 8 million people.*

Cosmopolitan

Someone who has travelled to and has knowledge of many different parts of the world.

*Johnny thinks he's such a **cosmopolitan** since he's come back from Nepal.*

High-rise

A tall building, usually containing apartments.

*Everyone around here lives in **high-rise** apartments.*

Chain store

A retail shop that belongs to a larger company and sells the same goods under the same brand.

*I don't like **chain stores** much because they have no personal character.*

Traffic jam

An obstruction of vehicles in a city where there is almost no movement.

*The **traffic jam** was caused by a car accident further up on the freeway.*

Pollution

Harmful substances put into the environment by humans.

*The more cars on the road, the more **pollution** there will be.*

Alley

A narrow street usually off the path of the main street.

*Some **alleys** in big cities are the most dangerous places to be.*

Rush hour

The time of the day when traffic is busiest.

*I try and avoid **rush hour** when I'm coming home from work.*

Skyscraper

A very tall modern building.

*Big cities are always full of **skyscrapers**.*

Suburb

A town or area on the outskirts of the main city center.

*Living in the **suburbs** is so peaceful compared to the city center.*



Urban

Of or relating to a city.

*As the sun comes up over the glittering skyscrapers and their mirrored windows, this turns into a beautiful **urban** landscape.*

Commuter

Someone who regularly travels between their home in the suburbs or outside the city and their place of work in the city.

*When you catch the underground early in the morning, the carriages are full of dead-eyed **commuters** on their way to work.*

LISTENING: MOVING TO THE BIG CITY

Jamie: Hi, my name is Jamie and I've just moved to New York City. This is a huge change for me; I've never experienced anything like this in my entire life. I grew up in a small town with one main road, one gas station, and one high school. Everyone in the town knew everyone else – and of course that had both positive and negative implications. When the time came for me to attend university, I moved to a slightly bigger town, but even then there was only about 30,000 people living there. It was also close enough to my hometown that I spent most of my weekends at my parents' house. After I graduated I moved back home to work with a small law firm, but I found myself in a little bit of a rut. So, I decided to look around for other opportunities, and finally I got offered an internship in 'The Big Apple', New York City.

I accepted it eagerly, it has been a bit of a sensory overload. There are people everywhere, from practically every single country, and in all kinds of crazy dress. Instead of walking straight down the sidewalk like I'm used to, I have to weave in and out of the crowd, even pushing my way through during rush hour. The buildings are so high and so densely packed together I feel like I'm walking through a giant concrete forest of monoliths, they block out almost all the sunlight down on the street level. And at night - everything from dingy alleys to bustling high-streets – they're all lit up in flashing coloured lights of neon and fluorescence. It's like Christmas every day. The lights are beautiful, but at times I really miss being able to see the stars. Sometimes that makes me feel claustrophobic, but it's gotten better recently.

I've had to learn how to navigate public transport, I mean, all my life I've always had a car, or I've easily walked to wherever I needed to go. However, waking up at the crack of dawn to find giant throngs of people all crammed into the subway is something I'm definitely not accustomed to. Even though in some respects this city is everything that is alien to me, there are moments when I get struck by such a blinding joy and wonder. I don't know if I can live in a place like this forever, but with so much concentrated humanity living out their lives here and creating this intricate, vibrant, gorgeous and messy melting-pot of cultures and ideas and events, I think that I feel more alive here than I ever have.



GRAMMAR: REVIEW OF MODALS AND SEMI-MODALS

Modals and Semi-modals

'Modals' are verbs that combine with other verbs to talk about permission, obligation, ability, and possibility. They are not conjugated in the same manner as normal verbs, the interrogative and negative form do not take the auxiliary verb *do* and they have no -s, -ing, -en or infinitive forms.

For example, the way to express **the ability to swim** in the present tense would be *I can swim/I am able to swim*, the past form would be *I could swim/I was able to swim*, and *I will be able to swim* is the future form. The modals in English are: **can/could, may/might, shall/should, will/would, and must.**

The sentence order is generally:

Subject + modal auxiliary verb + other auxiliary verb(s) + main verb + object

*I **should eat** the apple (present)*

*I **shouldn't eat** the apple (negative)*

*I **should eat** the apple next year (future)*

*I **should have eaten** the apple (present perfect)*

***Should I eat** the apple? (question)*

Semi-modals such as **be able to** have the same effect, but they often follow the conventional rules of conjugation and are formed using auxiliary verbs and the preposition **to**. Semi-modal auxiliary verbs include **dare, need, used to, have to** and **ought to**.

*How **dare** you yell at my son!*

*He didn't **dare** tell her the truth.*

*You **needn't** worry about my wife's strange behavior.*

*Need I **remind** you of the crocodiles?*

*She **used to** eat waffles and bacon for breakfast.*

*Did they **use to** skate in the park a lot?*

*You **have to** open the bank safe in under 24 seconds.*

*Does she **have to** accompany me to the shark aquarium?*

*I think you really **ought to** get that bite checked out by a doctor.*

*I know I **ought to** study more, I just don't want to.*



VOCABULARY: EXPRESSIONS

To be off the hook

If we no longer are responsible for something or obliged to do something.

I don't need to go; I'm off the hook because John is picking her up at the airport!

If I'm not mistaken, ...

To qualify a statement we have said, and to mean 'I think I'm right'. It can be used at the beginning, middle and end of a phrase.

No, the football game is being played here this week if I'm not mistaken.

If I'm not mistaken, Mr Harbour said that he was opposed to our amendment.

That's not always the case

To (un)qualify something in a disagreement.

Republicans take Colorado during the general elections? That's not always the case.

My two cents (worth)

Used to preface the stating of one's opinion. By deprecating the opinion to follow – suggesting its value is only two cents, the user hopes to lessen the impact of a contentious statement.

Personally I don't think we should attend the party, but that's just my two cents (worth).

What if ... ?

To introduce a hypothetical situation.

What if ... I had studied harder? I presume I would have done a lot better on the exam.

What are the chances (!/?)

To express that something is unexpected.

It's raining today? What are the chances(!/?) It hasn't rained in what seems like forever.

I couldn't agree with you more/less

Emphatically states how much we (dis)agree with someone or something

You don't like politicians? I couldn't agree with you more. I hate them too.



WRITING: STREAMLINING METROPOLISES

The extreme ease with which information can now be shared between people seems to increase with every year. With the widespread adoption of more and more technologies our cities are becoming increasingly “space age”. For example, Bluetooth has enabled businessmen to stride down alleyways speaking apparently to the empty air, and with VOIP we can have a face-to-face conversation with anyone else, with internet access, from the comfort of our living rooms. Also, using apps installed on a smartphone, we can message and share photos with anyone on the globe at the press of a button.

Write a **200 word report** discussing how these new technologies are making our cities more efficient.





READING: ZEUS: KING OF THE GODS

The name of Zeus is arguably one of the most prevalent names in Greek mythology. He was a fearful Olympian known as “the father of the gods and men”, the ruler of Mount Olympus and of the lesser Olympian gods beneath him. While Zeus had a Roman counterpart, Jupiter, in the canons of mythology and folklore it is Zeus who has a far wider reach.

As the youngest child of the powerful Titans “Cronus” and “Rhea”, many tales of his infidelity would punctuate the reign of Zeus. In Homer’s epic poem “The Iliad” he is noted as being very promiscuous, and although married to Hera, he became father to Aphrodite the goddess of love by Dione, one of his many mistresses. Legends of Zeus’s erotic escapades were widely known and it was believed that he fathered many heroic offspring, including Athena, Apollo and *Heracles* (Hercules in Roman mythology and Heracles in Greek mythology) to name just a few.

Zeus overthrew his father Cronus and the Titans, and fought extensively with his male siblings to gain the title of “ruler of the gods and men”. This, however, was not the only domain over which he reigned; Zeus is also regarded as the god of all aerial phenomena and therefore had the power to control rain, thunder, lightning and clouds. His weapon was known to be the thunderbolt which he could hurl at whosoever upset him. Zeus also had the responsibility of being the guardian of political order and peace. He was in charge of protecting and ensuring fair and just actions within all matters privileged to the gods.

The idea of Zeus being the “father-of-all” permeates Greek mythology and it was in this way that he was revered by the ancient Greeks. Furthermore, the very idea of Zeus residing on Mount Olympus as the “master of the universe” is strongly reflected in the different art forms from that period. Whether it is a painting or a statue, the most common theme is of him either seated in glorious majesty or upright and holding a raised thunderbolt in his right hand.

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VOCABULARY: MYTH AND FACT

The following words became part of our conventional vocabulary due to their presence in ancient mythology:

Colossal

Extremely large or on a great scale.

*The Atlantic Ocean is a **colossal** body of water.*

Academy

A school or place of training in which some special art is taught; such as the military academy at West Point; a riding academy; the Academy of Music.

*I attended a very prestigious art **academy** to learn everything I could about painting.*

Atlas

A bound collection of maps often including tables, illustrations or other texts.

*I referred to my **atlas** when I was drawing a map of Europe.*

Labyrinth

Maze, especially underground or covered.

*The city centre was like a **labyrinth** of streets going in all directions. It was very confusing.*

Mentor

A wise and trusted advisor, often someone who has reached certain goals which their pupil aspires to attain.

*In order to become successful in my career I found myself a **mentor** who helped guide me and gave me recommendations when I needed them.*

Nemesis

Worst enemy or strong competitor, also known as an archenemy.

*In the books by Sir Arthur Conan Doyle, Sherlock Holmes' **nemesis** was Dr Moriarty.*

Muse

An artist's inspiration for creating a work of art.

*It was always said that Yoko Ono was John Lennon's **muse**. She helped inspire many famous Beatles songs.*

Zephyr

A light breeze.

*Walking out into the sunset and feeling a gentle **zephyr** is a great feeling.*



Thespian

Of, or relating to drama and acting; dramatic, theatrical.

*Growing up, she always wanted to be a **thespian**, acting in plays and films.*

Odyssey

An epic poem, ascribed to Homer, that describes the journey of Odysseus after the fall of Troy. Nowadays used to refer to a long and difficult journey.

*The seven-day road trip we took seemed like more of an **odyssey** than a vacation.*

Iris

The coloured portion of the eye which contracts and dilates.

*Her **irises** are a beautiful shade of green.*





VOCABULARY: ROMAN/GREEK-DERIVED IDIOMS

The following English expressions are derived from Greek and Roman mythology or make reference to Greek language (either ancient or modern), as an archetypal foreign form of communication.

Achilles' heel

A fault or weakness that causes or could cause someone or something to fail.

*Although the team's attack was very strong, the manager knew their defense was the team's **Achilles' heel**.*

It's (all) Greek to me

It's incomprehensible; used when you don't understand something that is written or said.

*The programming languages used to create software programs **are all Greek to me**.*

Food of the Gods

Nectar and ambrosia were what the gods normally ate (they could, of course, eat almost anything, including humans).

*Nectar, **food of the gods**, was called the divine drink that the Olympian gods had. It had the magical property to confer immortality.*

A Trojan horse

A deception someone uses to trick an enemy which outwardly appears good but has a hidden malevolent purpose; also used in computer malware.

*The hacker sent me a **Trojan horse** which seemed like an innocent file, but it destroyed my computer.*

Rome wasn't built in a day

That sometimes it can take a while to do something properly.

*Although I am getting tired of reviewing the book I wrote I know **Rome wasn't built in a day**. I must take the time that is necessary to do it right.*

All roads lead to Rome

There are many strategies that can be used to get to the same goal.

*Jim, it doesn't really matter which strategy you use to study for the Algebra exam as long as we can memorize the formulas, **all roads lead to Rome**.*

When in Rome do as the Romans do

Adopting the customs of a certain culture (usually while on holiday). Sometimes shortened to simply "When in Rome".

*I wasn't going to have a gelato, but since I would only be visiting Italy for a short while, I thought, "**when in Rome do as the Romans do**."*



Playing Cupid

Matching two people together romantically.

*She had to thank her best friend for **playing Cupid** and setting her up with the love of her life.*

Clash of the titans

Usually used ironically or in sports, a game between two very important teams or players.

*This weekend the football match is between the top two teams in the league. A real **clash of the titans!***

Pandora's box

Opening or discovering something with unforeseen problems.

*He didn't realize that meeting her parents would be like opening **Pandora's box**. It turned out that there were a lot of serious dysfunctions in her family.*

To see the writing on the wall

When the eventual outcome of a situation is obvious.

*After 3 years of making a loss, the owner of the company could **see the writing on the wall**, and closed down the business.*





GRAMMAR: DEPENDENT PREPOSITIONS

Some verbs, adjectives or nouns are followed by a specific preposition (before the object) in order to give the sentence a specific meaning. Using a different preposition can change the meaning, or turn it into a grammatical error, sounding especially strange to a native speaker. Some of the more important prepositions to keep in mind are **for, from, in, of, on, to, with, and at**.

*I have a question **for** the teacher. (This means that the speaker wants to ask the teacher a question.)*

The dependent preposition in this sentence is **for**. If we change this preposition in the sentence or eliminate it all together the meaning of the sentence changes dramatically.

*I have a question **about** the teacher. (This means the speaker has a question in regards to the teacher.)*

I have a question teacher. (This means the speaker has a person who teaches him about questions, although this structure is unlikely to occur in reality.)

Let's look at another example with a verb and dependent preposition:

Compare:

Correct:	Incorrect:
<i>I applied for a new job.</i>	<i>I applied a new job</i>
<i>I applied to become a blood donor</i>	<i>I applied become a blood donor</i>

Unfortunately, there are no set rules for dependent prepositions; they must simply be learnt individually. Here are some of the most common combinations:

Verb + dependent prepositions

accuse s/o of	talk to s/o about s/th	refer to
apologise for s/th to s/o	warn s/o about	smile at
ask for/about	add to	thank s/o for
boast about	apply for/to	worry about
comment on	attend to	agree with
consent to	borrow s/th from s/o	approve of
face up to	compare with	believe in
interfere with/in	consist of	call for
long for	forgive s/o for	complain about/to
prepare for	joke about	deal with
punish s/o for	mistake s/o for	hear of/about
sentence s/o to	present s/o with	laugh at



object to	hope for	congratulate s/o on sth
prevent s/o from	lend s/th to s/o	excuse s/o for sth
rely on	pay for	insist on
succeed in	protest about	listen to/of
think of / about	run for	praise s/o for
aim at/for	suffer from	provide s/o with
argue with/about	volunteer to	save s/o from
belong to	allow for	stand for
care for	arrest s/o for	wait for
concentrate on	blame s/o for sth	
decide on	choose between	

Adjectives + dependent prepositions

according to	pleased with	doubtful about
ashamed of	satisfied with	fed up with
delighted at/about	sorry for/about	guilty of
envious of	unaware of	kind to
frightened of	afraid of	proud of
interested in	attached to	serious about
opposed to	dissatisfied with	sympathetic to(wards)
safe from	famous for	anxious about
similar to	good at	crazy about
typical of	keen on	enthusiastic about
accustomed to	popular with	fond of
astonished at	sensitive to(wards)	incapable of
different from	suspicious of	mad at/about
excited about	used to	puzzled by/about
friendly with	annoyed with/about/at	sick of
jealous of	aware of	tired of



Noun - preposition collocations

(take) advantage of	on second thoughts	(keep) in mind
attitude towards	under suspicion	(take) pleasure in
connection between	on the whole	reaction to
disadvantage of	in agreement	rise in
information about	on behalf of	at stake
(take no) notice of	decrease in	in trouble
in practice	under guarantee	under (no) circumstances
reduction in	knowledge of	attack on
room for	in order	on condition
on suspicion of	protection from	difficulty in/with
use of	result of	increase in
on average	solution to	need for
cruelty towards	in theory	in power
in doubt	difference between/of	reason for
(have no) intention of	all in all	at risk
under (no) obligation	comparison between	on strike
preference for	delay in	trouble with
report on	in (no/a) hurry	

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LISTENING: MYTHS

Historian: Presented as a giant volume of texts, oral histories, art, and more, Greek mythology continues to be relevant in the world we live in today. It is, in essence, a set of myths and legends that deal with gods and origins, ideas about the nature of the world, and an attempt to explain certain rituals and traditions that the Ancient Greek people had. The mythology itself provides a fascinating look into many aspects of daily life in Ancient Greece. Many scholars today also refer to Greek mythology to understand the overall genesis of myth-making.

While today we are familiar with many of the ideas of the history of Greek mythology, it was for a long while a process of passing it down through oral poems. These were first put into written form by perhaps the most famous scribe of his time, Homer. His two most famous works, Iliad and Odyssey, surround the events of the Trojan War and deal with many of the more famous gods contemporary people are used to hearing about.

While there may be a slightly negative connotation surrounding the word “myth,” traditional Greek stories delve deep into many of the themes concerning the origins of human life, the foundation for our suffering, and the human idea of aging among others. The overall impact of Greek mythology cannot be underestimated, especially in the way in which it still remains part of Western Civilization, pertaining to literature, art, and in some ways even language.





READING: OUR DIGITAL NEWS ARENA

Do you read a newspaper to get your information fix or dose on current events from around the world? I don't mean online, through a tablet, or even on the radio. I'm talking about physically picking up a copy of a newspaper and taking the time to look at it. Well, if this is something that you don't do, you certainly are not alone in today's world. The idea of the newspaper, or even just a single medium to transmit information, is rapidly becoming an outdated concept because of all of the different media technologies we now have at our disposal.

Owing to the significant advances in today's mobile technologies, news content has become a consumable commodity made available via the internet and through mobile applications. Meeting the increased demand for consumer interactivity has become a priority for many publishers who also pride themselves on efficiency and on being able to claim to be the one who 'breaks' the story first.

In an effort to constantly challenge mainstream news models we have seen rapid developments in the digital multimedia platform and a steep increase in social media and micro-blogging portals. Syndicating social media resources, known as 'digital curation', is regarded as a prudent strategy by the digital giants because it keeps reporting efficiency at its highest level. The way the media has embraced the value of social networking sites is recognition of the fact that through these prominent virtual communities, first-hand accounts of breaking news stories are frequently shared globally within moments of them occurring.

The highly polished landing pages of each digital news edition still have a tendency to lean towards the traditional structure of grabber headlines; however, they also include many other engaging multimedia formats too. For example, there are endless streams of video and audio files coupled with extensive search functions, reader polls, reader comments sections and social media sharing capabilities. The amalgamation of media has transformed our 21st century news landscape into an unprecedented consumer arena built on interactivity and user choices.

The idea of a newspaper having an online copy available is so entrenched nowadays that any publication without an online companion wouldn't be able to stand on its own two feet. The demand for headline immediacy combined with the way we relate to the various forms of digital media lends credence to the idea that, for some, the morning newspaper doesn't arrive fast enough.

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VOCABULARY: MYTH AND FACT

A shot in the dark

A guess at something without much certainty.

*The detective admitted that his theory was **a shot in the dark** and was very pleased to discover how close to the truth it really was.*

Put something on the back burner

Something (usually an idea for a project) that will not receive immediate attention.

*The planning committee agreed to **put the proposal on the back burner** and focus their attention on more immediate concerns.*

Go against the grain

To do something in a different way to how it is normally done, usually in the complete opposite manner to what is normal.

*It **goes against the grain** for Jake to admit that he is wrong.*

Live up to

To be as good as, or to go beyond a positive reputation.

*The honeymoon couple hoped that the holiday resort would **live up to** their expectations.*

Get to the bottom of

To find out the truth about something.

*They couldn't understand why they lost the contract but the directors are determined to **get to the bottom of it**.*

Be bad news

Something or someone who has a bad reputation.

*I do wish you hadn't invited that trouble-maker Carl to the party. **He's bad news**.*

News to me

I did not know that. Said when someone hears something surprising or implausible for the first time.

*My best friends just told me that my brother was getting married! I said that that was **news to me**, he hadn't mentioned a thing!*

No news is good news

Something you say for reassurance when you haven't heard from someone or about something for a long period of time.

*I'm still waiting to receive the results of the medical examination I had last month, but I guess **no news is good news**.*



Bad news travels fast

A saying which means that people will focus on something negative more quickly than positive news.

*My father always told me that **bad news travels fast**. I found out how right he was when the story of my car accident made the evening news.*

Bottom line

The most important fact in a situation.

*The football manager was furious. He told them “The **bottom line** is that if you don’t start winning I’m replacing all of you.”*

LISTENING: EVENTS OF THE DAY

Reporter: And now for a news update. Our top story of the hour is the developing situation down at the local zoo. A customer is accusing a chimpanzee of stealing his money clip when he was looking the other way at the primate exhibit. Unfortunately for the customer, the zoo, and possibly the chimpanzee himself, the particular section of the exhibit in question is out of view of security cameras, and zoo staff maintain there is no evidence of the chimpanzee indeed swiping the patron’s cash. We will keep you updated as soon as more information is granted to us.

Also, in weather, an absolute scorcher once again. If today’s holds, it will be the twenty fifth consecutive day without rain. And it seems, without even a gentle breeze, the heat wave will continue. We will have full details from Joe our weatherman in 10 minutes.

And finally, the big event coming through tonight, the concert. As Bruce Springsteen, also known as “The Boss,” prepares to play to a sold out venue with doors opening at 9pm sharp, people have already started lining up and gathering around outside in anticipation. Hopefully everyone will be able to stay cool and hydrated tonight, let’s turn it over to Dave with an update on sports...

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GRAMMAR: WOULD AND USED TO

I had to get used to the fact that he usually uses people for his own purposes.

Use **used to + infinitive** when referring to things that have happened in the past that no longer happen now, for example:

Past habits

He **used to write** the sports column every day but now it's a weekly feature.

As a War Correspondent she was fearless. She **used to stare** danger in the face every day.

Past actions

Newspapers **used to fly** off the printing press.

The newspaper boy **used to shout** out the headlines for people passing by.

Past States

There **used to be** a newspaper stand on every street corner in this neighbourhood.

I **used to live** and breathe the lifestyle of a photo journalist.

Use **would + infinitive** like **used to**, to talk about past habits or repeated actions (but not states) which happened in the past. **Note:** If an event has only happened on one occasion you **cannot** use 'used to' or 'would'. Instead, use the past simple tense.

Would

She **would read** her horoscope every day.

I remember, as children, we **would go** to the cinema at least once a month.

Would not

The negative form '**would not**' is often used to talk about refusals or events that should have but didn't happen in the past.

He wanted the planning committee to approve the purchase but **they would not agree**.

So sorry that I'm late, but my car **wouldn't start**.

Other uses of 'would'

We can use '**would**' in a way that suggests the past tense of '**will**' or '**going to**' (a future intention or prediction that happened in the past).

From a very early age, we knew that she **would become** a fashion designer.

I thought it **would snow** so I brought my big boots.

Using '**would**' as the past tense of '**will**' or '**going to**' is often found in reported speech.

"I'm going to study the article." (direct speech)

= She said that she **would study** the article (reported speech)

"I will increase workers' salaries." (direct speech)

= The director said that **he would increase** worker salaries (reported speech)



VOCABULARY: MEDIA

Featured story

An important or main item or story in a magazine or published news media.

*Let's use the article about the 'Moose on the Loose' as our **featured story**.*

Summary

Concise, brief or presented in a condensed form. Also a synopsis or round-up short version of a story detailing only its main points.

*By the time we arrived home the T.V. news show had finished so we listened to a **summary** of the day's news on the radio instead.*

Slander

A false, malicious statement, especially one which is injurious to a person's reputation; also the making of such a statement. Slander is spoken, if published it is known as **libel**.

*She was appalled by the lies said in the news and contacted her lawyer to discuss suing for **slander**.*

Eyewitness

A person who has seen an event first-hand and can report and as a result can testify to the occurrence.

*It was a tragic accident and the police are looking for **eyewitnesses** to find out what really happened.*

Correspondent

A journalist who sends reports to his newspaper or radio or television station from a distant or overseas location.

*Her career as a reporter continued to improve and within three years she was a senior **correspondent** for the BBC.*

Source

The origin of a new story. Usually, a person who tells a story to a reporter.

*The editor trusted the integrity of his **source** and agreed to publish the leaked details of the political scandal.*

Reporter

A journalist who investigates, edits and reports news stories for newspapers, radio and television.

*The CD signing event became a media circus! It was crowded with **reporters** from all over the world.*

Publisher

A person or company who publishes or is involved in publishing media, especially books.

*The **publisher** enjoyed the novel so much he offered the author a substantial publishing deal.*



Paraphrase

To express a phrase or sentence using different words to the original but preserving the meaning.

*The question was easy to understand because it was a simple **paraphrasing** of the original sentence.*

Editor

A person who edits and reviews media content and influences its eventual publication.

*The **editor** asked for a more aggressive reporting style for the featured news items before they went to print.*

Byline

A line at the head of a newspaper or magazine article carrying the writer's name, or additional information about the reporter's name, date of the reported news, and the newspaper it was written for.

Jonathon Partridge, 22th May 2014 Senior Political Correspondent for the Daily Citizen.

Headline

A heading or title of an article or piece of news.

*Aliens Alive and Well on the Moon!
Naked Man Arrested for Dangerous Driving*





WRITING: A NEWSPAPER ARTICLE

Write an article for the front page of a small town newspaper called 'The Citizen'.
Make sure you include: **the headline**, a **summary**, a **byline** and **the article content**.

What is an article?

An article:

- *is written for a wide audience, so it is essential to attract and hold the attention of your readers*
- *can be either formal / informal, depending on your target audience*
- *presented in a slightly less formal style than a report*
- *should give opinions and thoughts, as well as the pertinent facts*
- *is a piece of writing normally intended for a newspaper, journal or magazine*
- *should be written in an interesting or even entertaining manner - the main goal being not to bore the reader*
- *may include anecdotes, stories, reported speech and descriptions*

An article can

- *present an opinion or balanced argument*
- *describe an experience, event, person or place*
- *offer suggestions - but not in an overly personal fashion*
- *provide information - objective and subjective in nature*
- *compare and contrast issues of the day*
- *offer advice for everyday situations*





READING: A HEALTHY LIFESTYLE

Staying active using new and creative activities is a great way to stay motivated to maintain a healthy lifestyle. It makes staying fit pleasant and something to look forward to instead of a dreadful chore. Convincing yourself to be active and exercise regularly shouldn't be a constant battle, but when your only options are a simple run or a boring gym membership it can sometimes be hard to stay motivated. There are different ways to make sport and exercise fun, and changing things up every once in a while can do wonders to build an active lifestyle filled with regular exercise.

For example, working out with a group is a good start. Many people choose to run with other people to create a lighthearted atmosphere where things stay casual while raising their heart rates. Sure, there are groups that run together because they are training for a marathon but here, we are talking about a group of friends or colleagues that get together to blow off some steam. In the end, the group may run much slower and cover much less distance, but the social dynamics of a group are sure to stimulate interesting conversation which will make it seem as though the exercise is effortless. Exercise combined with smiles and laughter is a winning formula.

Another option is to find an enjoyable sport to participate in on a regular basis. This also works well in groups, and can end up feeling like more of a fun hobby than mandatory exercise. A popular option is tennis, as it is simple, requires little equipment, and inherently needs only one other person to participate. It is a simple sport to take up. Another enjoyable and refreshing option could be swimming, especially for those who live in warmer climates. Swimming allows someone to stay active all the while cooling off from those scorching summer days.

Finally, one new activity which has become very popular in recent years due to its great physical benefits as well as its positive mental and spiritual effects is yoga. This sport does wonders for sculpting a leaner, more flexible and balanced body. It is known for being a meditative and thoroughly relaxing physical activity that focuses on breathing and attentiveness towards the present. Many people who join their first yoga class as skeptics quickly feel its benefits and become regulars.

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VOCABULARY: EXERCISING

Relaxation

A time of resting and tranquillity.

*My mum takes 10 minutes each day to do some **relaxation** exercises.*

To hydrate

To add water, or in sport, to drink water or a sports drink.

*When working out it is important to stay **hydrated**.*

Heart rate

The speed at which the heart beats.

*Exercise with fast movement is a good way to raise your **heart rate**.*

Blood pressure

The pressure at which the blood moves through the veins and arteries of the body.

*The best way to lower a high **blood pressure** is to eat less salt.*

Cholesterol

A substance found in the body, when present in high quantities it can increase the risk of heart disease.

*Eggs are very high in **cholesterol**, especially the yolk in the middle.*

Obese

Extremely overweight.

*My little cousin is very **obese**; he is 10 years old and weighs 150lbs.*

Nutrition

What you eat and how it influences your health.

*When trying to be healthy, **nutrition** is an essential aspect to consider.*

Endurance

The ability to do something physically difficult for a long duration of time.

*Great **endurance** is necessary to be able to run a marathon.*

Aerobics

Exercise done in a group with a teacher and music.

*I love to go to **aerobics** classes, especially cardio boxing.*



Cool down

The period after exercising to relax and stretch the muscles.

*After an upbeat aerobics class there is always a five minute **cool down** at the end.*

In shape

To be physically fit.

*My New Year's resolution is to get **in shape**.*

Marathon

A race of 26.2 miles or 42 kilometers.

*The New York City **Marathon** is among the most famous in the world.*

Work out

To do physical exercise or training.

*To de-stress, I **work out** 4 days per week, usually by going to the gym.*

Burn off

Use up energy.

*Tonight I'm going to **burn off** some tension at spinning class.*





VOCABULARY: IDIOMS

A couch potato

Someone who is very lazy.

*My older brother is a total **couch potato**, he just watches TV all day.*

Weak at the knees

When a strong emotion overwhelms you, often love or fear.

*Holding my newborn daughter for the first time made me **weak at the knees**.*

Recharge your batteries

To rest in order to get your energy back.

*After months of working a lot of overtime it's time for a vacation to **recharge my batteries**.*

Kick the habit

To quit an addiction.

*I quit smoking almost 1 year ago; I think I can say I've fully **kicked the habit**.*

Score points

To do something (often for someone) that they approve of.

*I **scored big points** with my mum when I brought her flowers as a surprise present.*

Drop the ball

To make a mistake.

*I totally **dropped the ball** today when I forgot to pick up the cake at the store for the third time running.*

Jump the gun

To do something too early.

*It seems like he **jumped the gun** by telling people he got the job. They ended up giving it to someone else.*

Out of bounds

Something that is impolite or outside the conventional borders of social etiquette. It also means a place people are forbidden to go.

*She's got very strong political views, so that topic is **out of bounds**.*

Pump iron

To lift heavy weights.

*When you enter the gym you can always tell who is ready to **pump iron**.*



GRAMMAR: REVIEW OF 'SUPPOSE' AND 'SUPPOSED TO'

Although **suppose** and **supposed to** seem very similar, they mean very different things. It is important to understand how they are both used correctly.

Uses of 'suppose'

A) The most common way we use **suppose** by itself to mean **imagine** or **believe**.

*I **suppose** you feel bad about not getting a good mark on the exam.*

*I **imagine** you feel bad about not getting a good mark on the exam.*

B) Suppose can also be used to mean "what if".

***Suppose** we take the train to Berlin tonight?*

***What if** we take the train to Berlin tonight?*

C) Although we often talk about actions in a continuous form, we cannot use **suppose** in this tense.

*~~I **am suppose**ing you are leaving soon.~~*

*I **suppose** you are leaving soon.*

D) **Suppose** is also used in negative sentence structures when hoping or assuming that the response will be positive but assuming that it will be negative.

*I **don't suppose** you could let me speak to the doctor right away? (The speaker assumes that the answer will be no but really hopes it will be yes)*

*I **don't suppose** you could tell me where Farrell Street is, could you?*

Uses of 'supposed to'

A) **Supposed to** when followed by an infinitive verb means 'should'. When we use this sentence structure we are saying that something is a law, a rule or an obligation.

*I'm **supposed to** go to church every Sunday.*

*Billy is **supposed to** return his library books by next Tuesday.*

This form can also be used in the past tense. It signifies that something was planned to happen but actually didn't.

*I was **supposed to** go to the gym tonight but I got an unexpected call which changed my plan.*

*Wasn't Oliver **supposed to** call you today? I wonder why he hasn't called yet.*

B) **Supposed to + be** is used to signify something that is generally thought to be true.

*This movie is **supposed to be** really good. They spoke about it a lot during the award shows.*

*This is **supposed to be** the most beautiful coastal road in the world.*

C) A negative construction of **supposed to** means something is either prohibited or will not be allowed.

*I am **not supposed to** go across the street. (They have forbidden me from doing this.)*

*We were **not supposed to** drive that car. (It wasn't allowed, but we did it anyway.)*

Important note: when saying 'supposed' out loud, the 'ed' at the end sounds like a /d/.



LISTENING: WORKING OUT

Speaker 1: My favourite thing to do to keep up with regular exercise is to play pickup basketball with my friends. When I was in secondary school I played on the school team, but couldn't continue when I got on to university as I no longer had the stamina to keep up with the guys who dedicated almost all their time to the sport. But I still love to play. It's a great way to get cardiovascular exercise. Plus, I also really like doing physical activities with my friends; it helps to keep us close. Basketball is a high impact sport that doesn't really allow for any rest for the weary. You have to be in good shape, or playing basketball will be a miserable experience. If you combine my love for the sport with a good way to exercise, you can see why it's something I do around three times a week.

Speaker 2: Every Saturday and Sunday, I go for a stroll with my dogs to the dog park to meet up with some people that I've met there over the years. Now, it must be said that when I'm at the dog park, I don't really do any exercising. I mostly catch up with my friends who are there while we make our animals exercise; however, the walk to and from the park is well over an hour round trip, and luckily I live in a climate where good weather occurs more often than not. It used to be hard for me to motivate myself to do something on the weekends because I was so tired from the work week, but now I relish the opportunity to wake up early on my days off and catch some rays and burn off some steam.

Speaker 3: I exercise for a few different key reasons. The first is definitely to stay in shape. I feel best when I feel healthy and have lots of energy, and exercising is certainly something that allows me to accomplish both. The other main reason I exercise is to be able to just forget about what else is going on around me at the time. For both reasons, I run. Sometimes, I'll be honest, running sucks. It's hard on your lungs, and on your legs, and it can be hard to even start running in the first place. However, once you get going, it is an incredible release of endorphins that allows you to block out other things that are stressing you out. Plus, the feeling of accomplishment coming back from a long distance run is something that really can't be beaten.

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VOCABULARY: IDIOMS AND COLLOCATIONS WITH “CATCH”

Catch a bus

We need to **catch our bus** at 10pm to go back home.

Note: It can also be used for trains, planes, etc.

Catch a cold / the flu

To become sick with a cold or the flu. This expression works with any contagious disease.

Right as summer started Francis **caught a cold**; he was coughing and sneezing all week.

Catch a thief

To arrest or bring in a thief.

The police **caught the thief** right as he was running away.

Catch fire

To become alight.

With all the stray sparks from the burning pile of car tires, a patch of grass **caught fire** and began to burn.

Catch sight of

To first see someone or something for a short duration.

Brian **caught sight of** the robber right as he was leaving their house with the TV.

Catch someone's attention

To attract someone's attention.

Roxanne **caught her boyfriend's attention** when she put on the tight red dress.

Catch someone's eye

To make eye contact with someone or for something/someone to draw your attention (especially in a romantic way).

As soon as Brandy walked into the bar she **caught the bartender's eye**.

The gleaming new drum kit in the shop window **caught my eye** as I walked past.

Catch up with someone

To see someone after a long time and bring each other up to date.

My mum and uncle **caught up with each other** at last after not having seen each other for five years.

Catch you later

An informal way of saying goodbye

Ok, Gary I've got to go. **Catch you later!**



READING: THE LIGHT WITHOUT AN OFF SWITCH

The sun is a powerful source of energy and is the only one that we can say, for the sake of argument, is infinite in supply. This solar energy supports all life on our planet and is the basis for almost every form of energy we use. The sun makes plants grow, which are either burned as fuel or rot in swamps and in turn compressed underground for millions of years to become fossil fuels. But when we say “solar energy”, we are usually referring to the ways in which this energy can be used as heat to generate electricity.

Life on Earth would certainly cease to exist without it, and even those who live in places like Alaska or Scandinavia will testify that despite complaining about their summers of perpetual daylight, they also long for the sun’s return when the months of dark polar night come around.

Located ninety three million miles from the Earth, our light source is the main influence on everything that happens within our solar system. The eight planets and everything else in the solar system revolve around it, and its gravitational pull dictates the movement and positioning that we experience here on Earth with our neighbouring planets. Due to the sheer enormity of our solar system, one orbit of the sun takes 365.25 days, despite Earth’s astounding travelling speed of 30km/s.

The sun burns brighter than over 80% of the other stars in our galaxy. It is a place with violent disturbances, wild and sudden movements, and intense storms of atomic particles that hit the atmosphere not only of our planet, but of other planets as well. Its influence, we now know, seems to extend to much greater distances than we had believed possible.

Owing to its importance and meaning to all forms of life on Earth, ancient civilisations and cultures often regarded the sun as a deity. The Aztecs, for example, believed that the sun demanded regular human sacrifice in order for it to continue moving across the sky. Nowadays, however, although most cultures do not revere the sun’s glorious wonder and sanctify its life-giving power like the ancient Aztecs did, there are still many present day religions that give thanks to the sun for light and energy.

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VOCABULARY: ENERGY SOURCES

Fossil fuels

Decomposed animals and plants from millions of years ago, that are now burned for energy, e.g. coal, petroleum and gas.

Generator

A device that is used to create electrical energy, often used when main electrical power is inaccessible or not available.

Renewable energy

An unlimited energy source that can be replenished, for example wind, tidal, or solar energy.

Geothermal energy

Energy created by capturing the natural hot water or steam that comes out of ground.

Hydro power

Electricity created by huge volumes of water at high pressure being redirected through openings in a dam which drives water turbines that power electricity generators. Also referred to as **hydroelectric power**.

Solar energy

Energy created by capturing sunlight e.g. solar panels.

Nuclear power

Generating electricity by splitting atoms and using the energy to create steam to drive turbines connected to generators.

Power plant

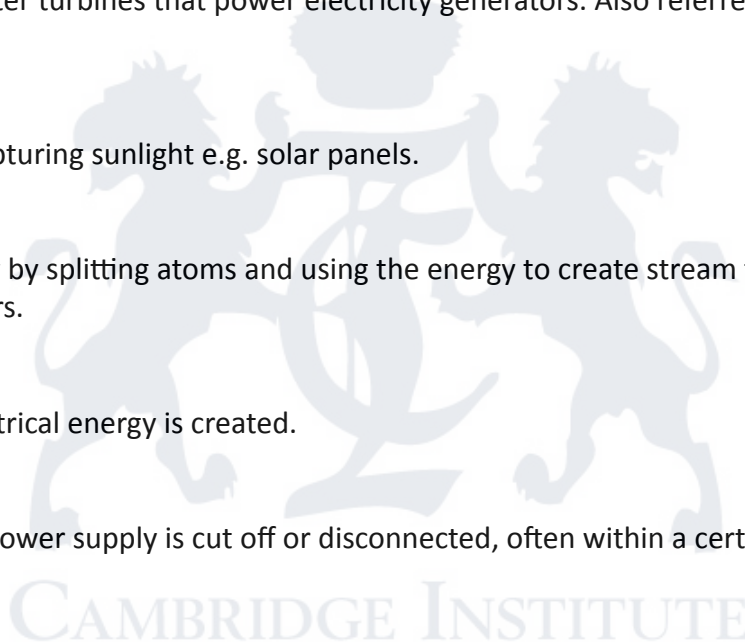
The place where electrical energy is created.

Blackout

When the electrical power supply is cut off or disconnected, often within a certain area of a city or town.

Nuclear waste

Waste created from nuclear power plants, usually radioactive and highly dangerous.





VOCABULARY: ENERGY IDIOMS

On a power trip

Behaving in a very bossy and controlling manner.

*The new director of our firm is **on a major power trip**, he is strutting around the building telling everyone what to do. He doesn't even know what my job is.*

Knowledge is power

The more you know, the more power you have.

Daughter: "Mom, why do I have to finish high school, it seems so useless."

*Mother: "**Knowledge is power** honey, trust me; the more you know, the further ahead you can get in life."*

Money is power

The more money you have, the more power you have.

*My plan is to work hard and save up all the money I make, then I'll be rich and as **money is power**, I'll be able to do whatever I want.*

Have no staying power

Something that won't last long or is simply not able to do the task.

*The runner took the lead early in the race, but **had no staying power** and was quickly overtaken again.*

Power something up

To start up a machine, often an engine.

*We all **power up** our computers in the morning before going to get our coffees.*

Add fuel to the fire

Make a problem worse.

*Telling your mum about the party after she already found out that you were smoking will just **add fuel to the fire**.*

Out like a light

To fall asleep quickly.

*I just went to check on little Sarah! She **went out like a light**; she was so tired from our day at the theme park.*

Shed some light on something

To provide information that beforehand was missing or unclear.

*We're hoping that this customer satisfaction survey will **shed some light on** why we've been losing customers recently.*



Down to the wire

To do or finish something at the very end of a process, especially one with a fast-approaching deadline for a project.

*The election for class president went **down to the wire**; we anxiously waited for the results until the last moment.*

Hair-raising

Fear invoking, frightening.

*Going on that roller coaster was quite a **hair-raising** experience.*

Blow off some steam

Do something to help release frustration or excess energy.

*I go to the gym at least three times per week, mainly to **blow off some steam** after work. Otherwise when I get home and I have too much energy and I can't sleep.*





GRAMMAR: CONJUNCTIONS

Conjunctions join two clauses together. There are two groups of conjunctions: coordinating and subordinating, and the type you choose will be based on the importance and emphasis of each clause.

A) Coordinating conjunctions are used to join two clauses that have the same level of importance. They are the most recognizable and include: **and**, **but**, **so**, and **or**.

*You can go to the movies, **or** you can go to the arcade.
I'm bringing a cake, **and** also some utensils to eat it with.*

B) Subordinating conjunctions join two clauses where one is more important than the other. The list of subordinating conjunctions is fairly extensive. Some of the most common ones are: **after**, **although**, **as if**, **because**, **before**, **even if**, **if**, **once**, **since**, **rather than**, **that**, **though**, **unless**, **when**, **where** and **while**. The placement of subordinating conjunctions is more fluid than their coordinating partners.

***Provided** you finish your homework, you can go to the party.
Don't do the driver's test **until** you have studied thoroughly.
As I told you earlier, we need to leave by 8am.*

Relation	Across sentences	Within a sentence
ADDITION & REPLACEMENT	also in addition furthermore moreover further besides likewise in the same way similarly	and, and also nor or, or else



<p>CONTRAST & COMPARISON</p>	<p>however</p> <p>on the one hand</p> <p>on the other hand</p> <p>in contrast</p> <p>on the contrary</p> <p>instead</p> <p>nevertheless</p> <p>even so</p> <p>despite this</p> <p>still</p> <p>yet</p> <p>in the same way</p> <p>likewise</p> <p>similarly</p> <p>in spite of</p>	<p>but</p> <p>whereas</p> <p>while</p> <p>yet</p> <p>even though</p> <p>although</p> <p>(just) as</p> <p>while</p> <p>both...and</p> <p>neither...nor</p>
<p>CAUSE & CONDITION</p>	<p>for this reason</p> <p>therefore</p> <p>because of this</p> <p>thus</p> <p>hence</p> <p>as a result</p> <p>consequently</p> <p>that being so</p> <p>in that case</p> <p>otherwise</p> <p>owing to</p> <p>thanks to</p> <p>due to</p>	<p>because</p> <p>since</p> <p>so</p> <p>so that</p> <p>in order that</p> <p>if...(then)</p> <p>if (+ neg verb)</p>





LISTENING: ALTERNATIVE ENERGY

Narrator: When the wind picks up at the foot of the Rockies, there are those who believe they can hear the future. At the National Renewable Energy laboratory, making alternative power sources competitive with fossil fuels has been a mission since the energy crisis of the 1970s. Scientists work to create solar cells far more efficient than those currently available to homeowners. They believe that the market for this technology is about to come of age. When it was installed, this was believed to be the largest residential solar electric system in the United States. The homeowner is actually selling electricity back to the power company.

Homeowner: I also feel good because I've always been committed about the environment and doing something. And we have to start as individuals to do things.

Narrator: But individuals can do only so much. Researchers here say for renewable energy to really make a difference, it has to be on a large scale. There hasn't been any great sense of urgency for finding energy alternatives. For decades, low gas prices have kept Americans in their cars, usually alone. But a jump in gas prices often spotlights the search for something else to keep all those cars going.

Researcher: What is in there now is material that looks like straw and it's actually the material that farmer just leave sitting on the ground after they go through and harvest corn. We're trying to get farmers to collect this material so that we can run it through a conversion technology to make new liquid fuels.

Narrator: Since the energy crisis of the 70s, some farmers have been diverting part of their grain harvest make a fuel called Ethanol. But the emphasis now is on the stocks and stubble left on the ground after the harvest.

Researcher: The cellulose that's in here, that's actually made up of sugars, is something that they can actually turn into Ethanol, the same way that their currently taking their corn grain and having it turned into fuel grade Ethanol.

Narrator: The National Renewable Energy Lab has a plant that converts harvest leftovers and just about anything else into fuel. Proving that renewable energy technology is viable remains a struggle, at least in America. Wind turbines were pioneered in the United States. But countries in Europe use them to supply more meaningful amounts of power. With the current energy situation labeled a crisis, the urgency for finding reliable alternatives to fossil fuels may have arrived. And for renewable energy, the future may be now.



GRAMMAR: INTERJECTIONS

Interjections are not official words, but sounds that help show emotion. These are used out loud, and in informal texts (text messages, online chats or emails) or in comics.

Note: Sometimes interjections will be stretched out to show stronger emotion.

Interjection	Meaning/expressed feeling	Example
Ah!	Fright or shock.	<i>Ahhh! There's a spider in my room.</i>
Aha	I understand.	<i>Aha! I see what you mean.</i>
Awww	When you think something is cute.	<i>Awww, what a cute puppy!</i>
Brrr	Being cold.	<i>Brrr... It's very cold out today.</i>
Duh	To show annoyance or that you think something is obvious.	<i>Of course I'm going to school, duh!</i>
Eh?	When you don't understand something or to confirm a fact.	<i>Eh? What did you say?</i> <i>So, you like Tony Malory, eh??</i>
Eww	Disgust.	<i>Ewww, Tony vomited in the street!</i>
Hey	Used to get someone's attention.	<i>Hey! What are you doing to that poor cat?</i>
Hmmm	Considering something.	<i>Hmmm... I'm not sure if I want to go.</i>
Huh	Confusion.	<i>Huh, that's strange.</i>
Oh	Surprise, when you realize something.	<i>Oh! I didn't realize you already had it!</i> <i>Oh, I'm sorry about that.</i>
Oops	Made a mistake.	<i>Oops, I already told Gina about the party. Sorry!</i>
Ouch	Express pain.	<i>Ouch, don't do that again, it hurt.</i>
Phew	Relief.	<i>Phew, that was close, we almost got caught.</i>
Ummm	When considering something.	<i>Ummm... I'm not sure when Julie will arrive.</i>
Whoa	Amazed or surprised.	<i>Whoa, that is the tallest building I've ever seen.</i>
Wow	Amazement.	<i>Wow, that's a beautiful sight.</i>
Ya	Sometimes means "yes" and other times "you".	<i>Hey, how are ya?</i> <i>Ya, I think you're right.</i>
Yeah	More casual form for "yes" also to express excitement.	<i>Yeah!! We can go!!</i> <i>Yeah? What do you want?</i>
Yuck	Disgust.	<i>Yuck, that's the worst pizza I've ever tried.</i>
Yo	Slang to get someone's attention.	<i>Yo Tony! Wait up.</i>



READING: WHAT IS GOVERNMENT?

It's a political world, and in keeping with our analytical human nature, there is a diverse amount of interpretation applied to the descriptions of government and politics and what they actually mean. So, instead of trying to explain what it all means, it seems more prudent to read from a collection of quotes gathered from the great minds of yore to discover what they had to say about government and politics. Some of the quotes are astute, some satirical, but they all possess a degree of insight:

"Reader, suppose you were an idiot. And suppose you were a member of Congress. But I repeat myself."

- Mark Twain

"Tact is the ability to tell someone to go to hell in such a way that they look forward to the trip."

- Winston Churchill

"Politics is the art of looking for trouble, finding it everywhere, diagnosing it incorrectly and applying the wrong remedies."

- Groucho Marx

"I predict future happiness for Americans, if they can prevent the government from wasting the labours of the people under the pretense of taking care of them."

- Thomas Jefferson

"What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or in the holy name of liberty or democracy?"

- Gandhi

"In politics, stupidity is not a handicap."

- Napoleon Bonaparte

"How can you govern a country which has 246 varieties of cheese?"

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- Charles de Gaulle

"I'm not the smartest fellow in the world, but I can sure pick smart colleagues."

- Franklin D. Roosevelt

"A primary object should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important? And what duty more pressing than communicating it to those who are to be the future guardians of the liberties of the country?"

- George Washington

"In politics we presume that everyone who knows how to get votes knows how to administer a city or a state. When we are ill... we do not ask for the handsomest physician, or the most eloquent one."

- Plato

"Knowledge makes a man unfit to be a slave."

- Frederick Douglass

"He who is to be a good ruler must have first been ruled."



VOCABULARY: POLITICAL FOCUS

Campaign

The promotional period before an election where the candidates try to persuade people to vote for them.

*For the presidential **campaign** the candidates traveled around the country trying to win votes.*

Elections

When people get to vote to choose a representative or leader.

*Once the **elections** were over, we quickly found out who our new prime minister was.*

Poll

Surveys conducted before elections to try to predict how people will vote and what the likely outcome will be. Can also be used in the plural to refer to the place where people go to vote.

*The outcome of the presidential election was a surprise, as the **polls** had predicted victory for the other candidate.*

*I make sure I'm present at the **polls** for every election, whether municipal, provincial or national.*

Congress

An assembly of representatives.

*The US **congress** meets regularly in Washington, DC.*

Popular types of Governments*

Anarchy

No government.

Democracy

A leader is elected by a majority group vote (of the people or elected representatives) and they wield ultimate power until the end of their period in office.

Dictatorship

The leadership, control and decision-making power of a nation is held by one person.

Monarchy

The power of the nation lies in the hands of the monarch (king/queen) and the power is inherited through the royal family by birth.

Republic

Leaders or representatives are voted in by citizens, the power is with the individual.

Totalitarianism

Government that has complete power over everyone by controlling not only all political and economic matters, but also the attitudes, values and beliefs of its citizens.



Communism

All property is owned/shared by the community as a whole and individual people receive and contribute things according to their needs and abilities, there is no privately owned property.

*most countries have a combination of these types of governments

Diverse

Consisting of many different elements; various.

*In a democracy, it's as important for parliament to be as **diverse** as possible so that it accurately represents the citizens of that country.*

Interpretation

An act of interpreting or explaining what is obscure; a translation; a version; a construction.

*This is highly likely to be the correct **interpretation** considering the close interconnection of politics and religion in the region.*

Prudent

Practically wise, judicious, shrewd.

*Being a politician means choosing and making **prudent** decisions in an environment that is often awash with complexity, uncertainty and strong demands.*

Satirical

Exposing faults in politics or society by ridiculing them.

*Some people believed the story about the Prime Minister and the farm animal, but it originally came from a **satirical** article.*

Pretense

Using a false reason to justify an action.

*The government cut the welfare budget on the **pretense** of saving money, but everybody knew it was also ideologically motivated.*



GRAMMAR: INTRODUCTORY 'IT'

The introductory "it" is used in several different circumstances:

A) Subject is an infinitive phrase

We use the introductory "it" when the subject of a sentence is an infinitive phrase.

Although the infinitive phrase is often correct alone, it sounds much better to add the introductory "it".

To sit on the beach / is pleasant. (infinitive phrase)

It is pleasant / to sit on the beach. (sentence with introductory "it")

B) Subject is a gerund phrase

We use the introductory "it" when the subject of a sentence is a gerund.

Having so many children to look after / is a lot of work. (gerund phrase)

*It is a lot of work / **having** so many children to look after. (sentence with introductory "it")*

C) Certain specific phrases

It's / It is better/best to...

It is essential to...

It is likely/unlikely that...

It is true/not true that...

It is probable that...

It is essential to ... always treat your grandparents with respect.

It is probable that ... I won't be able to come tonight.

D) To give emphasis (cleft sentences)

***Maria** was late to class yesterday. (Regular sentence)*

***It was Maria who** arrived to class late yesterday. (Places emphasis on Maria)*

E) In passive expressions

***Sharks are believed to be** the most dangerous creatures in the sea.*

***It is believed that** the most dangerous creatures in the sea are sharks.*



VOCABULARY: 'UP' PHRASAL VERBS

While 'up' may seem like a simple preposition, its addition to a base verb can drastically change the meaning and context of what is being construed. Like all phrasal verbs, most are used in a more informal setting, although it isn't taboo to insert them into speech or formal writing when given proper thought. Remember that dependent prepositions can either change the meaning of the verb or render the said verb incomprehensible. Also, as demonstrated below, phrasal verbs may have different connotations based on context:

Turn up

To appear suddenly.

*After being missing for over a year, the local boy just **turned up** out of nowhere.*

Set up

To organize; to trick someone.

*I need more time to **set up** the meeting for tomorrow.
The prank was hilarious, he **set her up** brilliantly!*

Hang up

To end a phone call (the opposite of pick up a phone).

*When she started yelling, I just **hung up**.*

Give up

Can mean either to surrender or to quit a habit.

*The besieged soldiers were forced to **give up** when they ran out of ammunition.
It's been six months since they **gave up** cigarettes together.*

Blow up

To have an outburst, to throw a tantrum.

*The boss **blew up** at the salesman when he found out about the loss of a major contract.*

Do something up

To redecorate or restore something.

*They're **doing up** their house at the minute; at the minute it's a mess but I'm sure it'll look great when it's finished.*

Dress up

To dress yourself in an elegant or fancy manner, or to wear a costume.

*Wow, she's really **dressed up** for the party tonight, that cocktail dress is so elegant.
For Halloween she **dressed up** as a witch.*



Bring up

To raise/introduce an idea; to raise a child.

*He was hesitant to **bring up** the fact that she was wrong the last time.*

*After his parents passed away, he was **brought up** by his aunt and uncle.*

Crack up

To laugh hard at something very funny.

*My nephew makes me **crack up** at the crazy questions he sometimes asks.*

Break up

To end a relationship; to become distorted and unintelligible (for video, sound).

*He's upset because he **broke up** with his girlfriend last week.*

*Our TV is rubbish, the picture always **breaks up** when it rains.*

Back up

To reverse; to support someone;

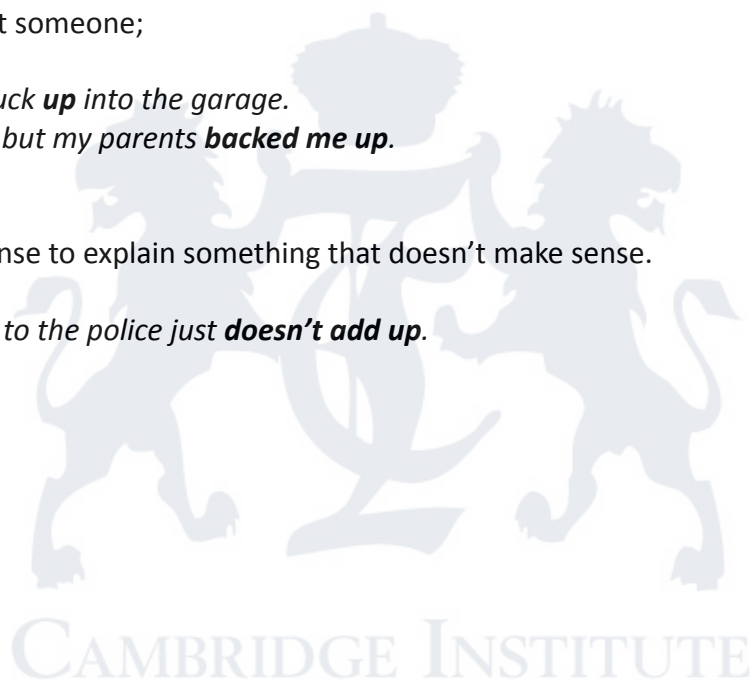
*He had to **back** his truck **up** into the garage.*

*Nobody believed me, but my parents **backed me up**.*

Doesn't add up

Used in a negative sense to explain something that doesn't make sense.

*The story he is telling to the police just **doesn't add up**.*





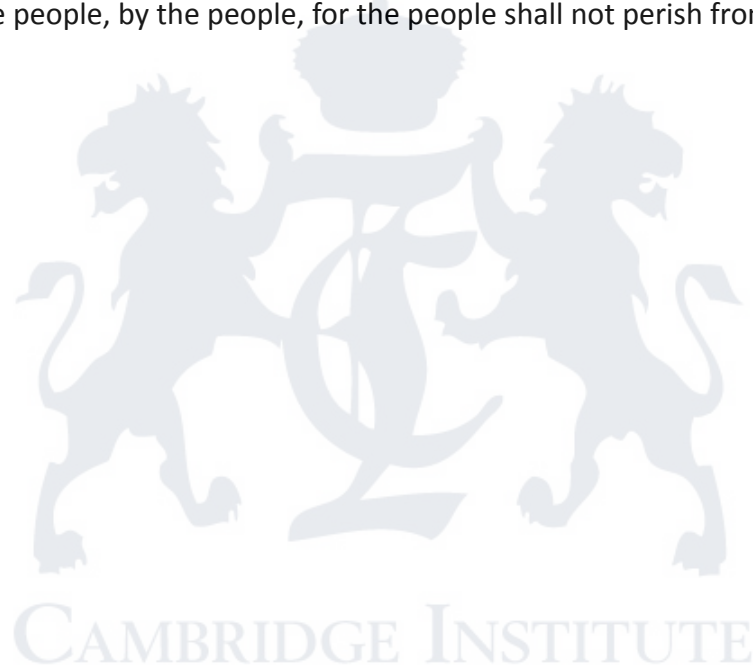
LISTENING: SPEECH BY ABRAHAM LINCOLN

You are going to hear a reading of the landmark Gettysburg address, given by Abraham Lincoln in the midst of civil war.

“Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.”





WRITING: LETTER TO THE MAYOR

Writing a letter to the Mayor has a few important distinctions from a normal letter mainly as a result of the position of office, which means the Mayor should always be referred to by title first, then surname, such as Mayor Smith. The content should be written just as any other letter, although remaining respectful and polite is essential.

Approaching the letter step by step

- Plan the letter and write a draft

Planning what's to be sent within the letter means that the final draft can be read far better. Take the time to make sure that every one of the issues and points of discussion are clear, whilst keeping the tone respectful.

- Always use the Mayor's title

Always address the Mayor as "Mayor (surname)" when directing questions or statements to them.

- State concerns and add a call-to-action

Depending on the agenda behind the letter — e.g. it may be to congratulate the Mayor on a job well done, or to complain— make sure complaints and/or concerns are clearly articulated and structured, using numerical or bullet points, along with what the writer hopes to see done as a result.

- Ending the letter and adding the address

When addressing officials or anyone in authority, for that matter, it is common practice to end with "yours faithfully," but any other polite closure is encouraged.

"I am writing to you today on behalf of myself and my fellow teachers of the Community of Madrid School District. We are extremely preoccupied about the state of our schools due to cutbacks. We understand that the city's finances have led to extreme budget cuts, but the quality of our schools has dropped tremendously over the past three years. ..."

Task:

Write a letter to your local mayor with suggestions of changes that could be made to your town to improve a current issue/situation that is affecting you. Then, explain how those changes will help better the situation and what you think will happen once those changes are implemented.



VOCABULARY: POLITICAL IDIOMS

Election frenzy

The hype surrounding an upcoming important election.

*As always, the 2008 American presidential process was marked by intense **election frenzy**.*

Gunboat diplomacy

When a nation uses military threats to get what it wants, instead of true diplomatic communication.

*The British Empire was built on **gunboat diplomacy**.*

Pork barrel

Appropriating taxpayer's money to spend on publicity to get political support (or a specific interest of a politician) rather than spending it on what the people need.

*That 6km underground highway was a total **pork barrel** project; it went far over the government's budget and now we have to face an increase in road tax.*

Toe the party line

To follow the orders of someone although you may not agree with their philosophy.

*Although it's known that not all members of the ruling party agree with the proposed law, they are expected to **toe the party line** and vote in favour of it in parliament.*

On your soapbox

When someone is speaking at great length about their beliefs on something they are passionate about.

*At Christmas, my grandfather always gets **on his soapbox** about how grateful we should be to live such safe, privileged lives.*

PC (politically correct)

Polite and neutral language like that used by politicians to avoid offending anyone.

*You're not allowed to swear on national television; it's just not **PC**.*



READING: A BRAVE NEW WORLD

“International business” was a term frequently used in the 20th century to describe a business which exported its products to other industries or markets abroad. If a business was branded as “international” it was highlighted as a success story because it had developed a product or service that had attracted strong overseas demand. The goal of international expansion and learning how to overcome national boundaries became deeply ingrained in 20th century business strategies, becoming a measure of a country’s independence, economic power and wealth.

Due to the rapid and vast improvements in communication technologies, faster ways of travelling and a relaxation of political boundaries, business in the 21st century embraces a new set of challenges. We no longer seek exclusivity to produce and export from our home soil. Instead, we look beyond the antiquated “international” business model to find new ways to influence all matters affecting the “bottom line” by putting more opportunities in place globally as a way of increasing profit.

Under the umbrella title of globalisation, our 21st century international businesses (often referred to as Multinational Enterprises or MNEs) approach their structure of business from a global perspective. Companies like McDonald’s and Sony Corporation fall under the title of MNEs. In becoming successful, global companies quickly recognised a freer trade movement between countries and had the correct foresight in their business strategies to include a global action plan alongside the fortitude to take risks. That is, they look at the whole scope of where they can take operations, how they can use their resources and the manner in which they provide goods and services to their customers. Furthermore, it is more than likely that any given MNE will undertake operations in more than one country just to facilitate easier or more cost-effective day-to-day activities.

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VOCABULARY: Focus

Authorisation

A document, decision or a set of rules which grants permission.

*A bank should always ask for client **authorisation** before they issue a new PIN code.*

Debt

The state or condition of owing something to someone else.

*The tabloid reported that the country's national **debt** was finally under control.*

Decrease

To become gradually less or smaller in amount or size.

*The value of the company's international exports had **decreased** over the past two years.*

Inventory

A detailed or itemised stock list of goods, materials or assets.

*The full value of the company became clear after a full **inventory** of its assets was published.*

Invoice

An official document detailing the total number of goods sold and the full value of each business transaction.

*They offer good deals on their latest computers. They are competitively priced with free delivery and thirty days to pay the **invoice**.*

Production

The process of producing something as a deliverable item.

*During their press conference Mercedes announced that their new prototype had gone into full **production**.*

Profit

The excess in revenue or financial gain made from regular business transactions.

*Our employees receive an additional bonus every three months as a result of the company's **profit** sharing scheme.*

Promotion

To advance to a higher position in work and often with more responsibility.

*Her loyalty and dedication was acknowledged when she received the **promotion** to regional manager.*

Responsibility

The assumption of ownership when fulfilling a duty, task or role.

*The manager accepted full **responsibility** for the shortfall in his team's performance of late.*



Risk

A source of probability or the chance of losing something to uncertainty.

*The global expansion programme was considered a huge **risk** at first but it quickly paid off.*

Distribution

The commercial act of supplying or delivering goods sold to consumers.

*Consumers demand fast delivery of their products so a first-class **distribution** chain is essential to any thriving business.*

CEO (Chief Executive Officer)

The person responsible for over-seeing all corporate operations; the head of the company.

*It was expected that the **CEO** would address the company's staff in the general meeting every year.*

Corruption

Dishonest or fraudulent behavior which violates a position of trust.

*Public confidence was at an all-time low due to the latest **corruption** charges brought against the government.*

Assets

Valuable items owned by a person or business.

*The business is a credit to its founders. It continues to grow its profit margins and is rich in **assets**.*

Depreciation

A notable loss in the value of money or assets.

*New cars often suffer from heavy **depreciation** and are worth considerably less than their purchase price within a short space of time.*

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VOCABULARY: IDIOMS

Blue chip

High quality.

*That company is the definition of **blue chip**. They are very well respected.*

Bells and whistles

All of the extra, fancy or unnecessary parts that go into something.

*His new car has all the **bells and whistles**, including the ability to park itself.*

Doom and gloom

A prediction that something is ominously negative.

*The financial collapse was preceded by months of **doom and gloom**.*

Foot in the door

To be hired at the lowest level with the idea that one will use the opportunity to improve their job standing and work their way up the ranks with hard work and dedication.

*He got his **foot in the door** thirty years ago and now he is the CEO.*

Bail out

When a company is not making enough profit and receives a large sum of money from an individual, company or government in order to avoid bankruptcy.

*Things got so bad that at one point the company had to be **bailed out** by the government, but now business is booming.*

Balance the books

To accurately account for all income and outgoings of a business.

*The management team agreed that if the company didn't **balance the books** soon they would have to start laying off staff.*

Ballpark figure

A prediction, guess or suggestion of a figure which will be used as a rough estimate for a potential cost or number of something.

*The **ballpark figure** suggested for the project budget should be close to ten thousand dollars.*

Buyer's market

An economic situation where the amount of a particular product or commodity available is greater than its demand.

*The resale value of cars has rapidly decreased over recent years. For those people with the money, it's a **buyer's market**.*



Calculated risk

A situation where the risk factor has been researched and considered.

*She knew that her ankle injury had not fully recovered, but her opponent was weakening. She continued to play the game and won! It was a **calculated risk** that had paid off.*

Cut a deal

To negotiate an agreement or make a compromise over something.

*The trade unions decided to **cut a deal** with the government and accept a five percent pay increase.*

Draw up a contract

To write or create an offer in the form of a legally binding document for two or more parties to sign.

*They were asked to **draw up a contract** to highlight the terms of their mutual agreement.*

In a slump

In a long-term economic state characterized by unemployment, low prices and low levels of trade and investment.

*The economic development of the city has been **in a slump** since the mills closed.*

In the red

If a person or business is in the red, they owe money to a bank.

*With all these bills to pay, we're going to be **in the red** this month.*

In the black

If a person or business is in the black, they have money in the bank and are not in debt.

*Incredibly, after spending all that money on holiday we are still **in the black**.*

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GRAMMAR: AUXILIARIES AND QUESTION TAGS

A question tag is simply a small grammatical structure which employs the use of an auxiliary (do, don't, did, didn't etc.) and is added to the end of a sentence to form a question. We use question tags to confirm information we already believe to be correct.

We use a question tag in its negative form to ask a question at the end of positive sentence.

*We are going to the show on Friday, **aren't** we?*
*That's such a shame, **isn't** it?*

Positive sentence	Negative Question Tag
We are going	aren't we?
That's such a shame	isn't it?

Conversely, we use a question tag in its positive form to ask a question at the end of a negative sentence.

*You don't like tuna fish, **do** you?*
*You don't need that, **do** you?*

Negative sentence	Positive Question Tag
You don't like	aren't we?
You don't need that,	do you?

Question tags with regular modal verbs

We use regular question tags at the end of modal verb phrases. They follow the same structure of positive sentence/negative question tag etc., but repeating the modal verb used in the first part of the sentence.

*Anyone could do that, **couldn't** they?*
*We should be going the opposite way, **shouldn't** we?*
*You can't swim, **can** you?*

Question Tags for Special Cases

Question tags, which are created for 'special cases', are considered to be irregular. That is, they adopt an entirely different tag.

A) I am: For negative contractions we do not say: "am not I?". The use of "I am" is always followed with the irregular question tag, "**aren't I?**"

*I'm a lucky guy, **aren't** I?*

B) You: (omitting auxiliary 'do'): Sometimes, when we ask someone a question, we omit the auxiliary 'do'. This type of sentence is a positive sentence which takes the negative question tag, "**don't you?**" and is used to confirm information we already believe to be true, rather than request new information.

*You like operatic music, **don't** you?*



Question Tags Using Modal Verbs

We can also invoke an irregular form of the modal verb when we form a negative question tag. We pair “will” and “won’t”.

*You will do that for me, **won’t** you?*

*You won’t try that again, **will** you?*

Suggestions

When we make a suggestion we often begin our sentence with “let’s” (let us). The question tag which compliments the use of “let’s” is “shall we?”

*Let’s start the exercise again, **shall** we?*

*Let’s go for a walk, **shall** we?*

Imperatives & Invitations

Imperatives are instructions and an invitation is an offer for someone to engage in some kind of activity or event. We use the irregular question tag “will you?” for imperatives and invitations which is a question tag similar to saying, “please”.

*Don’t smoke in here, **will** you?*

*Open the door for me, **will** you?*

Same Way Question Tags

When we wish to establish something as being true we use an affirmative question tag called a ‘same way question tag’. They are used to repeat what somebody has just said or to seek confirmation of some information:

*So, you passed your exams, **did** you?*

*You’re getting married soon, **are** you? Congratulations!*

Negative Adverbs

Never, rarely, seldom, hardly, barely and scarcely are all adverbs that convey variable degrees of negativity. We compliment the use of negative adverbs in a sentence with a positive question tag.

*He’s never late for work, **is** he?*

*She rarely makes a public appearance, **does** she?*

*We seldom experience failure here, **do** we?*

*It hardly matters anymore, **does** it?*

*You barely know me, **do** you?*

*You would scarcely find that around here, **would** you?*

We can also use auxiliaries to show **emphasis, questions, or agreement**.

*Emphasis: I **do** love going to the beach.*

*Question: **Did** you go on Saturday?*

*Agreement: “I hate Monday mornings.” “So **do** I.”*



Intonation

There are different reasons for asking questions and differences in the types of information we wish to receive when asking questions. It is through intonation (the rise and fall of tone) and the way we pronounce our question forms which determine the type of information we are searching for.

A) Questions which are seeking new information

How come you walk to work every morning?

In this example, the intonation of the intransitive verb ('come') uses a falling tone.

B) Questions which are checking existing information

Isn't this the time we usually take our lunch break?

The use of tone in this example emphasises a rise in pitch for the first and last word of the question. There are some questions which do not need a reply and the intonation used for these questions is a gradual rise in pitch at the beginning and fall in tone towards the end of the phrase.

C) Questions when giving instruction

Let's run through that exercise again, shall we?

In this example, there would be a rise on the first word, falling again for the rest of the sentence, and then another rise on the question tag.

D) Rhetorical questions

What do I (rise) care (fall)?

E) Aggressive or defensive questions

Isn't (rise) that a shame (fall)?

E) When we make a sarcastic remark

He thinks he's a cool dude (rise), doesn't he (fall)?



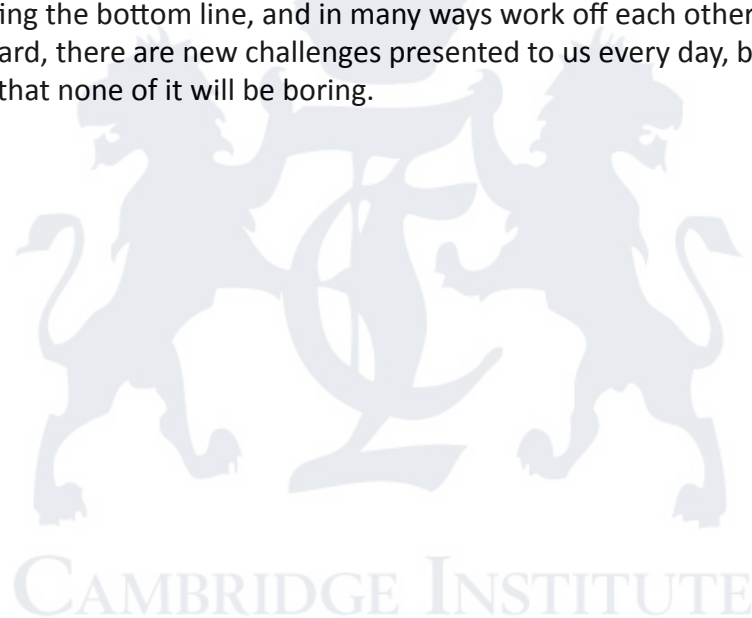
LISTENING: COMPANY STRATEGY

You are going to hear a business executive talk about his company's particular strategies and how they must adjust on a regular basis.

Executive: As we started out on our new business adventure we operated locally on a pretty small level at first. We would work hard every day to attract the kind of business which would enable us to grow quickly. One of our first challenges was balancing a budget partly needed for extending our marketing reach and also building our asset portfolio from within. Chasing capital is always more difficult in the beginning because you're strapped for resources to a certain extent, but we knew it was going to be an uphill battle and planned accordingly.

As we began to grow in size, and regional demand quickly blossomed into a national demand for our product, we had to develop new strategies as a way of adjusting to our new successes. Forward planning played such an important part of our game plan as we learnt to anticipate and deal with all the new problems which arose in different areas.

We completely revamped our product development sector as to try and cover all our new customer bases which had started to appear as we got bigger. This was challenging because we didn't want to isolate our original loyal customers, but we needed to expand. Furthermore, we had to maximise internal productivity with things like basic production, distribution, and hiring practices. All of those play a key role in affecting the bottom line, and in many ways work off each other. Even now, as we continue to move forward, there are new challenges presented to us every day, but in planning long term goals we can see that none of it will be boring.





VOCABULARY: BUSINESS

Open/close a branch

When a company is expanding or reducing its operation by opening new outlets or closing old ones.

*Good news for the local economy today as a major supermarket announced that it plans to **open a new branch** in the neighbourhood.*

Close down

To close permanently.

*The economic downturn has caused many firms to **close down**.*

Take over a company

The purchase of one company by another (usually buying out a competitor or rival company).

*After several years of bad results, the company was **taken over** by one of its main rivals.*

Make a profit

Receiving more money than you have spent; when your income is greater than your expenditure.

*The company has continued to **make a profit** and is considering expanding into Europe.*

Make a loss

Not receiving enough income to sustain the full operating costs of a business.

*Last quarter we **made a loss**, so we are implementing a serious overhaul of our operating procedures.*

Set up a business

To start a business.

*She studied languages, worked in a series of different companies and then decided to **set up her business**.*

Go out of business

The business is failing to make a profit and will close in the very near future.

*The restaurant was always empty. Everyone knew it would eventually **go out of business**.*

Expand the business

A substantial growth in business and its reach.

*The directors were very pleased with the market response to their product and drew up plans to **expand the business**.*

Go into business

The decision to start a new business venture or set up a new company.

*He had always wanted to **go into business** with her. She had talent and was hugely successful.*



Do business with (someone)

To buy, sell or supply a product or service to someone, or to work with someone in business.

*Thank you for your purchase; it was nice **doing business with you**.*

Import from

To purchase goods or produce from another country.

*I like to do business with him because it's cheaper to **import** his product **from** India than it is to buy it here.*

Export to

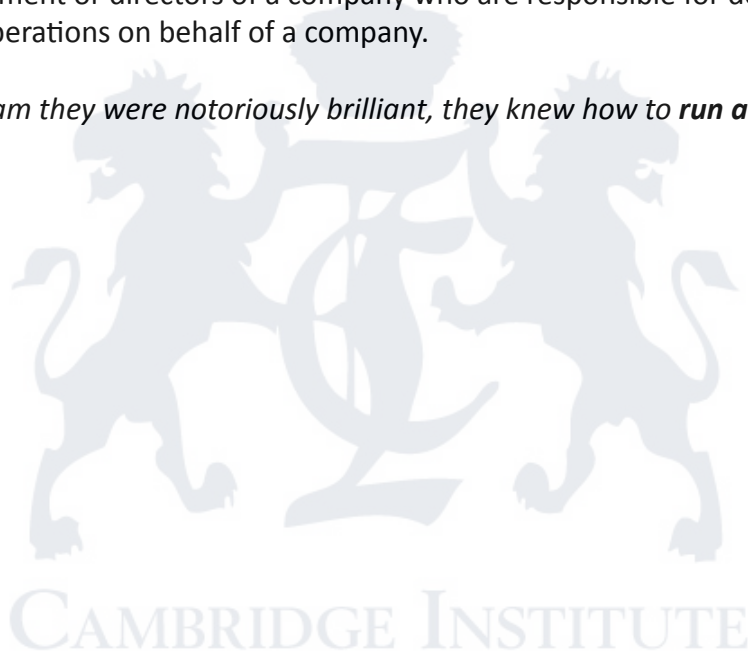
To sell goods to another country.

*The company was delighted to learn they had won the contract and that they would soon be **exporting to** Canada.*

Run a company

Refers to the management or directors of a company who are responsible for designing strategies and overseeing daily operations on behalf of a company.

*As a management team they were notoriously brilliant, they knew how to **run a company**.*





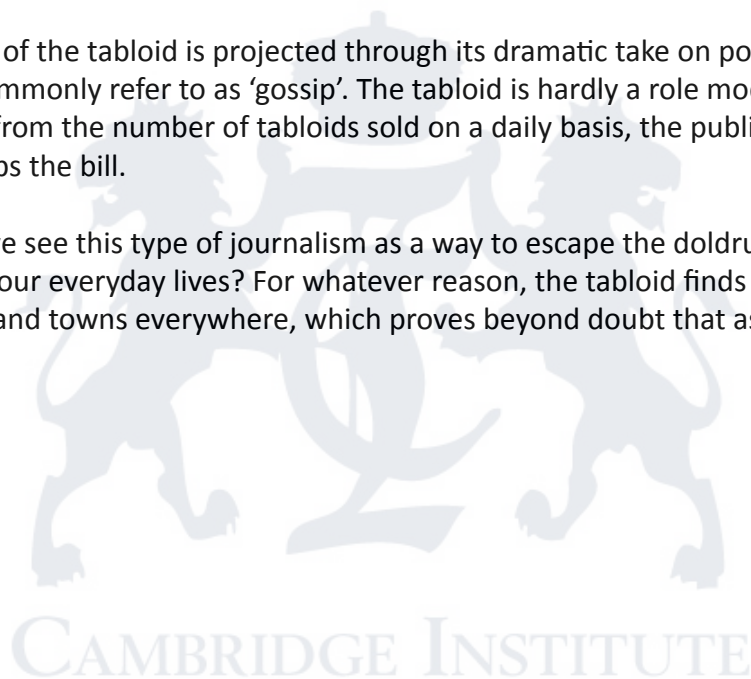
READING: TABLOIDS

The term 'tabloid' refers to a newspaper which is smaller than a typical broadsheet newspaper. In terms of popularity, it is the daily tabloid which often appeals most to the masses. With its large headlines and many pictures, the tabloid is widely recognised as an attention grabber whose appeal is created by arousing strong interest in its news items.

More recently, tabloids have become household names analogous with their notorious content rather than the traditional association of their physical size. As publications, they typically feature regular stories based on lurid news, biased articles that support popular opinion and a strong focus on astrology and sports activity. Through the tabloids, we are perpetually confronted with a barrage of sensationalised headlines, such as: '*Weddings on the Moon!*', '*A famous movie star cheats!*' and '*King Tut discovered!*' As a society, we absorb this type of headline on a daily basis, and it is in this way that the tabloid newspaper has become embedded into our lives.

For many, the appeal of the tabloid is projected through its dramatic take on popular news items in a reporting style we commonly refer to as 'gossip'. The tabloid is hardly a role model for innovative reporting but, judging from the number of tabloids sold on a daily basis, the public fixation on scandal and celebrity gossip tops the bill.

Maybe it's because we see this type of journalism as a way to escape the doldrums of routine that we allow it to pervade our everyday lives? For whatever reason, the tabloid finds its way into millions of homes across cities and towns everywhere, which proves beyond doubt that as a society, we thrive on gossip.





VOCABULARY: IDIOMS

A-list

The most famous celebrities, usually used to refer to the most successful musicians and Hollywood actors.

*It's impossible to go out in public if you are part of the Hollywood **A-list**.*

Only time will tell

The future is uncertain and cannot be predicted.

***Only time will tell** if they will be one of the best bands of this decade.*

Overnight celebrity

Someone who becomes famous very fast.

*After his outrageous performance on a TV talent show, he became an **overnight celebrity**.*

My lips are sealed

The promise not to say anything about an event or an occurrence.

*It's okay, I'll keep your secret. **My lips are sealed**.*

Let the cat out of the bag

To reveal a secret, often by accident.

*It was during a casual conversation that he **let the cat out of the bag** about his sister changing jobs.*

Dish the dirt

To speak ill of other people's private lives or reveal their secrets.

*As a journalist she was most feared because she would constantly **dish the dirt** on famous Hollywood personalities.*

To leak a story

To release confidential information to the press.

*He knew it would bring bad times to the company's door when he took the decision to **leak the story**.*

In the public eye

A reference made to a famous person who is seen in public regularly.

*Some say that people **in the public eye** have a duty to behave as role models for the rest of society.*



GRAMMAR: LINKING WORDS

Linking words and phrases simply connect ideas and sentences together in a coherent way. They appear as short connectors usually located between two contrasting clauses, although it is not unusual to find a linking word at the beginning of a sentence too. Their meaning and application in a sentence help to provide a smooth transition from one idea in a sentence to another.

Linking words like **although, however, similarly, consequently** and **furthermore** co-exist alongside phrases like **even though, as well as, in addition to**, and **in spite of** (among others) with the specific purposes of both signifying a coherent direction and bringing the ideas together. They are used frequently to connect additional information, to highlight by direct contrast, to illustrate, to compare, to conclude and to summarise. They are an important part of our language because they guide the reader (or listener) through the flow of ideas in our paragraphs or dialogues.

We use the following examples for:

Adding Information: *and, as well as, also, additionally, in addition to, furthermore, moreover...*

Giving Reasons: *because, due to, owing to, since, as a result of...*

Contrasting Ideas: *but, however, on the other hand, nevertheless...*

Setting conditions: *if, so long as, unless, whether...*





LISTENING: STAR GOSSIP

Speaker 1: Oh my goodness, did you hear about the A-lister and the rumours about his escapades?

Speaker 2: Yes, I did, do you think that they are true?

Speaker 1: Well, these days with some of the ridiculous tabloid stories that exist, you can never jump to conclusions about these kinds of things, but as far as scandals go, it seems to have some credence to it.

Speaker 2: I think that the fact he hasn't denied it, and they've photographed the wife without her wedding ring could be really telling. I'm with you about not totally trusting the tabloids, but this is not the first time he has been up against some outlandish rumors. Umm, they've never been this strong though.

Speaker 1: Yeah, and we all know that a profiled celebrity has little privacy in life and they are always going to be on the paparazzi radar. Those reporters are like blood hounds when searching for a story. What was he thinking?

Speaker 2: I always respected the humanitarian work he was involved in, but he did seem to be a player with the ladies well before he settled down with his wife. I think it's a blessing they don't have any kids...

Speaker 1: Yeah, I agree. I don't think I could ever live that kind of life, always watched and judged by people who don't even know you. It would also make you second guess your choices and actions, always doubting everything you do.

Speaker 2: The good thing is that superstars usually get a great deal of self-confidence from having adoring fans looking up to them all the time. Imagine having people half-way across the world idolise you. I'm sure that would counterbalance the negative effects of having people gossiping about your life.

Speaker 1: Well, I guess so. It must be a pretty surreal way of life.

Speaker 2: I do tend to disagree with you about one thing though; I think it would be a life I would rather enjoy. I could imagine myself as a superstar with adoring fans all over the world, posting pictures of me on their walls.



VOCABULARY: MEDIA TERMS AND EXPRESSIONS

To seek publicity

Desiring to attract the public's attention to a person, product, organisation, idea or story through the media.

*The musician was accused of **seeking publicity** when he performed a series of bizarre and dangerous stunts in prominent public places for no particular reason.*

Hold a press conference

To arrange a meeting for a range of journalists to attend an information sharing session with people who are in the public eye.

*The police decided to **hold a press conference** to discuss the public's questions about a recent string of murders.*

Receive (a lot of) coverage

To receive a lot of attention in the news.

*The Tour de France is a big event for the media and **receives a lot of international coverage**.*

Sue for libel

To take legal action against someone or a company responsible for writing bad things about a person or thing which is not true.

*He said he would **sue for libel** if the company didn't retract their former statement about him.*

Hit the headlines

To become the latest story in the news.

*A roundup of the day's news events showed that the sudden outbreak of hay fever in the UK was the latest story to **hit the headlines**.*

Make the front page

To become one of the leading or most important stories in the news.

*In recognition of her achievements, the story of her humanitarian work **made the front page** of the nation's press.*

Issue a press release

To distribute detailed information to the press about an event. Usually includes: dates, times, a venue, the information, a contact name and contact details.

*The theatre company **issued a press release** to publicise their latest production.*

Run a story

To publish an item of news across a media platform, such as: newspapers, TV, radio etc.

*It was a quiet day for breaking news so the editor decided to **run a story** about the spectacular rescue of a cat.*



Receive bad press

To have negative stories published about you.

*That film **received a lot of bad press** because of alleged problems with the plot, but I personally enjoyed it.*

WRITING: NEIGHBOURHOOD GOSSIP

Write a blog post about gossip that your neighbours told you about fellow community members.





READING: REGIONAL BRITISH

Which of the words *nick*, *niff*, *naff*, *nob* or *nark* can refer to the human head? What does the phrase “Take your mincers off me crisps” actually refer to? And is it possible to say “me computer” in place of “my computer”?

The United Kingdom has one of the most diverse and distinct set of accents, dialects and regional vocabulary in the entire world, and it's also the country most highly preoccupied with the social implications of its dialects. Generations of UK citizens have been living in the same areas for such long periods of time, that a strong regional vernacular has been developed within each different community. Surprisingly, these communities are found to co-exist in close proximity to each other.

One of the most famous local dialects in the UK is “Cockney”, the accent of the East London working-class born under the bells of the St Mary-Le-Bow Church in Cheapside, London. Although characterised by pronunciation changes like a hard shift in vowel sounds e.g. words like “day” /eɪ/ changing to /dæɪ/ there is also a glottal stop (an almost silent noise made at the back of the throat) which replaces the “t” sound when it's found between vowels. Another example would be the substitution of the “th” sound (/θ/) with an f (/f/). Unique pronunciation is not all that the Cockney accent boasts; even the grammatical structure of English is twisted on its head with the possessive pronoun “my” being replaced with “me” e.g. “That's me telly you're watching” and the use of the word “ain't” instead of “is not” or “isn't”.

But most bewildering for foreigners and native UK citizens (from different areas) alike is ‘Cockney rhyming slang’ (or CRS). It forms loose associations between words and corresponding rhyming phrases, and then shortens the phrase to the first word, eliminating the rhyme. There are a few Cockney slang terms that have reached widespread use all over England, such as “butcher's hook” which is often used in the phrasal verb, “to have a butcher's”, meaning “to have a look”. A “pork pie”, normally abbreviated to “porky” (e.g. “I think he's telling porkies”) is slang for a lie. The verb “to scarper”, which originally stems from the harbour in Scotland called Scarpa Flow, was rhymed with the word “go” and means “to leave”. Mince pies (shortened to “mincers”) are CRS for eyes, so “take your mincers off me crisps” is a warning to stop eyeing the speaker's crisps like you want to eat them.

“Received Pronunciation” (also called “RP”, “BBC Pronunciation” and “General British”) in stark contrast to Cockney rhyming slang, is perceived as the most neutral and standard form of UK accent. Traditionally, it was the manner of speaking for privileged, educated people who were drilled in its pronunciation in schools. From the late 19th to the late 20th century RP was practically the only accent permissible for news presenters and high-standing politicians.

Because RP has a strong association with England's people of wealth, power and privilege it is held by many in a negative light. Currently, almost no young people, regardless of social class, speak RP, as it is no longer given such importance in school. According to recent estimates, and although this is different in highly prestigious universities such as Oxford and Cambridge, fewer than 5% of British people actually speak “Received Pronunciation” which is indicative of a growing trend for the British to embrace their natural regional dialects.



VOCABULARY: DIFFERENCES BETWEEN NORTH AMERICAN AND BRITISH VOCABULARY

(American 1st, British 2nd)

Truck / Lorry

A heavy transport vehicle.

Fall / Autumn

The third season of the year.

Cookie / Biscuit

A sweet, dough-based baked dessert or snack.

Trash / Rubbish

Waste that has been thrown out; also called garbage or refuse.

Elevator / Lift

A machine for transporting people up and down a building.

Parking lot / car park

The area where cars are parked.

Potato chips / crisps

Very finely sliced, dry, crunchy potato fast food.

Note: In British English “chips” are the cooked wedges of potatoes that Americans call “fries”.

Apartment / flat

A dwelling, usually with only one floor, occupying part of a larger building.

Candy / sweets

A sweet confectionary.

Pants / trousers

A popular garment for the lower body with two separate tubes covering each leg and which are joined together at the waist.

Note: In British English “pants” means the same as “underwear” or “knickers”.

Flashlight / torch

Portable light-making device that is battery operated.



GRAMMAR: TO ARTICLE OR NOT TO ARTICLE, THAT IS THE QUESTION

INDEFINITE ARTICLES: “A” VS. “AN”

Indefinite articles are used to talk about singular nouns. As you should know, “an” is used instead of “a” before nouns which start with vowels, with three major exceptions.

A) When the word starts with the letter “h” but the “h” sound is not voiced.

An hour, an honourable swordsman etc.

B) When the word starts with a “u” or “e” but the sound is pronounced like the “y” in yeti.

A university, a unicorn, a ewe, a European lady etc.

C) When an “o” is pronounced like the “w” in wonder.

A one-eyed pirate, a once-prosperous kingdom

The definite article “the” is usually used to talk about **specific** singular, plural and uncountable nouns. Generally, the zero article is used to talk about **unspecific** plural and uncountable nouns.

We use the definite article when:

A) We think the listener or reader understands what we are referring to.

The car was hot, I was in the kitchen.

B) Before unique objects when we know there is only one of its kind.

The universe, the world, the economy, the south pole.

C) Before superlatives.

The biggest chocolate brownies, the fastest man in the world.

D) Referring to human families as a collective unit

The Simpsons, the Smiths, the Connells.

E) Before countries or nations that are made up of groups.

The United Kingdom, the USA, The Roman Empire.

F) Before names which include the word “of”.

The Republic of Argentina, the Cape of Good Hope, the Park of Saintly Adoration, the University of Yorkshire, the Lake of Lost Causes.

G) Referring to the time, day or month of the year, and there is an adjective before the noun or a clause or phrase following it.

It was the worst holiday ever, It happened during the summer of 1988.



Or when using the words **morning, afternoon, evening** and **weekend** .

I run in the morning, She studies in the evening.

H) It is known exactly which school, bed, prison, etc., is being referred to by the speaker and the listener of the conversation.

*I went to **the school** by St James Hospital, I served in **the prison** for twelve long years.*

We MUST omit the article (in other words use the zero article) when:

A) Generalising about plural and uncountable nouns (or noun phrases) and make generic or indefinite references to things.

*I love **croissants**, I'm terrified of **deep water**, I'm into **acid house music**, I think **budgies** are stupid.*

B) Using people's specific names or titles and when addressing them by their titles.

Jack, Elizabeth Hobson, Mr Brown, Miss Smith, Sir, Mister, Lord Smitter, Captain Silver, Doctor.

C) Using the specific names of mountains, parks, forests and lakes.

*Lake Elmore is beautiful, I have climbed **Mount Everest**, The northern slope of **Mount Taranaki** is my favourite place in the world, I hate **Central Park, Hyde Park** is full of stray dogs, Let's go to **Sheffield Forest** .*

D) Talking about games, activities and hobbies.

*I play **basketball**, They like **skiing**, She's a deft hand at **cards**.*

E) Talking about countries, continents, towns, streets and languages.

North America, Uruguay, Europe, Africa, London, New Orleans, High Street, Fitzgerald Avenue, Spanish, Russian.

F) With nouns that are followed by numbers.

*Do you have any trench coats in **size 16**? Continue to **gate 13**. I'll leave them for you at **platform nine and three quarters**.*

G) Talking about some modes of transport when using prepositional phrases.

I go to work by bus, We went on holiday by train.

H) Talking about institutions.

*He is **in jail**.*

*I am **at home**.*

*She goes **to school**.*

*We are **at work**.*

*They are **in hospital**.*



I) When referring to the time, day or month of the year except with the words **morning, afternoon, evening** and **weekend**.

*I arrived **on time**, We go to the beach **in summer, at midnight** .*

J) Certain prepositional phrases do not take an article.

*He likes to be **in charge**.*

*She was **in tears** after she broke up with her boyfriend.*

*We are **in danger**.*

*Those countries have been **at war** for years.*

*I learnt the poem **by heart**.*

*He's completely **out of control**.*





LISTENING: AMERICAN VS BRITISH ACCENTS AND EXPRESSIONS

American: You know, before I travelled to England, I didn't realize that there were so many different dynamics at play when someone is speaking with either an American or a British dialect. I mean, what some people don't realize is how much accents vary all over the United States and all over the UK. With the strongly regional forms I can't even understand someone from my own country, especially in the southern states, let alone someone with a thick Cockney accent or something. It just sounds so weird to me.

British: And with all the slang, I can imagine it'd be a nightmare to understand. Generally people in the north have very strong accents; we sometimes have to watch films shot in our own country with subtitles. But what I find so brilliant is how the vocabulary itself changes so much.

American: Yeah, it's pretty crazy how much it changes. Well, we can talk about some general differences that people may not be familiar with.

British: Or clued up on.

American: Exactly. (laughs)

British: For instance, yesterday you asked me what I was going to be doing 'on the weekend' and it sounded a bit odd to me because we say 'at the weekend.' I even know an Australian who says 'in the weekend'. To me, the weekend is not a surface! You can't be 'on' or 'in' them!

American: But what about the days of the week? On Monday? How come Saturdays can be surfaces but not weekends? Your way makes no sense.

British: Mm, that's kind of true. Grammar in general is pretty mystifying to me. Also, when you asked where the gas station was, the first thing that popped into my head was "You're looking for a gas canister station? What?" and I had to remember that it meant petrol station, for your car.

American: Yeah. I once heard someone say 'lorry' for what we would call a 'truck' and it caught me off guard because that's my mom's name.

British: You mean mum!

American: Ha-ha, no my mom's name, it's not something I associate with traffic.

British: It's bonkers when you think about it. We also use the metric system: metres, centigrade, litres, and so forth...

American: Right. Whereas, we use: feet, Fahrenheit, and gallons. They are actually the out-dated British measurements.

British: Ha, it's strange how you are the newer country and yet generally, Americans speak an older form of English.

American: In some ways, yeah. I mean we are just talking about spoken examples right now, not even getting into the differences on paper...



VOCABULARY: IDIOMS

Drive someone crazy

Irritate very much (**Note:** can also mean to excite sexually).

*Stop that, you know **it drives me crazy** when you bite your nails.*

Take forever

To take a long time.

*God, this drive **is taking forever**. We're not even half-way there yet!*

Weigh a ton

To be very heavy.

*Mate, can you help me with the shopping? These bags **weigh a ton**.*

Be speechless

Feeling extreme emotion - usually shock.

*You want to give me a brand new car for free? Beatrice, **I'm speechless!***

Be starving

To be very hungry.

*Let's go get a pizza, **I'm starving**.*

Cost a fortune

To be very expensive.

*This new caravan **cost me a fortune**, but it's so beautiful and well-equipped that I don't even care.*

Go out of one's mind

To be highly stressed/worried/going crazy.

*Not only do I have to finish the entire project in two days, my manager wants to fire me and my daughter keeps getting into trouble at school. **I'm going out of my mind**.*

Be crazy about something

To absolutely love something.

*We were standing for five hours in the rain to get the tickets, but it was worth it, **I'm crazy about** that band.*

...is killing me

Something is very painful/annoying/hilarious.

*Heavens, my feet **are killing me!** Can we sit down?*

Be dying for something

To really want something.

*Man, **I'm dying for** a drink, let's find another pub and order some beers.*

