



C2.1

Global English

2nd
edition

*C2 level according to the Common European Framework of
Reference for Languages (CEFR)*



CAMBRIDGE INSTITUTE

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First published 2017
2nd edition 2018

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**GLOBAL ENGLISH
LEVEL: C2.I**



READING: NOT ANOTHER UFO CONSPIRACY THEORY

Humanity has obsessed over life on other planets since time immemorial. The question “Are we alone in the universe?” has been on a par with all essential questions we have, such as “Where do we come from?” or “What is the meaning of life?”

There have always been those to whom the satisfactory answer would come from religion. For many centuries it was actually the only source of answers. Its mythological characters and stories, albeit not fully convincing to some, have helped appease our anxieties and make sense of the universe.

However, it wasn't long before our innate curiosity took over and such explanations gave way to more modern, scientific views, which, in turn, led us on an amazing journey of discovery that seems to be far from its end.

We have learned, for example that, in our galaxy alone, there are about 300 billion stars like our sun and 100 billion other planets. Add to that the fact that there is estimated to be as much as 100 billion galaxies in the universe, and suddenly we are faced with the obvious conclusion: either life is absurdly rare, which would inevitably mean it is impossible to discover how it originated on Earth, or there must be millions, if not billions, of planets teeming with life of all forms across the universe.

21st century technology has also contributed enormously in our quest. Scientists can now search beyond our solar system and have been able to identify a whole plethora of so-called exoplanets, many of which are likely to hold the necessary conditions for life to thrive.

One of such planets is Kepler 168f, a planet about the same size of Earth, which orbits an M-dwarf star (a star cooler than our sun) in a 5-planet solar system 490-lightyears away from us. It is believed to be located in the habitable zone of the system, which means it is likely to contain liquid water, a crucial element for life to evolve.

Assuming that Kepler 168f does harbour life, however, may still embitter those who long for seeing their sci-fi dreams come true. Life forms on this planet may not meet our criteria of “intelligent life” and we are still to discover a way to travel such incredible distances in order to “make contact” with them. On the other hand, if we consider where this journey began and how much we have learned and developed since, then there is still a beam of hope. If there is life, it evolves.



GRAMMAR: PERFECT FORMS REVIEW

This area often continues to pose problems for students even at proficiency level. A perfect verb indicates not only the time of an event, but also shows how the speaker sees the event, sometimes connected to a later event or as being completed by a certain time.

Let's review these forms and their uses:

Present Perfect Simple

Form: have/has + verb past participle

Uses:

To talk about life experiences

That is a great novel! I've read it twice.

To talk about situations that started in the past and are still true now

Tom and I have been married for 25 years.

To talk about the present effects of something that happened in the past

I haven't renewed my passport, so I can't travel with you this week.

To talk about recent events

Jane has just called looking for you. She seemed nervous.

Present Perfect Continuous

Form: have/has + be past participle + verb + -ing

Uses:

To talk about situations that started in the past and are still continuing in the present (unfinished actions)

I've been taking medicine for my allergies.

Past Perfect Simple

Form: had + verb past participle

Uses:

To talk about a situation that happened before another situation in the past, or before a specific time in the past.

We had heard a noise in the kitchen so we went downstairs to see what it was.



Past Perfect Continuous

Form: had + be past participle + verb + -ing

Uses:

To talk about a situation or action that caused something in the past.

*I wanted to sit down because I **had been walking** all day.*

To talk about an action that started in the past and continued up until another action or event in the past.

*I **had been living** in Rome for a year when I met my girlfriend.*

Future Perfect Simple

(Talking about the past in the future)

Form: will + have + verb past participle

Uses:

To talk about a completed action before another action in the future. It can also show that something will happen before a specific time in the future.

*I **will have finished** my homework by the time you arrive.*

*I **will have finished** this book by next Monday.*

To talk about the duration before something in the future.

*I **will have been** in Spain for one year by the time I leave.*

Future Perfect Continuous

Form: will + have + be past participle + verb + -ing

Uses:

To show that something will continue up until a particular event or time in the future, usually with a time word (for two hours, for one year, since Monday).

*I **will have been studying** English for 10 years next May.*

To talk about a situation or action that will be caused by another action in the future.

*I'll be too tired to do anything when I arrive because I **will have been travelling** for 12 hours.*



LISTENING: COLONIZING MARS

Interviewer: My guest today has become the pivot of all talks about space exploration. He has been working with NASA for the last decade and has recently announced his efforts to set a colony on Mars. In the studio today, Dr. Rupert Brown. Thanks for coming.

Dr. Brown: Thanks for having me.

Interviewer: Many people might hear about this project and say this should not be our number 1 priority in terms of investment. Actually, some of your colleagues have stated that we actually know more about other worlds and our own moon than we do of our own planet, and maybe that money should be used to discover more about our resources here, ones we could tap into first, before investing on colonizing outer space.

Dr. Brown: If you asked anyone today what happened of significance in 1492, they will say it was Christopher Columbus setting sail on his voyage. But people obsessed with mundane affairs living at that time would think Columbus was not nearly as important as the fact that the Borgias took over the Papacy or the head of the Medici family died, or that England and France signed a peace treaty. All of which also happened in 1492. Only history books even know about such events today. Because they were all of temporary significance. What Columbus did, opening up a new world to western civilization, it transcended his time and changed the world and the way we do things today. I believe the main significance of NASA and the United States 500 years from now will be that we opened space, we opened the universe to humankind.

Interviewer: But isn't it too risky? I mean, colonizing another planet without even knowing what we might find there?

Dr. Brown: Well, the real question is: are we still the kind of people we used to be? Are we still pioneers? Are we still the kinds of people who cross oceans and transform a wilderness into a continent of civilization and take the risk required to do that? What guaranteed that Lewis and Clark would be safe crossing America? What guarantees did Columbus have? Had he insisted on waiting for "safe" before he went into the open ocean, he never would have gone. No one would ever have gone. And for us to say we can't go to Mars until we know it's safe is saying we can't go to Mars. But furthermore, it's not just saying that. It's saying we're no longer the kind of people we used to be, and that is something we cannot afford.

Interviewer: So we can conclude you really believe this is possible.

Dr. Brown: I do think that we can actually establish a human base on Mars, growing into a colony for, in fact, a small fraction of NASA's current budget and we can have a space program that explores and settles new worlds.

Interviewer: Now, if you have a colony on Mars or at least a substantial base, what are you going to use that base for?

Dr. Brown: To support exploration and to support research, while learning how to be self-sustainable on Mars. We're going to have a population of technologically adept people in a challenging environment where they'll be forced to innovate. And they will be distant from the regulators of Earth, so they will also be free to innovate. Under these conditions you'll have a pressure cooker for invention. Just as we had so many other times in our evolutionary process.



Interviewer: What is terraforming and how could it be implemented on Mars?

Dr. Brown: Terraforming, or planet engineering is the process through which we take a planet that is currently not habitable and change it so that life can survive on it. The problem with Mars is that it's too cold and the atmosphere is too thin. In order to make it habitable we need to both increase the temperature and the pressure on Mars. The first step in that is probably making super greenhouse gases that would warm up the atmosphere. As the planet warms, water and carbon dioxide from the sub-surface and also from the polar caps is going to be released into the atmosphere, that will thicken the atmosphere, which will warm the planet while increasing the pressure so liquid water can be stable on the surface of the planet. It's difficult, but feasible.

Interviewer: And can we do it now?

Dr. Brown: Considering our current capabilities, terraforming Mars is still not possible, but it will be within the capabilities of the people of the future, provided we continue on a vector that supports human development of new technologies.

Interviewer: Dr. Brown you are certainly an inspiration to the pioneers of the 21st century. Thank you very much for this interview.

Dr. Brown: Thank you.





VOCABULARY: SPACE IDIOMS

Once in a blue moon

Something that rarely happens.

*An honest politician is something you see **once in a blue moon**.*

Come back down to earth

When we go back to our ordinary routine after doing something fun.

*The weekend was great but on Monday I had to **come back down to earth**.*

Everything under the sun

Everything that exists or is possible.

*He is really intelligent. You can talk to him about **everything under the sun**.*

Reach for the moon/stars

Work hard towards a certain goal, generally something very difficult.

*If you want to be successful, you must **reach for the stars**.*

Out of this world

Something great.

*My mom's cooking is **out of this world!***

Be over the moon

To be very happy about something.

*My sister **was over the moon** when she got the job.*

It's not rocket science! (informally: It ain't rocket science)

Expression used to say that something is not too complicated.

*How come you can't fill out this form? **It's not rocket science!***

Be a waste of space

Something or someone considered useless.

*I can't stand my roommate anymore! She **is a waste of space!***

Live on another planet

Someone who is not realistic.

*She is **living on another planet** if she thinks she will pass this exam without studying hard.*

Spaced out

Become distracted or inattentive.

*I don't like taking this medicine because it makes me feel **spaced out**.*



WRITING: COLONIZING MARS

You are one of the editors for Sci-Yes Magazine. Write a 280-320 word article using the following headline:

Mars Settlement Mission Lifts Off
10-year plan laid out for initial wave of settlers by 2026, Mars Chartered announces

Notes to remember:

- Mars Chartered is a non-profit organization working on establishing a human settlement on Mars.
- Mars Chartered is currently in the process of selecting volunteer astronauts who will be trained over the course of 10 years and then sent to Mars for permanent settlement.
- An exploration mission and communication satellite are scheduled to launch in 2020.
- The five cargo missions containing two living units, two life support units and a supply unit are scheduled to depart in 2024.
- Chosen crews will depart for their one-way settlement mission to Mars starting in 2026; subsequent crews will depart every 24 months after the initial crew has left for Mars.
- All missions from Earth will take one Earth year to land on Mars.
- Be descriptive in explaining how Mars Chartered plans on sustaining life on the Red Planet (life supports, infrastructure, botanic solutions for growing food...etc.)





READING: EMOTIONAL INTELLIGENCE AND ITS IMPORTANCE

You are going to read a newspaper article about Emotional Intelligence. Six paragraphs have been removed from the article. Choose from paragraphs A-G the one which fits each gap. There is one extra paragraph which you do not need to use.

Emotional Intelligence and its Importance

Coined by Michael Beldoch in 1964, the term Emotional Intelligence is used to refer to the ability to recognize people's emotions and use emotional information to guide thinking and behavior.

1. ____ According to Daniel Goleman in his 1995 bestseller "Emotional Intelligence – Why it can matter more than IQ", an emotionally intelligent person is someone who:

- is self-aware: emotionally intelligent people have self-confidence, are trustworthy, know how to accurately assess who they are and have awareness of their own emotions.

2. ____

- is socially aware and skillful: these people like team work, have leadership skills, are thought to be the catalyst for change, have the ability to win friends and influence people, are generally empathetic and can see the world through other people's perspective. They are also politically aware and know how to manage conflict.

3. ____ However, in recent years, despite all the efforts to prove how important – and real – emotional intelligence is, the concept has met with some vitriol.

4. ____ Dr. Sean Branson*, for example, believes that leaders with high emotional intelligence, but with selfish motives, can use their mastery of emotion as a weapon for manipulating others. "Nobody mentions that insofar as emotional awareness is concerned, Adolf Hitler would probably score just as high as Dr. Martin Luther King Jr.", he says.

He also indicates that the testing methods are not scientific and their results are essentially meaningless, since the questions are heavily dependent on self-perception and self-reporting, which means the respondent can easily cheat the test and obtain a high score.

5. ____, he fires. Behavioral psychologist Amanda Hunt* concurs with this view and adds that linking emotional intelligence to leadership performance, business success and personal happiness is a dangerous mistake.

6. ____, she ponders. As with most aspects of life, intelligence is a multifactorial as well as multifaceted topic and there are no simple recipes for what is optimal. Actually, the mere definition of what optimal means in this case is already a hard task. The human mind consists of layer upon layer of neural pathways that are formed and reinforced over decades by the inner workings of our emotions and our surroundings alike. The key to success probably lies on learning how to make the best of what was handed to us.

* fictional characters



A) “The more delusional, narcissistic and sociopathic the individual is, the easier it is for them to manipulate the results and come out sounding like they are as self-aware and as sympathetic as a Buddhist monk”

B) is self-regulated: people with high EQ are self-motivated, believe in commitment, and have drive, passion and optimism.

C) It was in the 1990s, however, that the term became not only popularly known, but practically essential to any HR recruiter and one of the most important features a person can have and develop.

D) “There are lots of different ways to become a highly accomplished leader and enjoy a successful career. If on the one hand we can mention Richard Branson as an example of an emotionally intelligent CEO, on the other hand we have names such as Steve Jobs, Bill Gates and Mark Zuckerberg who are known for having succeeded using their high IQs, not EQs. Emotional awareness does not necessarily mean behavioral change, nor does it guarantee success”

E) There are probably people who are academically brilliant and yet are socially inept and unsuccessful at work or their personal relationships. When it comes to gauging job candidates, many companies view EQ as being as important as technical ability.

F) Such an amazing description of a perfectly exemplary and balanced human being, obviously made the whole business world aspire to fill their ranks with highly emotionally intelligent people in all areas. For the past 20 years countless books have been published, seminars have been organized, gurus have been summoned (and generously paid for) in order to help people improve their emotional intelligence and become great leaders.

G) Neuroscientists do not reach a consensus even to define tools to measure emotional intelligence and some point out to its dark side, often conveniently left out of self-help bestsellers.

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GRAMMAR I: STATIVE VERBS

A Stative (or State) Verb is a verb used to describe a state that stays unchanged rather than an action or ongoing events. As they describe a state, they are not used in **continuous forms**.

The most important and common stative verb is the verb **BE**.

Other stative verbs, generally speaking, fall into 4 categories:

Mental processes

In this category we have verbs like: *remember, forget, think, believe, know*

Example:

Andrew told me he **believes** in UFO's.

NOT Andrew told me he ~~is believing~~ in UFO's.

Sense of possession

In this category we have verbs like: *own, have, belong, need, want, lack, contain*

Example:

This decision **lacks** common sense.

NOT This decision ~~is lacking~~ common sense.

Emotional states

In this category we have verbs like: *love, hate, loathe, doubt, care, need*

Example:

I **doubt** they will reject the offer.

NOT I ~~am doubting~~ they will reject the offer.

Senses

In this category we have verbs like: *smell, hear, see, taste, feel, hurt, ache*

Example:

This pie **tastes** wonderful!

NOT This pie ~~is tasting~~ wonderful!

There are verbs that can be used both as stative and dynamic verbs. We can then use them in the continuous form, but with a different meaning:

Be

Stative verb:

This child **is** really mean. (It's part of the kid's personality)

Dynamic verb:

You **are** just **being** mean! (you are not mean, but you're acting in a mean way now)

Have

Stative verb:

They **have** a huge beach house. (They own a house at the beach)



Dynamic verb:

We **were having** such a good time at the party we stayed there a bit longer. (we were enjoying the party)

Smell**Stative verb:**

This cake **smells** really nice. (The cake has a nice smell)

Dynamic verb:

She **is smelling** the plants and deciding which ones are edible. (she is actively selecting plants by using the sense of smell)

NOTE: the same principle applies to **taste, look and feel**.

Think**Stative verb:**

I **think** this is a great idea. (I have the opinion this is a great idea)

Dynamic verb:

You told him I didn't like him? What **were you thinking?** (what were you considering?)

See**Stative verb:**

I **see** your point. (I understand what you mean)

Dynamic verb:

She's **been seeing** George for about 2 months. (she has been dating George for 2 months)

Weigh**Stative verb:**

He **weighs** about 200 pounds. (his usual weight is approximately 200 pounds)

Dynamic verb:

She's **weighing** the bags to avoid extra charges for overweight baggage. (she is actively measuring the weight of the bags)

Hurt**Stative verb:**

My back **hurts** so badly! (I feel pain in my back)

Dynamic verb:

Stop kicking! You're **hurting** me! (you are inflicting pain on me)

Formal structures with BE

Some verbs that refer to thoughts, feelings and opinions (e.g. *believe, consider, feel, know, find, understand*) can be followed by OBJECT + INFINITIVE (usually to be) in a formal style.

Observe:

The Board **considers him to be** the perfect choice for CEO.

stative verb + object + to be

I found him to be reliable.



stative verb + object + to be

We *supposed her to be* an expert.

stative verb + object + to be**List of Stative Verbs**

agree	doubt	love	recognize
appear	feel	matter/imply/signify	remember
believe	fit	mean	seem
belong	hate/loathe	measure	sound
concern/regard/touch	hear	mind	suppose/deem
consist	imagine	need	surprise
contain	impress	owe	understand
depend	include	own	weigh
deserve	involve	prefer	wish
disagree	know	promise	
dislike	like	realize	





VOCABULARY: EMOTIONAL INTELLIGENCE

Adaptive

Relating to or exhibiting adaptation.

*The **adaptive** coloring of a chameleon allows it to blend in with its environment, hence protects it from predators.*

Empathy

Empathy is defined as the ability to understand the thoughts feelings or emotions of someone else.

*The author makes you feel **empathy** with the criminal when he described the criminal's difficult childhood.*

Inhibitory

To hold back or keep from some action, feeling, etc.; check or repress.

*Alcohol has an **inhibitory** role on one's ability to drive or operate machinery.*

Kinesthetic

A learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations.

*The best way to teach a child how to ride a bike is to use a **kinesthetic** approach of learning, or basically learn by doing.*

Panacea

A solution or remedy for all difficulties or diseases.

*If they would build a new ring road in the city, it would be a **panacea** for all our traffic problems.*

Paradigm

A typical example or pattern of something; a theory or a group of ideas about how something should be done, made, or thought about.

*A group of creative revolutionary artists are researching a new study that challenges the current mainstream musical **paradigm**.*

Paradigm shift

A major change in the way of thinking about something or doing something.

*The use of internet over the past 2 decades has resulted in a **paradigm shift** in the way people gather information.*

Paradox

The definition of a paradox is something that seems contradictory or unbelievable, but may or may not be true.

*Nobody goes to that restaurant, it's too crowded. This is a **paradox**.*



Passive

Not acting to influence or change a situation; allowing other people to be in control.

*To avoid a conflict with the customer, the waiter decided to be **passive**.*

Passive-Aggressive

Showing an unwillingness to be helpful or friendly, without expressing your anger openly.

*Choosing to give your partner the 'silent treatment' instead of discussing your relationship issues is a form of **passive-aggressive** behavior.*

Rambunctious

Uncontrollably exuberant; boisterous; loud; energetic; noisy; raucous; rowdy.

*I woke up to the sound of the **rambunctious** children jumping on the beds and engaged in a pillow fight in the next room.*





LISTENING: ADHD DRUGS TO ENHANCE ACADEMIC PERFORMANCE

Speaker 1 – First time I heard students were taking ADHD drugs to enhance their academic performance, I must say I found the whole idea preposterous! Clearly the age of Google hasn't helped spread accurate information. The truth is that such drugs simply don't work like anabolic steroids in athletes who do obtain an edge over their competitors. They improve the ability to focus just to a certain extent and do not, pay heed, do not improve IQ points! What you know and your ability to learn more is not affected. Students hold these drugs in way higher esteem than they actually should. In my practice I have seen many teenagers come with memorized speeches so that they would get a prescription. But I am proud to say I was never fooled and was able to dissuade many of them from taking these drugs.

Speaker 2 – It's a very hard position to be in. They come to you complaining about the insane amount of homework, they lose sleep, get stressed, you see their grades go down... I mean, it's a lot of pressure, and you want to see them succeed! Then you talk to people who mention these drugs to you as miracle pills that make the whole world make sense again. No more tantrums, no more calls from the principal and good grades when you get the report card. It's such an unbelievable promise, and the signs of real condition are so similar to those of normal teenagers, that you give it a try. Who can tell simple apathy from a real condition? I sure can't!

Speaker 3 – I know people who take them and I don't want anything to do with them. It's obviously a shortcut and it should not be accepted. I know competition is fierce, standardized tests are unfair, the whole system is stressful, but the ends do not justify the means. Where's the merit of passing an exam and having good marks if you owe it all to a pill? I want to make sure I get there on my own and I strongly believe people who make use of such contrivances should be disqualified and leave the university spots to the ones who truly want to learn and make a contribution being who they are.

Speaker 4 – I have been taking Adderall for a year now and I must say the difference is unbelievable. My grades improved, I am more focused, more alert... It's completely different from what it used to be. For the first time in my life I don't dread going to school. My friends sometimes ask me to slip them a pill or two, mainly near the time of the exams, but I always try to explain to them that although totally worth it in my case, this focus comes at a price: my blood pressure and heart rate have increased and I also had to start therapy to help me control the mood swings. It's not a walk in the park... No one should put their bodies through this unless it's really necessary.

Speaker 5 – There are so many things on our shoulders nowadays! It's complaints falling all over the place: the amount of homework, the poor results, the frequency of testing, the stress to make them succeed... It's overwhelming, really! And now, on top of that, we need to worry about these ADHD drugs! It must be a joke!! How am I going to tell who's taking them from who's not?? I'm not a psychiatrist for goodness sake! What terrifies me really is that one day, right on the last day of the mid-terms one of them will have a heart attack right in front of me. Or one of them will get suicidal and I won't be able to help. These medicines are a serious business and for the life of me, parents should stop putting so much pressure and share the burden a bit more.



READING: MACBETH'S PROPHECY

"All hail, Macbeth! Hail to thee, thane of Glamis!"

"All hail, Macbeth, hail to thee, thane of Cawdor!"

"All hail, Macbeth, thou shalt be king hereafter!"

"Hail Banquo! Thou shalt get kings, though thou be none: So all hail, Macbeth and Banquo!"

These were the words that blessed and cursed Macbeth, a noble general, on a bleak Scottish moorland on his way home from quelling a rebellion. At first, Macbeth did not care much for what had been said, after all, only the first statement was true, he was indeed the thane of Glamis, but the other two were not.

Nevertheless, it was not long before the second sentence turned into a fulfilled prophecy. The king, Duncan, receiving the news of the successful campaign and Macbeth's role in it, made Macbeth thane of Cawdor. This event struck a chord deep within Macbeth's heart: could this be interpreted as portent of things to come? Lady Macbeth, his wife, thought so. Not only did she believe her husband was destined to be king, but she also decided fortune needed a hand. A firm hand with a dagger. The couple plotted the assassination of King Duncan and when Macbeth felt he was too feeble to carry out the heinous act, his lady convinced him to proceed.

Elected king of Scotland, Macbeth is tortured by guilt and fear. He has not forgotten the last part of the prophecy, stating that Banquo's son will be king. He arranges for Banquo and his son to be killed, but the son escapes the attack. The profound changes in Macbeth's spirit raise questions in Macduff, a Scottish nobleman and Macbeth's friend. He discovers how Macbeth came to become king and turns against Macbeth. Macbeth embarks on a reign of terror and many, including Macduff's family are murdered, while Macduff himself has gone to the court of the English king, Edward. Macduff decides to lead an army against Macbeth, who, desperate and tormented seeks the witches for advice.

Their predictions lifted Macbeth's spirit:

"Be bloody, bold, and resolute; laugh to scorn. The power of man, for none of woman born shall harm Macbeth".

"Be lion-mettled, proud; and take no care who chafes, who frets, or where conspirers are: Macbeth shall never vanquish'd be until Great Birnam Wood to high Dunsinane hill shall come against him".

If he would only be removed from the throne when Birnam Wood moved towards him and could only be killed by a man not born from a woman, there would be nothing to worry about as everyone knew both things were virtually impossible.

His peace would be short-lived, though. Shortly after his visit to the soothsayers, Macbeth received news from his guards that Birnam Wood was moving towards his castle. This was not the result of any sort of incantation, just Macduff's army using tree branches as camouflage.

If the situation outside seemed threatening, inside the castle events were not cheerful either. Lady Macbeth, completely consumed by guilt, commits suicide, leaving her husband and accomplice alone to meet his fate.

Macduff's army attacks the castle and a bloody battle takes place. Macbeth fights Macduff with all his strength, but upon learning that Macduff was the child of a Caesarian birth, he finally understands he is doomed. The semi-truths pronounced by the witches had brought nothing but false comfort and temporary safety. Macbeth was the author and the victim of his own destiny.



GRAMMAR 1: FUTURE ASPECTS REVIEW

When we talk about the future in English, there are a variety of tenses and expressions we can use. The context of the sentence is what dictates which future aspect to use. The following is a review of future aspects..

Present Simple

Used for timetables and anything scheduled or arranged

Form:

Subject + present tense of the verb

*The **train leaves** at 10:00am*

Will

Used for:

Decisions made in the moment of speaking

For predictions based on opinions

A future fact

For promises / requests / refusals / offers:

Form:

Will + present tense of verb

Examples:

*I think it **will rain** tomorrow.*

*(The phone rings) I'll **get** it.*

*You'll **fall** if you tip your chair back.*

*I'll **call** you tomorrow.*

Going to

Used:

To refer to premeditated decisions

For talking about predictions based on present or past evidence

Form:

Present tense of verb 'be' + going to + present tense of verb

Examples:

*We're **going to go** to Toledo for the weekend.*

*There's an accident on the highway so we're **going to be** late.*



Future Continuous

Used to ask about and discuss future arrangements or plans, often accompanied by time expressions

Form:

Will + present tense of 'be' + verb-ing

*I can't go to the movies with you because I **will be studying** this afternoon.*

Future Perfect Tense

Used:

To talk about the 'past in the future'

To talk about an action that will be completed by a certain time in the future, often accompanied by a time expression

Form:

Will + have + past participle

Examples:

*Grab yourself something to eat after work because I **will have eaten** by the time you come back.*

*Pick me up at 7pm because I'll **have finished** by then.*

Future Perfect Continuous

Used to say how long something will have been happening by a certain time in the future

Form:

Will + past participle of verb 'be' + verb-ing

*In June I **will have been working** in this company for 10 years.*

Future Phrases and Time Expressions

Used to express probability

To be bound to + infinitive

To be certain to + infinitive

To be likely/unlikely to + infinitive

Used for the very near future

To be about to + infinitive - *More informal use, everyday situations and spoken English*

To be on the brink of + noun

To be on the point/verge of + gerund/noun - *More formal use, usually written English*

Examples:

*The government **is on the brink of collapse**.*

*She was **on the verge of bursting** into tears.*

*I'm **about to make** a cup of coffee.*

Other Time Clauses

When	Whenever	While	Before	After
As soon as	As	Until	If	In the near future
In the distant future	Eventually	Soon	The moment	The minute



VOCABULARY: MAGIC AND FORTUNE TELLING USED IN EVERY DAY CONTEXTS

Divination

The practice of seeking knowledge of the future or the unknown by supernatural means.

*Dr Spenser was considered a genius for his scientific speculation and **divination** on the laws of nature and natural appearances.*

Clairvoyant

A visionary, having the ability of seeing objects or actions beyond the range of average people.

*Someone who is characterised as a **clairvoyant** person would probably be a successful investor in the stock market.*

Conjure

To make (something) appear or seem to appear by using magic; to make you think of (something); to create or imagine (something)

*The students **conjured** a clever scheme to raise the money they needed.*

Foretell

To tell beforehand; to predict

*With all the fluctuations in the stock markets today, it's hard to **foretell** how it will end.*

Supernatural

Of a superlative degree; abnormal, unusual, extraordinary

*The tall, muscular stranger lifted the car with such **supernatural** strength and freed the woman's leg from underneath it.*

Psychic

Used to describe strange mental powers and abilities (such as the ability to predict the future, to know what other people are thinking, or to receive messages from dead people) that cannot be explained by natural laws.

*The magician that stopped us on the street today claimed to be a **psychic** and could read our minds but we knew it was just a scam.*

Prognosticate

To predict according to present indications or signs

*Using the latest computer technology, meteorologists and weathermen attempt to **prognosticate** future weather patterns.*

Portent

An indication or omen of something about to happen, especially something momentous

*A flock of birds flying around in an excited manner is probably a **portent** of a storm coming.*



GRAMMAR 2: CONTINUOUS ASPECTS REVIEW

Continuous forms, or aspects, are used when talking about an incomplete action or something in progress at a specific time.

Present Continuous

Used to talk about events happening in the moment of speaking, or around that time.

Use when talking about definite future plans and arrangements.

Form:

Present tense of verb 'be' + verb-ing

I am studying.

We're travelling to the Canary Islands in 10 days.

Past Continuous

Used to talk about a past action that took place over a period of time, or that was in progress when another event occurred.

Form:

Past tense of verb 'be' + verb-ing

I was studying when the phone rang.

Present Perfect Continuous

Used to describe how long something has been happening up until now. Often used with 'for' or 'since'.

Form:

Present perfect of verb 'be' + verb-ing

I have been studying English for 5 years.

Past Perfect Continuous

Used to talk about longer situations that continued up to the moment in the past we are talking about.

Form:

Past perfect of verb 'be' + verb-ing

I had been studying English for 5 years by the time I moved to Canada.



Future Continuous

Used to talk about activities or events that will be in progress at a specified time in the future.

Form:

Will + be + verb-ing

*Don't come round at 6:00, because I **will be studying** then.*

*I'll probably **be cooking** dinner when you arrive.*

Future Perfect Continuous

Used to say how long something will have been happening by a certain time in the future.

Form:

Will + present perfect of verb 'be' + verb-ing

*On 14th September I **will have been working** here for exactly a year.*





LISTENING: INTERVIEW WITH A MENTALIST

Interviewer: With me now in the studio is the renowned mentalist and psychic, Brice Owen. You probably know him from his hit TV series “The Looking Glass”. Welcome to the show Brice.

Brice: Thank you for having me.

Interviewer: Brice let me first ask you, what exactly is mentalism and what does a mentalist do?

Brice: Right, well, mentalism is a discipline that’s been around for many, many years and practiced by magicians, telepathists, astrologists and self-acclaimed diviners alike. It involves many techniques that give the person in front of them the impression that the medium is, in fact, a true mind reader and possesses incredible mental powers.

Interviewer: But he’s not, is he?

Brice: Well no, more accurately he’s more of a people reader. Basically what it all comes down to is observing. A mentalist keenly observes people’s behavior and mirrors it back to them.

Interviewer: So it’s all just a ruse isn’t it?

Brice: Well, like magic, mentalism plays on perceptions and misperceptions, as well as verbal and non-verbal communication. By doing or saying certain things in a certain way, I can make you think or say what I want you to think or say. It’s like putting your ideas in someone else’s head, while reading from their signs that they subconsciously project back to you.

Interviewer: How does it work, how do you do it? Can you let us in on your secrets?

Brice: It’s not really a secret, you just have to be a good cold reader. What a cold reader does is he/she scans a person in a matter of moments and makes a lot of probable guesses about the person just by the way that person looks and presents themselves. We take all the clues given to us and analyze everything from age, gender, the clothes they’re wearing, and body language including facial expressions and posture. So cold reading is like basically telling someone everything about themselves without being an actual mind reader, based on visual clues.

Interviewer: So there are certain techniques that mentalists use.

Brice: Right. We use techniques such as profiling, fishing for information, or as we sometimes call it, barnum.

Interviewer: Wait, barnum? As in Ringling Bros and Barnum and Bailey Circus?

Brice: That’s right. That technique was named so after the circus brothers’ famous catchphrase “we’ve got something for everybody”. Let me go through them one at a time.

Profiling is exactly that. We look at all visual clues that the person in front of us is giving off and I’ve mentioned a few such as clothing, body language ...etc.

Let me give you an example. Imagine you work at the reception desk in a hotel. A guy comes in one night asking for a room. So you look at how good, or bad his luggage is, what his clothes and shoes look like and based on the evidence you tell him whether or not you have a vacant room and if so, what kind of room. Is it one on the executive floor or a low cost, internal room with a view of the alley in the back?



When you've been working long enough at the hotel, you don't need to look as long to tell him yes or no. And when you've been working even longer at the hotel, years and years of experience have taught you that you don't have to look at all. One glance and your brain has already made the speculations and reflections without you being aware of it. In the same aspect, a mentalist, after having studied and experienced numerous human behaviours for years, does the same without thinking and people wind up believing him.

Fishing for information, or Barnum statements, are general statements that are true for almost everybody, but still seem very personal and revealing about an individual character. A few examples of Barnum statements are:

"When you were young you fell and you have a scar somewhere on you, maybe your knee?"

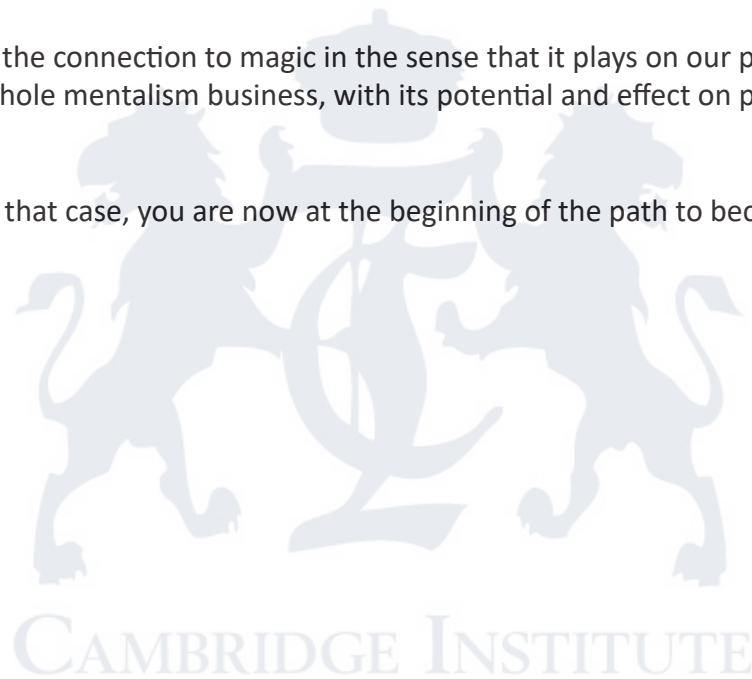
"Between the ages of 16 and 18 you experienced a significant change in your life."

Interviewer: Well of course, every other person has a scar on their knee or somewhere else from a childhood accident. And it's only natural that you go through certain changes between the ages of 16 and 18. But how you say it and how you choose your words can make people really believe you are a psychic.

Brice: That's exactly it.

Interviewer: Now I see the connection to magic in the sense that it plays on our perceptions and misperceptions. This whole mentalism business, with its potential and effect on people, has really got me going mental!

Brice: Hahaha! Then in that case, you are now at the beginning of the path to becoming one. Welcome aboard!





READING: WHO WANTS TO BE A BILLIONAIRE?

Many people ask the question, “what would you do if you had a million dollars?” Now if that question seems hard to fathom, take a look at what it would mean if you had one billion dollars. To put it another way, that’s one million times one thousand. Think briefly, what would you do and be sure to think why, making a word web.

The fame, the fortune, the freedom: is this really what every billionaire has? Well, to put it shortly, the answer is yes. Most billionaires are known to at least a fairly wide extent, if for nothing else than the companies they run and the Forbes lists that are published every year. The question that begs to be asked however is, who would really want to be a billionaire? Another question we could add is: can’t only people who are already rich become billionaires?

You might think that everybody ought to want that. The feats you accomplish being sung for all time, the ultimate freedom to do whatever you want whenever you want. And think about all that money. Let’s start with the first question, the fame. We must ask ourselves, how many billionaires can we list? My bet is that you will know perhaps three of the top 10: Bill Gates, Amancio Ortega, and Warren Buffet. We all know Walmart is the largest warehouse discount chain but can you name its two billionaires in the top 10? And what about Amancio Ortega, how much do we know about a man who has only ever granted three opportunities to write a spot on him in his life. Billionaires rarely appear in the news, in fact, the actors and singers that do appear are rarely even the wealthiest or renowned of their peers. The fame that many of us so desire seems not to be linked to wealth but rather attitude, so could this be a reason to revisit the idea of a desire for money being linked to a desire for fame? It would certainly seem so.

Who cares about the fame, can you imagine all that money? Well, to be honest, it seems that even the billionaires cannot really imagine all the money that they possess. Why is that? Well in part it might have something to do with the fact that many of them have large holdings in stocks and bonds, in their own companies and others, so they have assets rather than cash-money. Another interesting thing to consider is the amount of people that have openly pledged to the giving pledge. Three of the top ten richest people in the world, almost 50% of the Americans included in this group, have pledged. This is a pledge by which the grand majority of their assets will be liquidated and the proceeds donated after their death. They say money can’t buy happiness and these billionaires seem to agree, if not, “why not leave the money to their heirs?” you might ask. So, while money might certainly help one be happy we might not be surprised to find out that this is not an absolute truth.

And the final question: what about the freedom? Well, this certainly makes for an interesting discussion. Could man ever be free without a lot of money? Many of us might have heard the phrase, “I don’t want to be rich, I just want enough money to not have to worry about money,” since the world recession started over five years ago. But how many of you have heard a sum attached to that statement? Would a billion dollars, euros, pounds sterling, or yen, ever make someone truly free? The easy answer is that yes, they would not have to worry about economic hardship. But what about the tough answer? When you possess so much, you have to be constantly monitoring it to make sure that it is working, because otherwise it can constitute big losses as well. And what’s more, you cannot ever keep an eye on all of it, meaning you must open your circle of trust and allow someone else to help, or more probably, an entire team of “someone elses”. A quick exercise to see what this might be like would be to give someone else your bank account PIN and tell them to give you a certain amount of money each week and pay your bills for you. Would you really be comfortable in that situation?



Add to that that you will be center of attention with everyone wanting you to donate to one cause or another or finance one business or another. Might these chains be even more binding than those we wear now? As goes the adage, “with great power comes great responsibility.”

To end this reflection on the question of who would want to be a billionaire, let me just state that out of the 10 richest people in the world, the poorest has 40.1 billion dollars, but less than half of them grew up rich; most of these people were just middle-class citizens with a good idea and a logical brain. So, it’s up to each person to decide if they would really want to be a billionaire, because as you can see, it’s only as far-fetched as a good, unique, well-timed idea.





GRAMMAR: MODAL VERBS I

Modal Verbs are part of a fluent English speaker's daily vocabulary base. As you study them, you'll find that some of them can have more than one meaning. Look at the following review.

Predictions

There are four main modal verbs used to make predictions:

- **Must** (expresses a strong degree of certainty)
- **Might** (expresses a moderate degree of certainty)
- **Could** (expresses a moderate degree of certainty)
- **Can't** (expresses a strong degree of certainty in a negative sense)

These modal verbs are always followed by a base verb.

Subject + modal + base verb + object

*Charlotte **can't be** skiing; I just saw her this morning.*

If you would like to make a prediction about the past, you use the first three modal verbs mentioned: **Must**, **Might**, and **Could**. Additionally, we can add **not** to negate these modal verbs. We then add **have** and the **past participle** (NOTE: we **never** use had or has). The formula looks like this:

Subject + **modal** + (**not**) + **have** + **past participle** + object

*Harry **could have gone** to the ball, perhaps that's why he never showed up last night.*
*Sally **might not have failed** her test if she had studied more.*

To make a prediction about the future, we use **will** and **won't**. **Will** can also be used to ask for a prediction.

*They **will** have an easy time in high school.*
*The Sharks **won't** have much trouble winning the cup this season.*
*Do you believe that I **will** pass my history exam?*

Though less common, **shall** and **shan't** can also be used to make future predictions.

*I'm afraid that I **shan't** be able to see you this afternoon.*
*I **shall** have to go see my teacher about the project I suppose.*

A third option is to use **might** and **could** with a **time phrase** in the future.

*It **might** very well rain **later this afternoon**.*
*It looks like it **could** be a good year **next year**.*

*You may have noticed that in the future, the modals are always followed by a **base verb**, just as when predicting about the present.*



Possibility

For something that is either generally or sometimes possible we can use **can** or **can't**.

You **can't** trust politicians. (In general they are untrustworthy)

You **can** get a degree online at some universities. (In some situations you can obtain a degree online)

May is used in place of **can** in academic and formal writing, but **may not** cannot substitute **can't**.

The eyes **may** be affected by excesses of one type of light versus another.

Much like uncertain predictions, for specific possibilities we can use **may**, **might**, and **could** (could expresses less certainty than *may* and *might*). Once again these modal verbs **must** be followed by a **base verb**.

Wait, I **may** have the five cents.

He **might** be a student, I'm not quite sure.

He **could** be a student, but he looks a little old to be in college.

Notice how each example has a **base verb** after the **modal**.

Wait, I **may** have the five cents.

He **might** be a student, I'm not quite sure.

He **could** be a student, but he looks a little old to be in college.

Necessity, Duty, and Advice

To express necessity or duty, we use the modal verbs **have to**, **have got to**, and **must**. **Have to** and **have got to** mean the same but **have to** is more common in American English and **have got to** is more common in British English. These modal verbs are once again followed by **base verbs**, including in their negative forms.

I **must** see the rector about my graduation.

I **have to** see the rector about my graduation.

I **have got to** see the rector about my graduation.

Also, **have to** and **have got to** are generally used more in obligations that are routine, whereas **must** is more often used with rules or periodic obligations.

We **have to/have got to** go grocery shopping tomorrow.

We **must** have the house painted before summer.

You **must** be quiet when students are taking a test.

It should be noted that the negatives of **have to** and **have got to**, **don't have to** and **haven't got to**, do **NOT** mean the same as the negative of **must**, **mustn't**. The former two imply that something is not obligatory (although many times used to express a desire i.e. *We need milk but you **don't have to** go to the store today*. The speaker **would like** the subject to go to the store that day but is not demanding it). **Mustn't** implies that something is forbidden:

You **mustn't** smoke neither indoors nor in public spaces.



We can advise people using the modal verbs **should** and **ought to** as well as their negative counterparts **shouldn't** and **oughtn't** to. The difference lies in that **ought to** is when you believe the speaker should pay more attention to your advice and **should** is a softer suggestion. **Ought to** can sound more formal than **should** as well depending on how it is used. You can also use the positive **could** to give a very weak suggestion.

You **should** study. (*It'd be a good idea to study*).

You **ought to** study. (*It is important that you study*).

You **could** study. (*Studying is an option that you have*).

You **shouldn't** play with your food. (*It is bad to play with your food*).

You **oughtn't** to play with your food. (*It's wrong to play with your food*).





LISTENING: YES, YOU CAN INDEED BUY HAPPINESS

Reporter: Hello everyone, I'm Lucille and today I'm in the studio with Graham Stoneybrook. You'll all remember him and his famous speech that's gone viral "Yes, you can indeed buy happiness." Today, he's here to talk about that topic once again for those of you who may not have had the chance to see him speak and to answer a few of the questions that you've sent him via twitter and facebook. So Graham, why don't you take it away?

Graham: Thanks Lucille. Right, so, basically what we found in our research is that if spending money either doesn't make you happy, or even makes you unhappy, then you most certainly are spending it wrong; in other words, spendthrifts are not necessarily the happiest people and trying to be one won't solve your problems.

Reporter: Well, that certainly sounds counter-intuitive, especially when compared to lyrics from legendary songs like "Can't buy me love" and "All you need is love". So what CAN people spend their money on to make them happy?

Graham: To start with, you can try spending money on other people, even just a family member or a friend, and something as small as a coffee for example. Our study showed that those who spent their money on someone else were measurably happier than those who didn't. And this was worldwide as well mind you. We even conducted a study in Uganda and used Gallup Poles for more data. With the exception of the Central African Republic, it holds true that spending on others makes you happier than spending on yourself.

Reporter: Well it certainly would seem to be universal; everyone likes helping one another out. In the end humans are fundamentally social creatures. So, now it's time for our first listener question. Carly_1764 asks, "does this work in groups too, or is it simply a one-off thing?"

Graham: Ah, that's an excellent question. I only mentioned it quickly in the speech so I'll take a minute longer to talk about it here. It does certainly work in groups. We experimented with sales teams and with footy teams and those who spent money on their teammates ended up being wildly more successful than those who didn't. For example, the teams that didn't spend the money collectively actually lost slight amounts of revenue, their counterparts; however, actually multiplied their revenue by three and a half. The footy teams were more interesting though, because here the difference was even more marked. Those teams that spent the money on their teammates would go on to dominate their leagues by the end of the season. Not one of them would come in lower than third in the league. This showed that this is clearly something that will not only make you happy, but that will have large yields in the future for multiple people, spreading and increasing everyone's level of happiness, A.K.A. a ripple effect.

Reporter: How fascinating! Well we have time for one more question and this one comes from MikeXX89: "Could this be extrapolated to say that social policies in government cause happier societies?"

Graham: Well I'm not going to advocate any kind of utopia, as those tend to go wrong but I must admit that you do have a point. The polls continually put the Nordic countries as those where people are happiest and these countries do have strong social records. These countries also have tiny populations comparatively and are very wealthy nations as well. Therefore, it is hard to generalize in the way your question has but it cannot be taken off the table either.

Reporter: Well, unfortunately that's all the time we have. Thank you so much for coming in today Graham and sharing this fascinating view of how money can make you happy.

Graham: Thank you Lucille.



VOCABULARY: POSSIBILITY, PROBABILITY, CERTAINTY

Anyone's call

This is when a situation is very uncertain and nobody knows which way it will go.

- *Who's winning the game?*
- *The Ducks at the moment but this is **anyone's call**.*

Beyond a doubt

Used to express absolute certainty.

*I know **beyond a doubt** that I'll make it to the end of Proust's famous 'A la recherche du temps perdu'.*

Don't push your luck

When someone is trying to get more than they are entitled to or deserve.

*You already got accepted, **don't push your luck** trying to force your way onto the varsity team too.*

Doubting Thomas

One who is constantly questioning what people say and do.

*Mike never takes anything at face-value. What a **Doubting Thomas**!*

Fall into one's lap

When something is either extremely easy or you get it for free with no effort.

*That job just **fell into her lap**. I'm so jealous of how easy she had it!*

Fat Chance!

Extremely informal interjection stating that something is most likely NOT to happen.

- *Do you think I'll get my license the first time 'round?*
- *Ha ha, **fat chance**! You're good but not that good!*

To get a second bite at the cherry/apple

This is when you get a second opportunity to do something.

*I fell off the mechanical bull the first time but they've **given me a second bite at the cherry**; I'm up next.*

In all likelihood

We can attach this idiom, followed by a comma, at the beginning of a sentence to show that we are about 90% certain about something. It can be present, past, future, or even hypothetical.

***In all likelihood**, I will head to Greece for vacation next summer.*

In all probability

Synonym for *In all likelihood*; however, the tone is more formal.

*He is, **in all probability**, down at the office right now finishing up before he comes home.*



To beat the odds

When you win even though you are not in a favorable position.

*If you want to make a living out of poker, you must consistently **beat the odds**.*

Just my luck!

When you express disappointment about something that happened to you.

*- I can't believe I broke my arm the day before prom. That's **just my luck!***

To leave open the possibility of "X"

This is when you leave a situation or person in such a way as to pick up the opportunity "x" at a future time if desired.

*I **left open the possibility of returning to work** after giving birth in case I find that I don't enjoy being a stay-at-home mother and want to maintain a career.*

It's the luck of the draw

Used to explain that something was based on luck.

*I can't believe he won! It must have been **the luck of the draw!***

Most probably

This is another synonym for *In all likelihood* and it is somewhat informal as well. This phrase; however, is generally placed between the subject and the verb, except in continuous and past tenses, when it is placed between the auxiliary verb and the gerund/past participle.

*I'm **most probably** going to pass this exam.*

*He **most probably** saw a dolphin and not a shark.*

Murphy's Law

This states that anything that can go wrong will go wrong.

*Can you believe I got fired and lost my house and car to the bank? I'm telling you, it's got to be **Murphy's law**.*

No such luck

Often used to tell someone that they will not get something or a situation will not happen to them.

- Janey just got the new PS5! Can I have one too?

*- Sorry kiddo, **no such luck**.*

To see something coming a mile off

This is when something is very obvious and if one doesn't see it then they should have.

*They had never liked each other, so we **saw that feud coming a mile off**.*

To take one's chances

To do something risky, knowing and accepting the risk.

*Janet knew bungee-jumping was dangerous but she **took her chances**.*



To take something/someone at face-value

To believe what someone or something expresses without doubting them.

*I'll have **to take him at face value** because I have no way to tell if he's lying or not. I'll just have to take my chances.*

Without a shadow of a doubt

Synonym of *Beyond a doubt*.

*Chris Froome will win the 2015 Tour de France **without a shadow of a doubt**.*





WRITING: THE OPTIMAL MOTIVATION FOR HARD WORK

An essay is a discursive task that expresses an argument. Clear organization is required, together with a logical sequence of ideas. The register should be neutral and impersonal.

Read the two texts then summarize and evaluate the key points from both texts. Use your own words throughout as much as possible and include your own ideas in your answer.

Do they give complementary or opposing arguments? How far do you agree with the points made? Using 240-280 words, write your essay below.

Are bonuses and other financial rewards enough to ensure better results in the workplace? For many, the answer is unequivocal, higher pay harvests better results, but science has demonstrated otherwise. It seems that tasks which demand more than rudimentary cognitive skills must also meet at least one of other three needs: autonomy, mastery and purpose.

In other words, individuals who are paid a fair amount, who can make their own decisions, who feel challenged by the task and have a sense of making a contribution to society, will surely outperform those simply looking for higher pecuniary benefits.

Extrinsic motivation: when a certain task or activity is performed aiming to earn a reward or avoid punishment. One form of extrinsic motivation is praise.

Intrinsic motivation: when a task or activity is performed because it is personally rewarding; essentially, performing an activity for its own sake.

Studies have demonstrated that offering excessive external rewards for an already internally rewarding behavior can lead to a reduction in intrinsic motivation. However, while most people would suggest that intrinsic motivation is best, it is not always possible in each and every situation. In some cases, people simply have no internal desire to engage in an activity that is important and must not be ignored. The challenge lies, therefore, in deciding how and when to use each type of motivation so to obtain the most desired outcome.



READING: KEEPING UP WITH THE JONESES

A study released by the University of Townsville suggests that the chronic condition many people have – envy, a need to keep up with the Joneses – may have a scientific base. We all know the story of having to get a new car or hot-tub in order to not feel left behind by our neighbors but what about the competitions our children participate in? Why do we get so riled up when our neighbor’s kids are “better” than our own? The answer may lie in the genetic programming of humans.

The study, conducted by a team of genetic researchers, psychologists, and psychiatrists has found that in our genes may lie the secret to this need to do equally well or better than our fellow citizens. Human beings are naturally social creatures; we need to live in communities and are not designed genetically to live on our own. While it is true that there are always exceptions, the large majority of humans need some sort of contact.

Living in a society brings many benefits: many humans will take care of each other; we can afford to create things larger than ourselves; we can protect each other; and we can help to raise our youth to grow and progress. However living in a society also requires some sort of order and human civilizations have become excessively organized. What this organization then leads to, even in the most egalitarian of civilizations, is a hierarchy. In ancient times, those that were the leaders had the best prospects for food, personal care, wealth, marriage, and more. Millennia ago, in the times of our cave-dwelling ancestors, being a leader meant survival and reproduction, and was something to be won and defended.

Scientists believe that they have found a chromosome that is present in 97% of the population that drives our ambition to be the best, and to be better than those in our social circle. They believe that this is rooted in the evolution of our species due to the successful breeding of our ancestors.

The study was conducted over a period of 15 years and using a range of participants. In total, there were only 2000 people followed in this study and therefore the data is limited in breadth but is very stringent with the details. In order to achieve the most representational results possible, participants were recruited from both males and females, and across all racial and socio-economic backgrounds. The study was limited however, by the need to be a Canadian citizen and be at least the 2nd generation. It was explained that the reason for this decision is that otherwise cultures that were beyond the university’s control to monitor would have to be accounted for, limiting the effectiveness of the study.

Since the success of this study, the University of Townsville has decided to fund a subsequent study in conjunction with other universities in foreign countries. It’s goal is to conduct a shorter study, only 5 years, that would exam populations in other countries with the goal of mapping this trend across the world to see if it varies and, if so, how much.



GRAMMAR I: ADJECTIVES, ADVERBS, AND COMPARISONS

Adjective Structures

Adjective + infinitive

When there is a noun and a linking verb, or the word “it” and a linking verb, an adjective is then followed by an infinitive with “to”

*It was **difficult to see** the lighthouse in the fog.*

*Jamie is **fun to play** soccer with because he always scores.*

There are many formulas that this can follow. Here are some of the more important ones:

IT + linking verb + adjective + TO-infinitive

*Ex. It was **fun to play** as a child.*

Noun + linking verb + adjective + TO-infinitive

*Ex. Fish is **good to eat**.*

IT + linking verb + adjective + noun + TO-infinitive

*Ex. It is **hard work to run** a marathon.*

IT + linking verb + adjective + FOR something/somebody + TO-infinitive

*Ex. It was **easy for Beethoven to write** symphonies.*

IT + linking verb + adjective + OF somebody + TO-infinitive

*Ex. It was **strange of Mark to act** like that.*

Noun + linking verb + adjective + TO-infinitive

*Ex. Water is **impossible to live** without.*

Here is a list of adjectives commonly followed by the **TO-infinitive**.

afraid	happy	amazed	hesitant	anxious
liable	ashamed	likely	bound	lucky
careful	pleased	certain	proud	content
ready	delighted	reluctant	determined	sad
eager	shocked	eligible	sorry	fortunate
surprised	glad			

Adjective + preposition

Many adjectives have specific prepositions that accompany them. These adjectives must be followed by their accompanying preposition as it is fixed. Here is a list of the most common adjective preposition structures.

certain about	interested in	optimistic about	lacking in
serious about	afraid of	good at	fond of
hopeless at	proud of	useless at	dependant on
mad about	accustomed to	famous for	allergic to
late for	hesitant about	ready for	compatible with
covered in	fed up with		



Adjective vs. Adverb

An adjective is a word that modifies a noun or a pronoun, such as **quick**. They are usually placed before the object that they modify but can also be placed after.

An adverb is a word that modifies a verb, adjective or other adverb, such as **quickly**. Its position in the sentence depends on the word that it modifies; however, in general it can be placed either before or after the modified word. An adverb is usually used to answer questions like how, where, when, or to what extent.

Comparative Adjectives

There are two ways to form a comparative adjective and which way is used depends on length. If an adjective is one syllable (*or if two syllables, it ends in y*) then you just add **-er** to the end. Note that if it ends in 'y' then the 'y' must be changed to an 'i'. It should also be noted that if the adjective ends consonant + vowel + consonant then the final consonant is doubled before applying **-er**.

Ex. quick > quicker

Ex. happy > happier

Ex. fat > fatter

If the adjective is longer than the aforementioned one-two syllables, then we add the word 'more', 'less' or 'as _____ as' to make the adjective a comparative. However, there are some irregular adjectives as well.

Ex. astute > more astute

Ex. astute > less astute

Ex. astute > as astute as

Ex. good > better

Ex. bad > worse

These modified adjectives should then generally be followed by 'than' in order to finish the comparison between two people or things. You should not put than if you use 'as _____ as' to make a comparison.

Double Comparatives

Double comparatives are sentences to express that as one thing changes, another thing also changes correspondingly. They are often used to highlight the importance of doing or not doing a certain action. They are also used to compare adjectives and adverbs.

Formula:

The (more / less) + (noun / noun phrase) subject + verb + (,) + the (more / less) + (noun) subject + verb

The more you read, the more you learn.

The more time you waste, the later you will be.

The less you worry, the happier you will be.

The less you smoke, the more your health will improve.

The older the wine is, the better it will taste.

In spoken English there are clichés, sayings and idioms that use a shortened version of double comparatives:

The more the merrier. (The more people there are, the merrier everyone will be.) *The sooner the better.*



Double comparatives can also be commands using the imperative form when making recommendations:

Play less, study more.
Work hard, play hard.
Read more, learn more.
Work more, save more.

VOCABULARY I: SENTENCE ADVERBS

Sentence adverbs are those adverbs which can be placed at the beginning of a sentence, followed by a comma, that then modify the whole sentence.

Honestly, I don't know why you ever let that happen.
Frankly, I think that James Walker is a good actor.
Mercifully, the dog didn't suffer long from the sickness.

These adverbs could be substituted in most cases for the phrase to be + adjective such that honestly becomes "to be honest". It is in this way that you can grasp the meaning of the majority of the sentence adverbs. Here is a list of the most common sentence adverbs:

actually	apparently	basically	briefly	certainly	clearly
conceivably	confidentially	curiously	evidently	hopefully	ideally
incidentally	interestingly	ironically	naturally	presumably	regretably
seriously	surprisingly	thankfully	truthfully		

In order to modify the sentence, it is imperative that these adverbs go at the beginning of the sentence, otherwise, the meaning is lost.

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VOCABULARY II: TO COMPARE / CONTRAST

Akin to

To resemble

*His style of play is **akin** to mine.*

Analogous to

Comparable to

*The chemical structures in iron are **analogous to** those in cobalt.*

Approximately

To be more or less whatever characteristic follows this adverb.

*He is **approximately** 2 meters tall.*

Conversely

Contrasts one option or likelihood to another

*The fish that live in the intermediate depths of the ocean still have access to light; **conversely**, those in the depths have evolved with bioluminescent body parts in many cases.*

Hardly

Used to show a lack of similarity

*That grade is **hardly** as good as last semester's.*

Insofar as

Used to limit the amount of difference

***Insofar as** crocodiles are concerned, they tend to share common traits as they are reptiles.*

Marginally

Slightly, to a small degree

*This hotel room is **marginally** better than the last.*

Notably

To a large degree

*The painting is **notably** different from the original but still splendidly executed.*

Practically

To be almost the same

*This dog is **practically** as big as that one.*



To resemble

To appear similar

*That dog **resembles** Toto but it can't be him.*

Scarcely

Can be used as a synonym for hardly

*This is **scarcely** the same dress I saw in the photo.*

Virtually

Almost

*This is **virtually** the same game as the Japanese version but there is a little less blood and gore.*





LISTENING: 50 SHADES OF COCA-COLA

We all know that people don't share the same tastes and the same habits of cooking. Frankly, if we all did, world cuisine would be quite boring, so, thankfully for our palates this is not the case. But how does this affect the food industry and companies like Heinz, Coca Cola, Pepsi and others? The truth is that these companies have to make a slightly different product for each of the countries where they plan to sell. Clearly, then, Coca Cola is not the same in the United States as in England, France, or Spain. And the same holds true for sauces produced by Heinz and drinks by Pepsi. The companies even go so far as to change the names and the label designs.

Now, you all may be thinking, "But why do I care if Coca Cola has 150 types of Coke or only 2?" The reason that you care is because the product is not the same, ladies and gentleman. Therefore, you see cases where drinks, like Coca Cola are actually marginally healthier in countries belonging to the European Union than they are in a country like Egypt or the United States. This is because the product actually has to pass all the health controls, which, in entities such as the European Union or Canada, are much stricter than in countries such as the United States.

But the legal barriers are not, after all, the most pressing barriers. Insofar as treacherous barriers to profit on foreign soil go, those of preference are by far the most important. In the end, you must convince the consumer that your product is worth buying. In order to do this, you must be able to convince them that it is better than whatever they are buying before that you introduced your product. These preferences can be extremely tricky, especially with food items. You must consider not only the taste but, to a certain degree, the ingredients. Even if an ingredient is not banned outright, if there is a strong enough social stigma it will be just as impossible to sell whatever contains that ingredient.

In societies like Sweden, Japan, Germany and others, where the market is near saturated with certain products, the customer is much more likely to value what goes into a product than a market that is less developed. Once you have the elements and the taste correct, you must be careful with the design. How much do people tend to consume in "X" period of time? And what kind of bottle do they like? Do colors have widespread meaning? Coke Zero is a good example of color awareness. Black can be cutting edge, sophisticated and elegant, or it can also stand for death. Coca Cola at first used italic letters with a black background to make Coke Zero stand out as new, but then they changed back to a more classic design, relegating the color black to a small corner to make all the coke bottles appear to come from the same "family" of drinks. They attached the significance of happiness to red and sold all the drinks with principally red labels. Finally, in Spain, since the crisis they have made the bottles 200ml bigger to make it seem like a deal even though that doesn't amount to a glass. This way they resemble cheaper alternatives even though they are more expensive.

It is small changes like these that move products because you give the people what they want out of a product. If the population likes their drinks more bitter then you serve the drink with a more bitter taste, and vice versa for other countries. The large companies have learned that to not compare preferences is a recipe for disaster because without the comparison, they will never grow beyond a certain point.



GRAMMAR II: INVERSIONS AFTER NEGATIVE ADVERBIALS

When a negative adverb or adverbial phrase is placed at the beginning of the sentence, then the subject and verb following is usually inverted to the following structure:

Negative adverbial + auxiliary verb/do + subject

Never have I seen such violence before!

Rarely did he swear as vehemently as he swore that night.

It should be noted that these constructions are most often employed in formal and written English. Rarely are they heard in day to day speech.

Here is a list of common negative adverbial phrases used to make inversions:

Time adverbials:

Never (before), rarely, seldom

Barely/hardly/scarcely...when/before

No sooner....than

Only + a time expression:

Only when, only after

Negative expressions:

Under / In no circumstances, In no way

Expressions starting with Not...:

Not + a noun, not only.... but also, not until...





READING: THE PERFECT PASTA

It is common to have a fairly good pasta dish as pasta is one of the hardest foods to cook incorrectly. However, it may seem counter-intuitive but despite being such a simple dish, cooking the pasta to perfection is near impossible. It is often somewhat bland or even a bit soft. And other times the consistency of the sauce causes it to become too soft and it is purely mush. Nevertheless, pasta-lovers, there is a solution, and the perfect pasta is not to be placed on a pedestal out of reach but rather is within the grasp of all those who would but pay attention to their dish.

The first hurdle that must be overcome is that of the water. If the water is not correct when the pasta is thrown in, slightly soggy pasta is a near sure bet. What's more, if the water is not the correct temperature it can be deceiving and cause you to check the pasta too soon and thereafter too infrequently. The first step is the amount of water; I always make sure to fill the pot so it covers the pasta by about half a centimeter, regardless of whether you have left the spaghetti whole or have broken it in half. You must then add a teaspoon of olive oil for taste. This reduces the boiling temperature ever so slightly as well and therefore will be key to bringing the pasta to a boil after it is added. Bring the water to a boil and add a pinch of salt, stirring the water so it dissolves. It is of the utmost importance that the water boils first as this will speed up the dissolution of the salt and ensure that there are no grains left at the bottom or attached to your pasta. You must then return the water to a rolling boil.

Make sure that when you store your pasta it is kept extremely dry in an air-tight container. This will ensure that it does not become moist prior to its introduction into the water. Take the bone-dry pasta and add it to the water at a rolling boil. Make sure that the pasta enters the pot at different angles and directions to ensure the lowest probability of the pasta sticking together. Once boiling, count four minutes and check the pasta. If it is easily cut by a spoon but the ends are not smashed, then it is ready. You must now quickly grab a colander and dump the pasta into the strainer.

At this point you may serve the pasta with the sauce if it is all ready at the same time. Ideally you would have kept the sauce quite warm but would have finished it beforehand so as not to let the pasta cool. However, if you are a distracted chef, worry not! Quickly heat up some oil, about two teaspoons should do, or about two-thirds of a tablespoon if you have run out of teaspoons. Do not heat the oil to an extreme temperature but rather to the point where it runs as water in the pan. Turn off the stove and remove the pan. Throw the pasta into the pan and mix it in the oil until it is lightly coated; this will provide a protective coating for the pasta against water. Then empty the pasta into a glass bowl and cover it with Saran Wrap. This should be sufficient to keep the pasta for up to fifteen minutes maximum while you give that finishing touch to your pasta sauce. This is also good for if you make a carbonara sauce where you mix the pasta directly as it will prevent the water in the sauce from being absorbed into the pasta, causing it to be limp and waterlogged.

This may seem a little tricky but fear not, for if you follow these directions you just might become the next Iron Chef of Italian cooking. And don't forget, pasta is as wonderful as bread, you can eat it alone but a smattering of something on top will make a king's dish out of a pauper's.



GRAMMAR: GRADABLE ADJECTIVES AND ADVERBS

Grading an adjective using an adverb is the process of adding a degree. Said in another way, it is how we say that something is more or less “x” where x is the adjective in question.

*I am **quite tired** today. vs I am **a little tired** today.*

Not all adjectives are gradable and not all adverbs are grading. Thus we must be careful with which adjectives we attempt to apply an adverb. One simple litmus test for gradable adjectives is to use the comparative or superlative. This is done by ‘er’ to the end of the adjective or by using *more* or *less* for the **comparative form**, or by adding ‘est’ to the end of adjective or by using *most* or *least* for the **superlative form**.

*He is the **most reasonable** person here.*

*She is **faster than** her competition.*

Before beginning with gradable adjectives and grading adverbs, we will first begin by delimiting those adjectives which are not gradable and those adverbs that do not grade.

Non-gradable adjectives are those which describe extremes (stupendous), those which describe absolutes (alive), and those which are classifying (foreign). These can then be combined with non-grading adverbs which convey a sense of emphasis. Some examples of non-grading adverbs are **totally**, **essentially**, **absolutely**, and **completely**.

*That cheese is **essentially foreign**, the company is American but all the components and labor were produced in France.*

*Hang-gliding is amazing; I feel **totally alive!***

*The concert was magnificent, really, it was **absolutely stupendous**.*

It is worth noting that some grading adverbs such as really can be used with both gradable and non-gradable adjectives. The difference is in the meaning that is implied by the use.

*The cheese is **really delicious**.* (grading, really = very)

*The play was **really terrible**.* (non-grading, really = completely)

Turning back to gradable adjectives, remember that a gradable adjective is an adjective that can be expressed to a higher or lower degree and that to be a gradable adjective, the adjective must have a comparative and superlative form. A grading adverb is what tells us if the adjective has a higher or lower degree.

*I am **quite tired** today. vs I am **a little tired** today.*

Here is a short list of gradable adjectives for reference:

agile, agitated, angry, blunt, boring, boyish, busy, cold, compassionate, expensive, excited, frightened, fearful, gangly, gossipy, happy, homely, important, kind, nice, risky

As you can see there are many common adjectives here. It should be noted that the majority of adjectives are gradable.



Many adverbs are also gradable. Some of the most common ones are:

quite, rather, somewhat, pretty, very, fairly, reasonably, a little, a bit, slightly, unusually, intensely, hugely, extremely

To help you understand the degree to which adverbs modify an adjective, look at the list below, it goes from the lowest degree to the highest degree.

not very/not really > a little/a bit > somewhat > fairly/reasonably > rather > quite > pretty > very > really > extremely/immensely/intensely

*I'm **not really** tired today.* > My energy level is normal or thereabouts.

*I'm **a little tired** today.* > My energy level is a slightly low but not too far from normal.

*I'm **somewhat** tired today.* > I've been doing something which has caused me fatigue but nothing out of the ordinary.

*I'm **fairly** tired today.* > Today has been a day in which I am probably more tired than I normally am, but I still have energy to do plenty of things.

*I'm **rather** tired today.* > I'm tired and might benefit from a short rest.

*I'm **quite** tired today.* > I'm tired and would benefit from a short rest.

*I'm **pretty** tired today.* > I don't have a lot of energy to do things but I'm not exhausted either.

*I'm **very** tired today.* > I'm much more tired than I normally am and need to rest.

*I'm **really** tired today.* > I'm almost exhausted but still have enough for that final push to get to the end of the day.

*I'm **extremely** tired today.* > I'm exhausted and I need to rest.

Aside from these, one should also be wary of adjectives that can be both gradable and non-gradable. These adjectives have different meanings depending on how they are used and therefore the quality depends on the context and at times on the adverb used as well.

*The car is **pretty old** but I bet I can make it work again.* (gradable, the car has existed for many years.)

*I met my **old colleague** on the stairs the other day.* (non-gradable, this is an ex-colleague.)

CAMBRIDGE INSTITUTE



READING: THE GREATEST HEIST

Did you know that the greatest heist ever was indeed *not* carried out by the Mafia, nor the Irish Mob? Not even the Russian or Jewish Mobs were able to pull off a heist this impressive. The largest heist ever pulled off happened over two thousand years ago. It happened on the European continent and is remembered even today. The largest heist occurred during a time known only as “The Classical Ages” in English. It was during these times, before the Romans, that libraries were burned, texts sacred not only to religion but also to humanity would disappear forever. We know that some of them existed because there is mention made to them but so many are quite simply lost forever.

This is not, however, the largest heist in history, merely a time of great destruction when one civilization conquered another. The greatest heist in history might very well be the theft by Paris of Helen of Troy. Surely this story rings a bell but perhaps you never pondered it from this perspective. Paris, and by default, his brother Hector stole the wife of the Greek king Menelaus. Because of an agreement by her suitors, in the case that Helen be abducted, they were all bound to provide military support.

This is the greatest heist because it is a heist that would move city states against each other and eventually lead to the decimation of an entire civilization. The Trojan civilization at this time was deemed to be very rich due to trade and it was said that their walls could never be breached. Thus the young princes may have felt nigh invincible but this would be their downfall. The theft enraged the Greeks and gave reason to eliminate a strong and eminent rival in trade. Therefore, this theft of Helen would lead to the consequent sacking and theft of the riches of Troy, a story not without its own elements of trickery and deception.

On both sides, wile and guile was used to gain the upper hand and eventually the Greeks would win out, taking the city and all that lay inside. The only thing to remember is that it is rumored that the Trojans fled to what is now considered to be Italy, and would later give rise to the Romans. The Romans in turn would conquer the Greeks and not only steal physical riches but sequester much of their culture as well. Granted these are all rumors but when you look at the chain they create, we are left looking at a story of theft, daring, love, vengeance, hate and sacrifice; we are left with the makings of a continuation of the Godfather Trilogy or The Goodfellas.



GRAMMAR: DETERMINERS, QUANTIFIERS AND PRONOUNS

Determiners are either specific or general and they come at the beginning of the noun phrase (a noun phrase is a set of words, or phrase, which is headed by a noun). There is also a subset of determiners called quantifiers, which tell how much or how many of something. We will ignore quantifiers for the moment and come back to them later.

Specific Determiners

The specific determiners are *the, my, your, his, her, its, our, their, whose, this, that, these, those, and which*.

We use specific determiners only when we believe that the listener or the reader knows what we are referring to in the sentence.

See **that** car over there? (singling out a certain car)

I need **these** charts by the end of the day. (likely showing the charts at that moment)

I love **the** cake with the rose petals. (They are both aware of the cake with rose petals)

My book has gone missing. (The person knows WHICH of my books is missing)

General Determiners

The general determiners are *a, an, any, other, another, some, what* and their composites such as *somewhere, anywhere, etc.*

When making a generalization where the reader does not know exactly which person or thing we are talking about we can use nouns with no article or plural nouns.

Cigarettes are bad for your health.

Alcohol comes from fermenting plants.

Girls work harder than boys.

While the general idea in all of these sentences is clear, we did not single out an object or person in any of them. Instead, we generalized about an entire category. If we want to generalize and refer to an entire group slightly more specifically we can use any and its composites.

Any monkey with a dictionary could guess at Scrabble, it's the strategy that is hard. (Every monkey with a dictionary is capable of guessing at Scrabble)

Anyone who has used a typewriter can use a computer. (Every person who has ever used a typewriter is capable of using a computer)

If we want to refer to only part of a group we can use some and its composites.

Some people eat sushi every week. (There is a group of human beings on this Earth, who eat sushi every week, but I don't know who they are or I won't say who they are.)

Somewhere it is five o'clock. (In a geographic location of the world, it is currently five o'clock, but I don't know or won't say where.)



If we want to be more specific and refer to only one person or thing, but still not directly implicate the exact person or thing we can use 'a'.

A squirrel came up to me and stared while I was studying in the grass. (It was only one squirrel, but I don't know which one or I don't want to specify)

*A ship sunk due to **an** oil spill this afternoon. (One ship sunk because there was one oil spill but I do not know which ones or I do not want to say)*

On the occasion that we are talking about something or someone and we would like to add another something or someone, we use another or, if plural, other.

*Would you like to have **another** cookie? (you have already had at least one cookie)*

*Janey will be along shortly with some **other** people. (Janey and several more people are about to show up)*

Quantifiers

We use quantifiers when we want to give information about how many or how much. We can sometimes replace general and specific determiners with a quantifier.

The following quantifiers can be used both with countable and uncountable nouns.

All	Any	A lot of	Enough
Less	Lots of	More	Most
No	None of	Some	

***All** people are human beings.*

***Lots of** backpackers flock to Europe and Latin America every year.*

More colloquial quantifiers include:

Plenty of

Loads of

Heaps of

Tons of

Boatloads / shedloads / wagonloads... of

This is not an exhaustive list and there are more colloquial quantifiers, many being used or even made up depending on what is meant to be quantified, but these are some of the most common and versatile.

***Plenty of** food is wasted every year.*

***Boatloads of** people risk their lives every year to enter "first-world" countries like the USA, Australia and those found in the European Union.*

Some quantifiers can only be used with **countable nouns**. These include *both, each, either, few, neither, and several*. There are also colloquial forms such as *a couple of, dozens of, and thousands of* among others.

***Few** lions survive if the leader of their pride is killed.*

***Thousands of** geese migrate south every year to Mexico for the winter.*



Other quantifiers can only be used with uncountable nouns. These quantifiers include *a little*, *much*, *a bit of*, and *a touch of*. We use quantifiers like *a great/good deal of* when we talk about things like money, time, and other abstract nouns.

*Can I have **a bit of** butter, please?*

*I need **a touch of** lipstick and I'm ready to hit the town.*

*Your father went to **a great deal of** trouble to get that comic for you.*

Finally, we can use **every** and **each** to talk about **all** when faced with a singular noun.

***Each of** you will write a personal essay. (All of you)*

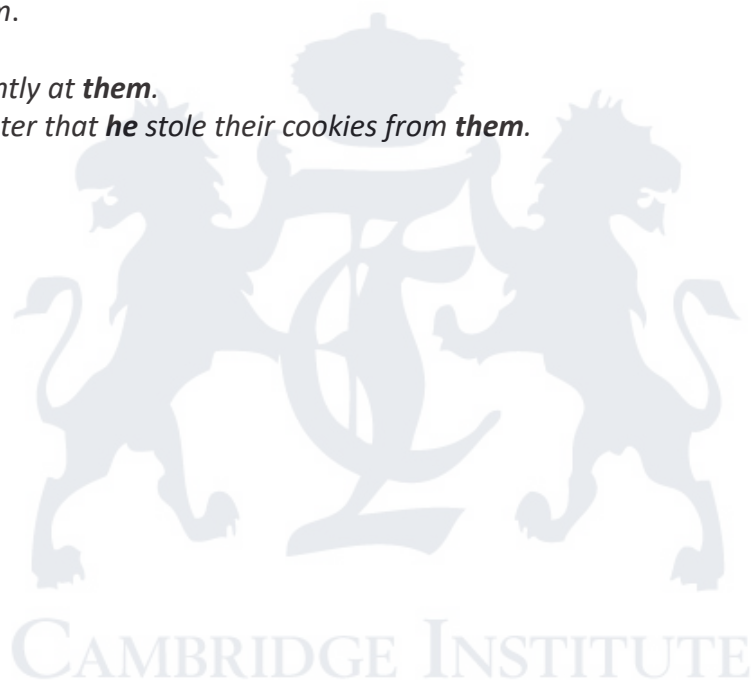
***Every** child deserves to muck about in the mud. (All children)*

Pronouns

We have already seen possessive pronouns but we can also use personal pronouns as determiners when we want to single out a person or group. These pronouns are *I/Me*, *You*, *He/Him*, *She/Her*, *It*, *We/Us*, *You*, *They/Them*.

***We** were staring intently at **them**.*

***It** was learned only later that **he** stole their cookies from **them**.*





LISTENING: RACKETEERING AND MOBSTERS

Person 1: Hey, what's up?

Person 2: Not a whole lot. Just here trying out my new IM client. How 'bout you?

Person 1: Just got done reading the paper. Which client are you using?

Person 2: I'm using SMC from the Flag Corporation. It's come as a free trial on my new computer from Best Purchase. I'm booting it up now. It seems pretty cool.

Person 1: Ah, you better be careful with that. Flag is being investigated for crimes in racketeering and corrupt organizations.

Person 2: What are you talking about? That's only used with the mafia. I mean, they haven't pulled that one out since they finally managed to nail John "the godfather" Gotti with it. If it hadn't been for Al Capone, it wouldn't even exist.

Person 1: Well you're right, it was created for the mafia. But since then it has been used for several other organizations and right now it is being used against those two stores.

Person 2: Alright fine, so what did they do?

Person 1: Well Flag has an agreement with Best Purchase that it will pay them 400 million Euros and promote them if they promote Flag in their store and with their materials. Because of this, Best Purchase includes this free trial on their computers and then when the trial is up, Flag charges you for the software. But the trick is there is no confirmation that you've been charged and no warning that your service is coming to an end. Therefore, the money is charged to your account without you ever having to agree.

Person 2: You can't be serious. They would never get away with that!

Person 1: Exactly. And they're not getting away with it. According to the Frisco Times they are going to district court because in circuit they lost, and they lost pretty badly.

Person 2: Wow. It's pretty hard to believe that they would do that. Alright, well thanks for warning me. I'll just try it for a week then and if I'm not willing to pay for it then I'll cancel right away.

Person 1: Sounds like a good idea. And remember, the Frisco Times is covering the whole thing so if you decide that you want to find out more about the case later than feel free to take a look there.

Person 2: Great! That's good to know. Well, what do you say to going and playing some new videogames on the computer? It's a good thing that you brought your lap-top because I just got the new version of Opposing Strike Force. It would be.....



VOCABULARY: ABUNDANCE, LACK, AMOUNTS AND GROUPS

Big one(s)

Refers to an interval of 1000 in money. Very informal.

*Sure, I'll drive you to Canada but it's gonna cost ya 5 **big ones**.*

Come up short

To not have, to lack something (usually used to talk about money).

*I wanted to buy that caddy but I **came up 100€ short**.*

Exorbitance

Excessive deviation from the norm.

*The **exorbitance** of Gatsby's parties drew admirers from all over and made him famous.*

Fraction of ($\frac{3}{4}$, $\frac{1}{5}$, etc.)

A small part. Alternatively we can use the actual fraction as well. If we use a fraction, we always read it as a whole (half, three-fourths, etc.) and never in its parts (three out of four, 1 of five, etc).

*We only got a **fraction of** the airtime compared with Lady Gaga.*

*He only has $\frac{1}{2}$ **of** the eggs.*

Fulsomeness

Expressing something enthusiastically or with great emotion.

*The children, filled with **fulsomeness**, retold the entire tale of getting lost in the woods and the adventure of finding their way home.*

Grand

Refers to an interval of 1000 in money. Informal. In an even more informal nature can be referred to as "G"s.

*Jay-Z got fifty **grand** just to show his face at the Grammy's.*

To grow on trees

To be abundant.

*Do you think Oscars and hundred dollar bills just **grow on trees**?*

To (not) hack it

To be good enough (or not).

*It was difficult but in the end Jennifer was able **to hack it** and take home the trophy.*

Infinitesimal

Too small to measure.

*Particles have seemingly **infinitesimal** sizes.*



Modicum

A small amount.

*Please have a **modicum** of respect Charles and don't chew with your mouth open. You didn't grow up in a barn.*

Overload

Too much of something.

*Jonas knew he was suffering a caffeine **overload** when his hands started shaking.*

Sans (latin 'sine')

Without.

***Sans** education, we have no future.*

Scarce

When there is little of something.

*Water is **scarce** in the desert.*

To stretch on

To extend.

*The road **stretches on** for miles and miles.*

Vast

Large or spacious.

*The old west is famous for its **vast** prairie landscapes.*





READING: HOW YOUR MOTHER MET ME

Dear Jill and Sammy,

If you're reading this then that means St. Peter and I are having it out at the Pearly Gates about the time I've got to spend in Purgatory. Anyway, I must've told you a million times the story about how I met your mother, but, really, it was your mother who met me. Without a series of mishaps you all wouldn't have even be sitting here reading this letter right now. Anyway, now that I've knocked on Heaven's door and they answered, you can't tell me to shove it and you have to listen to the story the whole way through. That's right! I've got you snared even from beyond the grave.

Now how about that story? It was a foggy Monday and to be honest, the public transport in New York is confusing at best but that day I was late. I decided in a rush that the best would be to catch a taxi, but where could I find one? I wasn't exactly in downtown Manhattan with an entire fleet to choose from. I knew that if I could find just one - supposing that a taxi would wander into my little Brooklyn neighborhood - I could get to work on time and avoid getting fired. My boss was a regular stopwatch, once the workday began the watch stopped and there was no difference between a minute and an hour late. If you were late, that would mean you got extra tasks heaped on the whole day as a way of discouraging the activity.

Anyway, I managed to hail one of those yellow taxis heading up town and began my journey towards lower Manhattan. There was a jam on the Brooklyn Bridge as per usual and weighing my options, I realized I was about half an hour from work if I walked quickly. Well, I had twenty minutes so I leaped from the taxi and started booking it. This was important because had I not taken such an athletic decision I most surely would never have met your mother.

As I was running along, the bus came up behind me. The stop was 50 yards away and the light was red, forcing the bus to slow down. What would have happened had it been green? Well we frankly will just never know now, will we? But I can imagine I would have arrived to work almost on time and sweating like a high school shop-lifter.

I bounded onto the bus and realized I was ten cents short but then a pretty woman with green eyes stepped up and helped me out. No, that was not your mother, though I'm sure for purposes of the story you both would have liked that. Anyway, I got off the bus three blocks from work and preceded, running like a sprinter. I knocked into everyone in the most New-Yorker way possible and would have continued had I not stumbled upon a man advertising a jazz and coffee café two blocks away.

I was about to enter my office when all of a sudden it struck me. I had the report that was due that day next to my bed. I realized that the appropriate thing would be to walk up and apologize and continue working. I had two minutes; I could make it, but, should I really go, I thought? I turned back, looking at the man advertising the Jazz café and thought of that new flick, Ferris Bueller's Day Off, that I had seen with Sally Turner - you know, Aunt Sally. Anyway, I turned on my heel, walked to the nearest payphone, called in sick (a move that would cause me a headache a few months later, but that's another story), and I walked into that Jazz café.



The café was empty, there was no one except for a pretty barista with dazzling blue-green eyes who was bobbing her head to some Jon Hendricks. She ended up serving me one coffee after another. Later, when I tried to sneak out quietly, I found a piece of paper with a number written on it in my pocket.

A few days later when I called, I realized it was that same pretty barista from the Jazz café. We went out to a local jazz and blues club for dinner and you all have heard the rest a million times. But that is how your Mom really met me, instead of the other way round like I used to tell it. It was a lucky coincidence; had one thing been different, you both might not be so comfortable where you're sitting right now.

Lots of love,
Dad

The elderly gentleman then let the letter fall into the desk drawer as he heard footsteps and a pair of brilliant, sea-colored eyes popped through the doorway.





GRAMMAR: CONDITIONALS

Review

Conditionals are used to talk about hypothetical events or hypothetical outcomes. The basic conditionals are the zero conditional, the 1st conditional, the 2nd conditional and the 3rd conditional.

Zero Conditional	If + present simple, ... present simple	For something that always happens	<i>If people exercise, they keep fit.</i>
First Conditional	if + present simple, ... will + infinitive	To talk about things that might happen in the future	<i>If I pass the test, I will throw a party.</i>
Second Conditional	If + past simple, ... would/could/might + infinitive	For hypothetical situations	<i>If we went to play football, we could try out the new pitch.</i>
Third Conditional	If + past perfect, ... would have + past participle	For impossible situations that would have occurred in the past	<i>If he had bought a new car, he wouldn't have had the money for his holiday.</i>

Mixed Conditionals Table

Mixed Conditional Pattern	<i>Example</i>	Explanation
Past – Present	<i>If I had studied more, I would be a graduate by now.</i>	But I didn't study in the past and I am not a graduate now.
Past – Future	<i>If she had signed up for the course last month, she would be starting with us tomorrow.</i>	But she didn't sign up for the course last month and she isn't going to start with us tomorrow.
Present – Past	<i>If I were rich, I would have bought a house in Punta Cana.</i>	But I am not currently rich and that is why I didn't buy a house in Punta Cana.
Present – Future	<i>If I didn't consider you a good friend, I wouldn't help you move house next week.</i>	But I do consider you a good friend and I will help you move house next week.
Future – Past	<i>If I weren't going on vacation next week, I would have helped you with that new work assignment.</i>	But I am going on vacation next week and that is why I didn't help you with that new work assignment.
Future – Present	<i>If I were working next Saturday, I would be upset.</i>	But I am not working next Saturday and that is why I am not upset.



Other Conditional Forms

We can also use modals with the 'if + present simple clause' to express requests, and suggestions.

If I give you a fiver, could you pick up some apples for the pie?

If you plan on coming, you might want to go get dressed.

We can also make requests and barter using constructions like *if + would, ... will* and *if + will, ... will*.

If you would all take your seats, please, then the show will begin.

If you'll do the analysis, I'll do the research.

Words and Phrases to Replace "if"

We can use many different words and phrases to replace if.

Supposing (that), provided, providing (that), as/so long as, assuming (that) and *even if* are all ways of marking a condition or situation.

Supposing that *were true, how would you react?*

*We will go to the beach **so long as** it doesn't rain.*

*I will take him the samples **assuming that** all goes according to plan.*

Unless, except if/when, save if/when, and barring are all ways of expressing a conditional rooted in a negative viewpoint.

I will not go to the meeting if he doesn't come. > Becomes:

*I will not go to the meeting **save if** he comes.*

Barring *a no-show on his part, I will go to the meeting.*

To express an idea that we know already we can use *granted, with the proviso, contingent upon, on/with the assumption, and given that*.

Granted that *all the senators are conservative, I would not suggest that new social-spending bill yet.*

*I would suggest that new social-spending bill **with the assumption that** the conservative voters may not like it.*



Likely and Unlikely Conditionals in the Past, Present and Future

Here is a table showing ways to make **likely conditionals** with examples.

Could		<i>Had I desired, I could have tried harder.</i>
May		<i>Should he fail his test, he may change his degree.</i>
Might		<i>He might change his degree barring passing the test.</i>
Chances are	These express general possibility	<i>Chances are it will rain tomorrow.</i>
To be possible		<i>It's possible it will rain tomorrow.</i>
To be likely		<i>It's likely we will return should it rain.</i>
Might/May + have	Used to express possibility exclusively in the past	<i>I might have enjoyed dinner had the conversation been livelier.</i>
To be bound to		
To be a forgone conclusion		
Certain to		<i>She is certain to advance given that she is taking extra studies.</i>
Certain to be		<i>She should be in Paris, she bought the ticket months ago.</i>
Certain to have been	These are used express a high level of certainty that something happened or will happen	<i>It must be a virus, the antibiotics would have worked otherwise.</i>
Must be		<i>He's bound to be ok, we would have heard by now otherwise.</i>
Should be		<i>It mustn't have been something serious as he looks fine now.</i>
Should have been		
Will be		
Will have been		

Unless otherwise stated, these phrases can be used with the present, past and future.



Here is a table showing how to form **unlikely conditionals**.

Cannot	These are used to express impossibility	<i>She could not have had much trouble or she would have phoned.</i>
Could not		
Must not have been	Used to express a highly unlikely situation	<i>It mustn't have been something serious as he looks fine now.</i>
May not		
Might not	Used to express general disagreement or unlikelihood	<i>It may not have been the best idea to bring Marguerite hiking given that she hates plants.</i>
Could		
May + have + past participle	These are used to express a mild degree of unlikelihood in the past	<i>I could have forgotten to turn on the dishwasher but I think I did.</i>
Might		
There is a small/slim/faint/tiny chance or possibility		<i>It's unlikely that one could have survived a fall like that.</i>
To be doubtful	Small likelihood	
To be improbable		<i>It's doubtful I would have passed even if I had studied more.</i>
To be unlikely		

Inversions in conditional phrases

To give a more formal tone we can invert first, second and third conditionals.

***Should you want** to take a walk, please do not forget your key.*

***Were he to leave now**, he would be in Spain tomorrow morning.*

*Jennifer never would have left for Hawaii **had she known** it was monsoon season.*

We can use inversions to also deal with hypothetical or impossible solutions just as we would normally were these situations to be real.

***No sooner would** Scott have taken the bus **than** he would have suffered in the accident as well. (If Scott had gotten on the bus then he would have suffered too)*

*John **wouldn't have enjoyed** the trip and **neither would** Lily. (Lily didn't like the trip and John would not have liked it either had he gone)*

Punctuation and Comma Splicing

Comma splicing is when a comma is placed incorrectly and therefore divides the sentence. Punctuating a conditional sentence is fairly easy once you get the hang of it. The key to placing the comma correctly in a conditional sentence is a matter of locating the dependent and independent clauses. Generally the *if-clause*, or conditional clause if *if* is not used, is the **dependent clause**. The other clause is the **independent clause**.

So long as it doesn't rain, we will go to the beach.



A quick litmus test for whether a phrase is independent or not is to take it out of the sentence and see if it is able to form its own grammatically correct sentence. So long as it doesn't rain is dependent because it starts with a prepositional phrase, which in this case signals the conditionality of the sentence. We will go to the beach is a perfectly valid sentence in its own right and thus is independent.

When the independent clause is **preceded** by the dependent clause then we **must** include a comma as seen in the example above.

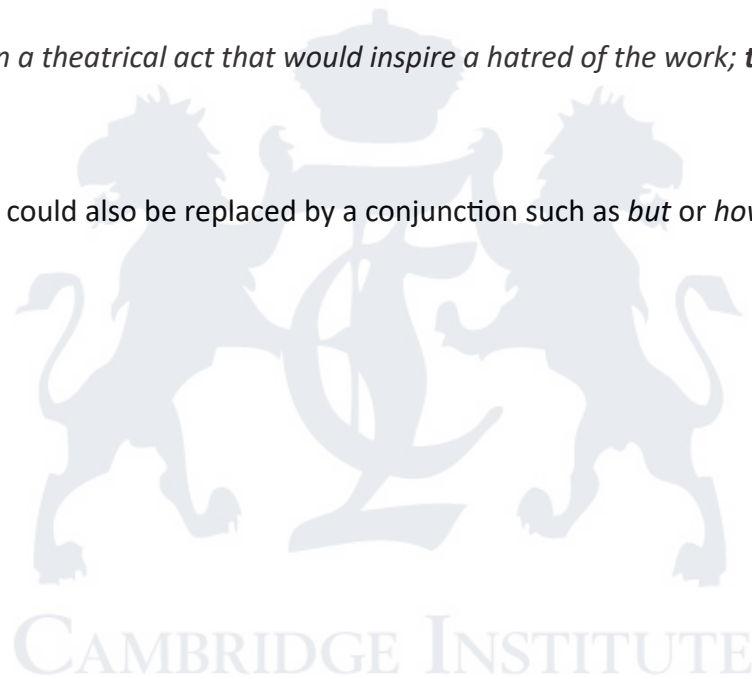
We also use commas to separate **phrases that interrupt** a clause, be it dependent or independent.

*Seldom, **at that point in his life**, had John seen a theatrical act that would inspire a hatred of the work.*

If we link two independent phrases in a conditional sentence without a conjunction we must use a semicolon.

*Seldom had John seen a theatrical act that would inspire a hatred of the work; **that last one was truly atrocious.***

The above semicolon could also be replaced by a conjunction such as *but* or *however*.





LISTENING: A WORLD WITHOUT SOCIAL MEDIA

Janine: Hey Janet! How you been? I had a heck of a summer.

Janet: Hi Janine. I'm fine thanks. My summer was awesome. We went to a couple concerts and music festivals, including Lalapalooza. It was amazing!

Janine: Oh man, that must've been incredible! I saw the photos on Instagram. I would've loved to see some of the artists like Maroon 5 and Tiësto in person! That had to have been absolutely wicked!

Janet: Oh yeah, it totally was. Could you possibly have had a cooler vacation than in the Bahamas though? Two full weeks! Yeah, it was awesome but I spent a lot of time on my phone too. I didn't realize it at the time but man... I really can't imagine what I would have done without it.

Janine: Yeah I know what you mean. Some days I ask myself what I wouldn't give to be free of it. But then I always wonder what that kind of world would even look like. I mean, come on, can you really imagine a world with ALL of our modern conveniences but with the absence of social media. No more Facebook, Twitter or Instagram to share photos with friends. At most just old-fashioned e-mail. No LinkedIn to apply for jobs or follow companies nor Yelp to rate your favorite grub-joints.

Janet: I bet that people sure would communicate more when together but then these summers might be hard at times. I don't know, to be honest, had I not ever gotten so accustomed to being connected 24/7 it might not be such a big deal. I would even go so far as to say that I would sleep better. I get woken up by the notifications at least a few times a week.

Janine: Oh yeah, that would be nice to get through an entire night and wake up the next morning without being constantly reminded that someone is trying to get in touch with you at every waking second. Even though I put it on sleep and I set some of the apps to not show notifications, every morning I have at least three or four. What I would give to wake up in the mountains out of cell range.

Janet: Hehe, I get that. I want to get out of here at times too but then it is so nice to have everyone there all the time. Imagine if you couldn't and you had to telephone and wait and page and wait to talk to anyone or to tell them even the simplest of things.

Janine: Yeah, I always check the college police twitter before going out now. Ever since there were that string of robberies late at night, I'm worried that something might happen. It's such a relief to know that everything's safe.

Janet: Oh yeah, I would be scared nuts if I had to rely on hearsay all the time. I mean, there's a lot of that on social media too but to some extent it's mitigated by the easy access to the internet. Would the world miss Youtube I wonder? Would I? It's true that it's good for listening to music on demand but I suppose the radio is nice too. Plus with the radio you never know what might come next.

Janine: Ha ha. I would surely miss Youtube because I love the music videos and honestly, MTV just doesn't cut it any longer. That said, I bet a world without the Beliebers would be a sight to behold. I mean, it's great that people can post their own videos and whatnot but I'm just not sure that I'm a huge fan of all these covers that have come out in the last few years.

Janet: You know, you're right that the covers aren't always all that great but every now and then a few good original pieces come out too. There have been more than a few artists come up through the Vine.

Janine: (sarcastic tone) What a wonderful pun that was. But I suppose you're right. There have been some good artists in the mix. And the ability to share home videos easier is nice too but I just feel like we've lost some of the personal touch that we had when we sent the files by email.

Janet: Yeah, but supposing you're right we still have e-mail today and we could use it. I guess we'll just never know though. Anyway, are you going to the...



VOCABULARY: METAPHORS

A metaphor is a comparison of one object to another theoretically unrelated object. If we examine the famous line from *Forrest Gump*, “life is like a box of chocolates” this is not a metaphor but a simile. A simile uses the words “like” or “as” where a metaphor cannot. So to make that line a metaphor we would have to say “life is a box of chocolates.”

Metaphors are a powerful way of making descriptions as we can use them to take advantage of cultural perceptions towards certain things. i.e. if we want to say that someone is treacherous we can call them a snake. If we want to say that they are clever we can call them a braniac and if we want to say that they are wiley or physically attractive we can even call them a fox.

Animals are not the only things we can use to make metaphors. Weather is also a common theme. If someone is angry or confused we can say that they have a storm brewing in their head or heart. We can also use the seasons to describe someone’s state in life, from young to old, starting with spring and ending with winter right before they pass on.

Metaphors have the added bonus of masking what we say at times when we do not want to be rude but are offended i.e. “John is such a joker.” Or we can use them when we want to sympathize although we may not share the same opinion i.e. “Wow, that really is something.”

The wonderful thing about metaphors is that in the end you are free to make them up to suit a situation. This notwithstanding, there are some metaphors that have become commonplace over the years.

Here is a list of some common metaphors:

Sea of grief	A lot of pain
Fishing	To look for something
Success is an achievement, not an illegitimate child.	People often try to take credit for things that they haven’t done themselves.
Broken heart	To be very sad
Light / joy of my life	Something that makes you ecstatic
It’s raining men	When you have many male suitors
Time is a thief	Referring to how quickly life passes by
“Person” is the apple of my eye	Someone who you hold dear
Bubbly	Constantly happy
Feel blue	To be sad
Fade off	To fall asleep
Inflame your temper	Something that makes you angry
Reeks of infidelity	That it is obvious someone cheated
Rollercoaster of emotions	A lot of happy and sad emotions in a row in a short space of time
See red	To be furious
Stench of failure	To be deeply affected or afflicted by failure
To be green with envy	To be extremely envious
To be an angel	To be a very good person or have a sweet demeanor



READING: FRENCH ETIQUETTE

Etiquette is a complex subject. It is a system of rules based on social norms and values that have, as a goal, the harmonious cohabitation of people within a certain society or situation or event. But etiquette is not universal and every level of society has their own etiquette which will change once again when you move from one region or country to another. Often, this etiquette is so nuanced that you might not even realize that you're doing something wrong. Take the extended pinky for example, in France this is considered rude and *déclassé*.

Let's look at some of the aspects of French etiquette that differ from those generally employed in Anglophone countries. First of all, at the table, your hands must be on either side of the plate, not in your lap. Your lap is exclusively reserved for your napkin, which is unfolded and placed there at the beginning of the meal and then placed over the plate, still unfolded at the end. This is a big difference to the Anglophone norm which allows for one or two folds of the napkin when placed on the plate. Another difference is that you rest your utensils crossed over each other on the plate while you are chewing your food. You are also never to gesture, particularly large gestures, while holding your utensils. You should first cross them over your plate and then proceed to gesticulate. If you wish to dry your mouth before drinking, you are not to use your napkin but rather to break off a small piece of bread. An important point of divergence here is that in galas in the English speaking world you use your hand, but the rest of the time it is acceptable, albeit not the norm, to use a knife to cut the bread. In France, you should always use your hand.

Contrary to popular belief that the French rarely smile, when you greet someone in France, it is the mark of a gentleman or a lady that you always smile, be it when making an acquaintance or when greeting an old friend; be it at your office, in the street or at your home. There is also an order to be followed when making introductions. You always present the youngest to the eldest, the men to the women, and those outside the circle of intimacy to those who find themselves inside. A commonality here, though not always followed, is that when you speak with someone you must always look them in the eye.

Men also have their role in society. In an Anglophone country, at a restaurant, a man follows a woman in, opening the door for her; in France, a man goes first to confirm that it is a place where the woman may enter without feeling offended. In addition, the man will always seat the woman with her back to the wall so that she may take in the surroundings and, when the waiter approaches, he will relay her order to the waiter, but he will not choose for her. Another difference is that in France a man always goes first on the stairs: going up so as not to look at the woman's legs and going down to protect her should she fall.

Another particularity is that at dinner parties, the female guest of honor will be seated at the right hand of the male host, and the male guest of honor at the right hand of the female host. The seating must also reflect an alternating pattern of female, male. Couples are generally not sat together unless they are engaged or recently married, in which case they are sat side by side.

So as you can see, while commonalities do exist, proceeding mainly from some shared cultural aspects, there are many differences that exist in countries as close as England and France when it comes to the social norms we know as etiquette. It might also be remarked that these norms are usually observed in France while in Anglophone countries they are reserved, usually, for more formal or intimate occasions.



GRAMMAR I: NOUNS, AGREEMENT AND ARTICLES

Subject-Verb Agreement

Indefinite pronouns such as **anyone**, **everyone**, **someone**, **no one**, and **nobody** are *always* singular and thus will *never* be followed by a plural verb. However, the indefinite pronouns **all** and **some** can be both singular and plural depending on whether or not the noun referred to is countable or uncountable. If it is countable, the verb is plural, if it is uncountable the verb is singular.

*All the **fudge** is gone.*

*Some of the **horses** have escaped.*

Only the indefinite pronoun **none** can be both singular and plural regardless of the circumstance.

None of you have come to practice in three weeks.

None of you has come to practice in three weeks.

Everybody, **everyone**, and **each** are also *always* singular. In question tags 'everybody, everyone, someone, etc.' are considered '**they**'.

*Everybody is coming tonight, aren't **they**?*

*Somebody has to clean this up, don't **they**?*

Phrases such as '**as well as**', '**together with**', '**along with**' and '**or**' will not make a singular subject plural like the conjunction '**and**'. **The verb will follow the subject of the sentence.** In the case of '**or**', the agreement is made with **the subject that is right before it.**

*I, **as well as** my brothers, **am** going on vacation this summer.*

*My brothers, **together with** me, **are** going on vacation.*

*Jim **or** his kids **are** going to take the bus and come pick you up.*

*Johnny and Jamie **or** Jay **is** going to pick you up.*

Despite there being two items in a sentence containing **either** or **neither**, these pronouns are *always* singular and thus the verb is *always* singular.

There and **here** are never subjects and thus the verb will follow the subject of the sentence.

*There **are** six apples.*

*Here **is** my essay.*

Regardless of how many modifiers can be found between the subject and the verb, be they words or phrases, the verb always follows the main subject of the sentence.

The apple, which by falling from the tree suffered many bruises, of which many are almost black, **is still edible.**

Expressions of fractions can be either plural or singular depending on if the noun referred to is singular or plural but sums and products of mathematical processes are always singular.

*Three-quarters of the **guard** **was** destroyed in the battle.*

*Three-quarters of the **vines** **were** lost in the fire.*

*Three multiplied by three **is** nine.*



Finally, if you have multiple subjects, one of which is positive and one of which is negative, and one of them is plural and the other singular, the verb should match the positive subject.

*The students, but not the teacher, **have** seen the school play.
The teacher, but not the students, **has** seen the school play.*

Adjectives and Verbs as Nouns

By using an ellipsis of a noun phrase (shortening a noun phrase) we can use an adjective as a noun but it should generally be preceded by the article **the**. Exceptions are made with phrases such as “There are” and “Here are” though even here it is considered more proper to include the article **the**.

*The rich are the constant enemy in the Marxist struggle to uplift **the poor**.*

The second case would be conversions. This is when an adjective is appropriated to act as a noun.

*You are violating my **right** to free speech.
The village **elder** weighed in and settled the dispute between the two families.
Many a young man and woman has found their **ideal** looking to the past while dreaming of the future.*

Verbs as nouns

When in their gerund form, verbs may be used as nouns.

***Skiing** is my favorite winter sport.
Jeremy has a passion for **painting**.*

Nouns may also follow the same rules as adjectives in the sense of conversions. By adding the article **the** we can make verbs act as nouns. We can use the article **a** if we precede the verb with an adjective.

*The **update** was released last Monday.
That book is **a good read**.*

There is also the practice of verbal nouns by which we take a verb with “to” and place it as a subject. This is the case many times when talking about likes and dislikes, for example, *Jill likes **to go swimming***.

***To err** is human; **to forgive** is divine.*



VOCABULARY: SINGULAR AND PLURAL UNCOUNTABLE NOUNS - COMMON PHRASES

Before reading the following list of vocabulary, you should note that though placed in singular, they can all be made plural by making the first noun plural (ex. glass of soda becomes glasses of soda).

A spot of bother

An annoying situation.

*I'm in **a spot of bother** because I have lost my wallet.*

A rasher of bacon

A slice of bacon. Called a serving in the USA.

*Hello, two eggs over easy with toast and two **rashers of bacon** please.*

A pat of butter

A portion or serving of butter.

*Can I have three **pats of butter** with the rolls please?*

A lump of coal

A piece of coal.

*Father Christmas brings **lumps of coal** to children who misbehave on Christmas.*

An ear of corn

A stick of corn before it is taken off the cob.

*A well-grilled **ear of corn** is a staple in any barbecue.*

A speck of dust

A bit, or spot, of dust.

*His house is so clean you won't find even one **speck of dust**.*

A morsel of food

A small piece of food.

*Sam came home and left us without even **a morsel of food**.*

A pane of glass

An individual piece of glass that helps to make up a window.

*Stained glass is made of hundreds of small **panes of glass**.*

A pang of guilt

A sharp guilty feeling, generally to imply as though the pain were physical.

*When I saw them suffer for my defiance, I felt **a pang of guilt**.*



A lock of hair

A clipping of hair, many times given as a token of affection.

*Medieval damsels would send their preferred knights off to battle with a **lock of hair** or a ribbon for luck and courage .*

A peal of laughter

An outburst of laughter.

*When my daughter had a sleepover, all we heard were **peals of laughter** non-stop, all night long, coming from her room.*

A dab of perfume

A small amount of perfume.

*I'm almost ready! I just need to apply **a dab of perfume**.*

A bar of soap

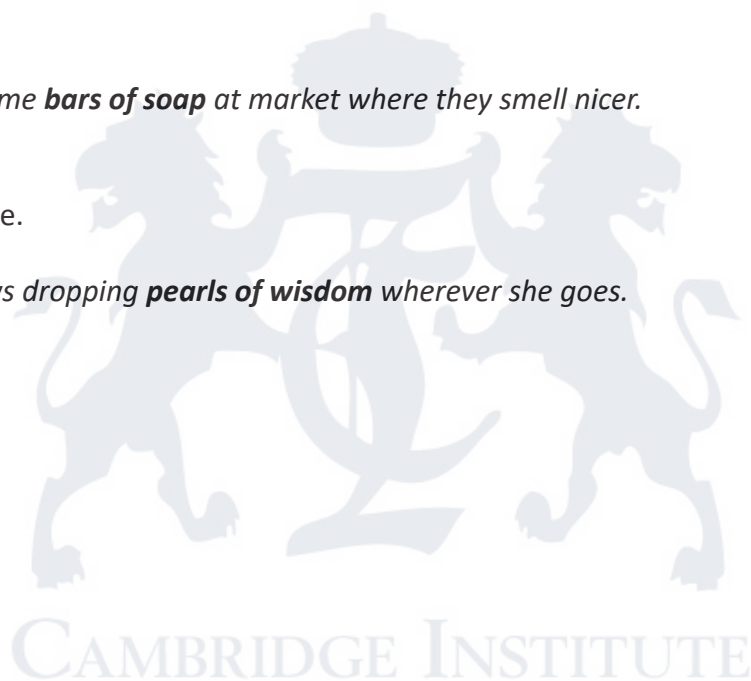
A piece of soap.

*I went and bought some **bars of soap** at market where they smell nicer.*

A pearl of wisdom

A piece of good advice.

*My grandma is always dropping **pearls of wisdom** wherever she goes.*





LISTENING: A NIGHT OUT AT THE GALA

Interviewer: Hi everyone, I'm Jamie, and I'm here with Suzie Q to talk about galas, what to do and what to avoid. So Suzie, why don't you tell us a little bit about how to act once we've been invited to a gala.

Suzie Q: Hello Jamie, thank you for having me on the show. Formal etiquette has been refined over the centuries, changing with times and customs to the point where it has become almost an art. Gala etiquette is no different. After all, people rarely attend galas to dine. They go to socialize and celebrate a cause or achievement or to fundraise for a cause, at least normally. So these rules really are for social interaction. I have a list of 32 but many of them are common sense, such as, for men, wear a tuxedo, and for ladies, a floor-length gown that, while not boring, is not too revealing.

Interviewer: Right, that all seems rather standard. But what about some that everyone might not know?

Suzie Q: Well, everyone knows that you generally don't rearrange seating cards but not everyone knows why, prompting it to happen sometimes as though an innocent mistake. The truth is that seating arrangements are formalized after much reflection and are designed to promote conversation. Who you will sit with will color much of your night so it is important to trust that the organizers have sat everyone exactly where they should be. Also, with utensils, it is important to go from the outside in and not just pick what looks like it will be the easiest to use. That said, you may eat however you like, either in the Continental style or in the American style. Remember, fork in the left, knife in right is Continental but then switching the fork to the right hand after cutting is American. You should know the difference. A less commonly known rule of etiquette might be that when eating a dinner roll, you break off each bite individually and you butter each bite individually. You never butter the entire roll and take bites from it.

Interviewer: Alright, and after dinner, what is the etiquette on partners?

Suzie Q: Well, it is fine to leave your partner for ten to fifteen minutes but then you really should go find them. And good introductions are a sign of good manners. You should develop a sign ahead of time to notify your partner if you forget someone's name so they can step in and avoid an awkward moment. Also, you should stick to a two minute rule unless you are giving the main speech of the evening, being sure to include your partner if they talk less.

Interviewer: On the subject of talking, you mentioned that people go to socialize, how important is small talk?

Suzie Q: Oh, it is certainly one of the most important parts of the evening. If you need to, practice your small talk before you head to the gala. No one wants to hear about your troubles at work or home but they would love to hear about the vacation you took or the project you're working on, especially if it's socially motivated. However, it should be noted that everyone loves talking about themselves, and they will want you to ask them about their vacation, project, or hobby as well. Whatever you do speak about, politics and religion are to be meticulously avoided and if mentioned tenaciously ignored.

Interviewer: Returning to the part about being social, how does social media, engrained as it is, play into gala life. People surely don't leave their phones at home, do they?



Suzie Q: They should, but they don't. You should limit your use to times when you are not at the table or conversing with others. And you should not be updating it constantly. It is fine at a few dispersed moments throughout the night. Remember that people paid hundreds if not thousands of dollars to come and talk and eat with you, and supposedly you're there because you want to be with them too.

Interviewer: Well, that's all very interesting but unfortunately that's all the time we have for now. Thank you so much Suzie Q for coming and teaching us about proper etiquette at gala events.

Suzie Q: It's been a pleasure Jamie. Thank you for having me on your program.





GRAMMAR: COUNTABLE AND UNCOUNTABLE NOUNS AND ARTICLES

Countable nouns are all those nouns that are able to be counted, such as dog, fish, bike, plate. We can say one plate, two plates, three plates, four plates... Countable nouns comprise the vast majority of nouns that are found in the English language.

I have one dog and three cats.

Uncountable nouns are those which cannot be counted numerically. These are generally nouns that are thought of to be one or they are thought to be too large or complicated or intertwined to be easily counted. Examples include water, DNA, glass (the kind in your window) and more.

*Metal is used throughout the construction of this bridge.
Water covers much of the Earth.*

In order to make uncountable nouns “countable” we must add a classifier such as beam or body.

*One hundred beams of metal are being used in the construction of this bridge.
Two large bodies of water are the Atlantic and the Pacific Oceans.*

A way to help know which nouns are countable and which are not is to remember the categories. Uncountable nouns usually belong to one of the following categories: **liquids and gases; solid and granular substances; energy words and forces; subjects; grouped concepts** (fruit, money, vocabulary, etc.); **and information and abstract concepts** (advice, intelligence, etc.).

Using the Definite Article and Zero Article

We use the definite article when:

- A)** We think the listener or reader understands what we are referring to (e.g. *the car was hot, I was in the kitchen*).
- B)** Before unique objects when we know there is only one of its kind (e.g. *the universe, the world, the economy, the South Pole*)
- C)** Before superlatives (e.g. *the biggest chocolate brownies, the fastest man in the world*)
- D)** Referring to human families as a collective unit (e.g. *the Simpsons, the Smiths, the Connells*)
- E)** Before countries or nations that are made up of groups (e.g. *the United Kingdom, the USA, The Roman Empire*)
- F)** Before names which include the word “of” (e.g. *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 (e.g. *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. (e.g. *I went to **the school** by St James Hospital, I served in **the prison** for twelve long years*)



We MUST use the zero article when:

- A)** Generalising about plural and uncountable nouns (or noun phrases) and make generic or indefinite references to things (e.g. *I love **croissants**, I'm terrified of **deep water**, I'm into **jazz music**, I think **budgies** are stupid).*
- B)** Using people's specific names or titles and when addressing them by their titles (e.g. *Jack, Elizabeth Hobson, Mr Brown, Miss Smith, Sir, Mister, Lord Smitter, Captain Silver, Doctor Howard*)
- C)** Using the specific names of (single) mountains, parks, forests and lakes (e.g. *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 (e.g. *I play **basketball**, They like **skiing**, She's a deft hand at **cards***)
- E)** Talking about countries, continents, towns, streets and languages (e.g. *North America, Uruguay, Europe, Africa, London, New Orleans, High Street, Fitzgerald Avenue, Spanish, Russian*)
- F)** With nouns that are followed by numbers (e.g. *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 (e.g. *by bus, by plane, by train*)
- H)** Talking about institutions (e.g. *in jail, at home, in school, for work, at camp, in hospital, at university*)
- I)** When referring to the time, day or month of the year except with the words morning, afternoon, evening and weekend (e.g. *I arrived **on time**, We go to the beach **in summer**, **at midnight***)
- J)** Certain prepositional phrases do not take an article: *in charge, in tears, in danger, at war, by heart, beyond control, out of control.*

CAMBRIDGE INSTITUTE



READING: WHAT TIME IS IT?

We try hard to keep track of time, but it's futile. You can't pin it down. For example, there's a moment coming, it's not here yet, it's still in the future, it's on the way, it hasn't arrived... It's getting closer... Here it is! Oh, no, it's gone.

We use words like 'now', but it's a useless word, because every time you say it, it means something different. 'Can you tell me the time?' 'Well, which time did you want? Now? Or the time you asked me?' 'Or, how about now?' 'Is this the time you want? Speak up, this **stuff** isn't standing still'.

And think of the phrase 'just now'. 'Did you hear that?' 'What?' 'Just now'. 'You mean, just then?' 'Yes, just then. Wait! There it is again, just now'.

Everything we think of as 'now' is either the very recent past, or the very near future. There is no present. Welcome to the present! Poof! Gone again.

It's so imprecise that sometimes people don't bother with minutes and hours at all, they keep things purposefully vague. 'What time you've got?' 'I got just after'. 'Just after? Jeez! My watch is slow! I got going on'. It is amazing how something as precisely calibrated as time can be described so loosely, especially when short periods of time are concerned. We say: 'at once', 'immediately', 'right away', 'just like that', 'no time at all', 'in nothing flat', 'at a moment's notice', and one that I never understood: 'before you can say Jack Robinson'. You don't hear that much anymore, do you? Maybe Jack ran out of time. Maybe he was an Aztec. And let's not forget a **jiffy**. Or a flash. Do you know which is quicker? Well, I looked it up. In fact, there are two jiffies in a flash. And there are six flashes in the twinkling of an eye. No one seems to know how many twinklings of an eye there are in two shakes of a lamb's tail. And by the way, why is it two shakes of a lamb's tail? Wouldn't the basic unit of measurement be one shake of a lamb's tail?

Another vague word is 'soon'. For me, 'soon' has an emotional quality. It has great potential for sadness. 'Is daddy ever coming to visit us again?' 'Yes, dear'. 'When?' 'Soon'.

Here's a spooky one: 'sooner than you think'. Wow! Sooner than I think. That's like 'before you know it'. 'I'll be back before you know it'. Poof! Holy moly he did it!

Sooner or later, one of these days, any day now, from time to time, every now and then, a little while... A little while is nice. So gentle! 'I'll be home in a little while'. That wouldn't bother you, would it? I think anyone can wait a little while. It doesn't sound too threatening. 'Your father is sick, but he still has a little while'. That's different from 'a short time', isn't it? 'A short time' sounds terminal. 'Your father has only... a short time'.

If I were about to be executed I would much rather have 'a little while' than 'a short time'.

George Carlin
People Who Want to Know the Time (2001)



VOCABULARY: IDIOMS OF TIME

A month of Sundays

To express a very long period of time.

*How is Jenny doing? I haven't seen her in **a month of Sundays**.*

A whale of a time

To have a great time; to do something really fun.

*We went to the U2 concert yesterday and had **a whale of a time!***

Around the corner

Used to describe something that will happen very soon.

*Christmas is just **around the corner** and I haven't even bought any gifts for my family yet!*

Carry the day

To define a win or a success that felt like a long battle.

*I don't care much about winning a marathon. But I'll **carry the day** if I manage to complete the 42.195km race.*

Come of age

When a person becomes an adult or fulfills their potential.

*She has **come of age** and is now old enough to make her own decisions.*

Crack of dawn

Very early in the morning, the first moments of sunrise.

*Because I work so far away, to beat the morning traffic I have to wake up at the **crack of dawn** every day.*

Crunch time

1. A critical period of time when the pressure to succeed is high usually near the end of a situation or undertaking.

2. Having to make an important decision that will not just affect your future but the future of others as well.

*I knew it was **crunch time** when the GM gathered us for a meeting to break the news to us that the company had to lay off some of the employees.*

(Someone's) Days are numbered

When someone is expected to die soon.

*The cancer in his body is spreading and the doctor believes his **days are numbered**.*



Dwell on the past

When you think too much about the past and it becomes a problem.

*Regret will get you nowhere. Stop **dwelling on the past** and focus on the future.*

Eleventh hour

When something happens at the last minute.

*Everyone thought the Pittsburg Lions were going to lose but at the **eleventh hour**, Hernandez and Hoya came back and scored 2 goals each to lock their win against the Detroit Bears.*

Five o'clock shadow

This is the term for the facial hair that a man gets if he doesn't shave for a day or two.

*You can't go for your interview with a **five 'o'clock shadow!** Go and have a shave!*

Have one's moments

Someone who exhibits a positive behavior pattern on an occasional basis, but not generally.

*He seemed in ever such a good mood earlier today, and offered to cook dinner! I guess he does **have his moments!***

High time

To express that something should've been done already, and is overdue.

*It's **high time** you asked your boss for a promotion, you work so hard and deserve to be paid more!*

Hour of need

A time when someone really needs something, almost a final chance.

*When people go through hard times they usually go to church to say a few prayers in their **hour of need.***

In due course

This means everything will happen as it is supposed to, at the appropriate time.

*We will find out the results of your test **in due course.** In the meantime, you'll just have to be patient.*

In this day and age

An expression to define these modern times.

*She was appalled to see that so much injustice could exist **in this day and age.***

Like clockwork

Used to describe something that happens at very regular times, at the same intervals without fail.

*Every week for the past 15 years, Mr Robinson has been mowing our lawn **like clockwork.***

Like there's no tomorrow

To do something fast or energetically as if it were your last opportunity to ever do it.

*You have to win this race Ricky – when it's time to go, just run **like there's no tomorrow!***



The moment of truth

A time when an important decision is made, or the truth about something is revealed.

*Right everyone, here's **the moment of truth** we've all been waiting for. The 2015 Salesman of the Year Award goes to Peter Tulin!*

The ship has sailed

This expression means that a particular opportunity has passed by, and now it is too late.

*He waited too long to apply for that job, and now **the ship has sailed**.*





LISTENING: THE ORIGINS OF THE MODERN CALENDAR

There have been records of some sort of timekeeping at least since the Neolithic Age. As for calendars per se, the first ones date from the Bronze Age, around 3,300 BCE, when written records and urban civilizations began to flourish.

Our modern calendar is based on the Egyptian solar calendar. The Egyptians already knew that the orbit of the Earth around the sun took approximately 365.25 days, and when it was adopted by the Roman Empire, in 45 BCE, it already included leap years, which is considered rather accurate for the time, mainly considering the measurement tools available for observations then.

However, the Earth's exact orbit is not 365.25, but 365.242 days. This slight, albeit important, difference meant that by the end of the 16th century, this calendar was out of sync with the seasons by an astonishing 10 days!

The problems spawned by this difference are twofold. First, agriculture needed a calendar that reconciled the cycles of the sun, the moon, the stars and the seasons so to guarantee crops would be planted and harvested at the right time. Second, the Church wanted to ensure that holy days would be observed correctly. Easter, for example posed a real challenge, as it was supposed to be celebrated on the first full moon following the vernal equinox, which meant it depended heavily on comprehensive calculations to assure exactitude.

The solution was proposed by Pope Gregory XIII in 1582, implementing new rules for leap years. Although it might sound complicated, it was actually rather simple: there should be leap years every four years as the Julian Calendar, except not on century years, unless the century year was divisible by 400, which would suspend the suspension, reestablishing the leap year. For example, the year 1900 would not be a leap year, but the year 2000 would, because it would be a century year divisible by 400.

This measure would solve the problem for the future, not the time difference that had already been accumulated and to that effect, when the calendar was implemented on October 4th 1582, it was established that the following day would be October 15th, skipping 10 days altogether, syncing the calendar with the seasons and starting the calculations correctly.

Besides the natural confusion of the first days to adjust, there was one more hurdle to overcome: The Gregorian calendar was accepted and implemented only in Catholic states, ergo; parts of Europe were either living ten days ahead or ten days behind depending on the point of view. It took over 3 centuries for the Gregorian calendar to be implemented worldwide. The Netherlands adopted the calendar in 1700, Great Britain in 1752, Sweden in 1753 and Greece in 1923!

Nowadays the Gregorian calendar is widely accepted and even countries that adopt alternate calendars, to mark their religious and astrological events, tend to use or acknowledge the Gregorian calendar alongside their own.



GRAMMAR / VOCABULARY: TRANSITIONAL WORDS

Transitions are phrases or words used to connect one idea to another. They help the reader advance from one significant idea to the next.

Transition words are divided into different groups of nuances and in each group sometimes the words differ in meaning depending on contexts.

Before using a particular transitional word in your writings, make sure you understand its meaning and usage completely to ensure that it corresponds to the logic in your text.

Here is a list of the most common ones.

Consequence

Accordingly
Consequently
Duly
Ergo
Hence
Thence
Thenceforth
Thereafter
Therefore
Thereupon
Thus
Thusly

Considering (Cause)

Because / Since
Forasmuch as
Inasmuch as
Insofar as
Insomuch as

Addition

By the same token
Furthermore
In like manner
Likewise
Moreover
Withal

Contrast

Albeit
Be that as it may
Contradictorily
Contrarily
Contrary to
Contrastingly
However
Nevertheless
Nonetheless
Notwithstanding
Per contra
Whereas

Alternative

Alternately
Alternatively
Otherwise





READING: THE DIARY OF A NOBODY

You are going to read an extract from "The Diary of a Nobody". For questions 1-14 below, choose from the dates (A-F). The date may be chosen more than once.

A.

April 24.--Could scarcely sleep a wink through thinking of having brought up Mr. and Mrs. James from the country to go to the theatre last night, and his having paid for a private box because our order was not honoured, and such a poor play too. I wrote a very satirical letter to Merton, the wine merchant, who gave us the pass, and said, "Considering we had to pay for our seats, we did our best to appreciate the performance." I thought this line rather cutting, and I asked Carrie how many p's there were in appreciate, and she said, "One." After I sent off the letter I looked at the dictionary and found there were two. Awfully **vexed** at this.

Decided not to worry myself any more about the James's; for, as Carrie wisely said, "We'll make it all right with them by asking them up from Sutton one evening next week to play at Bezique."

B.

April 25.--In consequence of Brickwell telling me his wife was working wonders with the new Pinkford's enamel paint, I determined to try it. I bought two tins of red on my way home. I **hastened** through tea, went into the garden and painted some flower-pots. I called out Carrie, who said: "You've always got some newfangled craze;" but she was obliged to admit that the flower-pots looked remarkably well. Went upstairs into the servant's bedroom and painted her washstand, towel-horse, and chest of drawers. To my mind it was an **extraordinary** improvement, but as an example of the ignorance of the lower classes in the matter of taste, our servant, Sarah, on seeing them, evinced no sign of pleasure, but merely said "she thought they looked very well as they was before."

C.

April 26.--Got some more red enamel paint (red, to my mind, being the best colour), and painted the coal-scuttle, and the backs of our Shakspeare, the binding of which had almost worn out.

D.

April 27.--Painted the bath red, and was delighted with the result. Sorry to say Carrie was not, in fact we had a few words about it. She said I ought to have consulted her, and she had never heard of such a thing as a bath being painted red. I replied: "It's **merely** a matter of taste."

Fortunately, further argument on the subject was stopped by a voice saying, "May I come in?" It was only Cummings, who said, "Your maid opened the door, and asked me to excuse her showing me in, as she was wringing out some socks." I was delighted to see him, and suggested we should have a game of whist with a dummy, and by way of **merriment** said: "You can be the dummy." Cummings (I thought rather ill-naturedly) replied: "Funny as usual." He said he couldn't stop, he only called to leave me the Bicycle News, as he had done with it.

Another ring at the bell; it was Gowing, who said he "must apologise for coming so often, and that one of these days we must come round to HIM." I said: "A very extraordinary thing has struck me." "Something funny, as usual," said Cummings. "Yes," I replied; "I think even you will say so this time. It's concerning you both; for doesn't it seem odd that Gowing's always coming and Cummings' always going?" Carrie, who had evidently quite forgotten about the bath, went into fits of laughter, and as for myself, I fairly doubled up in my chair, till it cracked beneath me. I think this was one of the best jokes I have ever made.

Then imagine my astonishment on perceiving both Cummings and Gowing perfectly silent, and



without a smile on their faces. After rather an unpleasant pause, Cummings, who had opened a cigar-case, closed it up again and said: "Yes--I think, after that, I SHALL be going, and I am sorry I fail to see the fun of your jokes."

Gowing said he didn't mind a joke when it wasn't rude, but a pun on a name, to his thinking, was certainly a little wanting in good taste. Cummings followed it up by saying, if it had been said by anyone else but myself, he shouldn't have entered the house again. This rather **unpleasantly** terminated what might have been a cheerful evening. However, it was as well they went, for the charwoman had finished up the remains of the cold pork.

E.

April 28.--At the office, the new and very young clerk Pitt, who was very **impudent** to me a week or so ago, was late again. I told him it would be my duty to inform Mr. Perkupp, the principal. To my surprise, Pitt apologised most humbly and in a most gentlemanly fashion. I was **unfeignedly** pleased to notice this improvement in his manner towards me, and told him I would look over his unpunctuality. Passing down the room an hour later. I received a smart smack in the face from a rolled-up ball of hard foolscap. I turned round sharply, but all the clerks were apparently riveted to their work. I am not a rich man, but I would give half-a-sovereign to know whether that was thrown by accident or design. Went home early and bought some more enamel paint — black this time — and spent the evening touching up the fender, picture-frames, and an old pair of boots, making them look as good as new. Also painted Gowing's walking-stick, which he left behind, and made it look like ebony.

F.

April 29, Sunday.--Woke up with a fearful headache and strong symptoms of a cold. Carrie, with a perversity which is just like her, said it was "painter's colic," and was the result of my having spent the last few days with my nose over a paint-pot. I told her firmly that I knew a great deal better what was the matter with me than she did. I had got a chill, and decided to have a bath as hot as I could bear it. Bath ready — could scarcely bear it so hot. I persevered, and got in; very hot, but very acceptable. I lay still for some time.

On moving my hand above the surface of the water, I experienced the greatest fright I ever received in the whole course of my life; for imagine my horror on discovering my hand, as I thought, full of blood. My first thought was that I had ruptured an artery, and was bleeding to death, and should be discovered, later on, looking like a second Marat, as I remember seeing him in Madame Tussaud's. My second thought was to ring the bell, but remembered there was no bell to ring. My third was, that there was nothing but the enamel paint, which had dissolved with boiling water. I stepped out of the bath, perfectly red all over, resembling the Red Indians I have seen depicted at an East-End theatre. I determined not to say a word to Carrie, but to tell Farmerson to come on Monday and paint the bath white.

The Diary of a Nobody

George Grossmith and Weeden Grossmith (1888-1889)



In which date are the following mentioned?

1. Writer gave someone an extra chance	
2. The writer depicts himself as a famous martyr	
3. Received a compliment	
4. Influenced by someone	
5. Coated a fireplace accessory	
6. Writer endured and did something he didn't want to do	
7. The writer is overcome with angst for a brief moment	
8. A play on words using innuendo	
9. Writer criticized for having a tendency to revel in novelties	
10. The writer mockingly brings up a funny correlation in his friends routine	
11. A dispute about an issue	
12. Someone wasn't impressed with writer's surprise deed	
13. Writer used sarcasm in his correspondence	
14. An invitation to visit a friend	





GRAMMAR - COMMON MISTAKES: WORD ORDER AND COMPOUND NOUNS

There are many common mistakes made when learning English. In this section we will focus on a few of them.

1. Word Order

- a. 'Wh + verb' in Question Forms and Reported Speech
- b. Ambiguity
 - i. Lexical Ambiguity
 - ii. Syntactic Ambiguity

2. Compound Nouns

1a. Word Order for Question Forms and Reported Speech

For reported questions we use normal word order: the subject comes before the verb, and it is not necessary to use the verbs 'to do' or 'to be': 'She asked me where did I go.' is incorrect.

Direct Speech	Incorrect	Correct Indirect Speech
"Where does Peter live?"	She asked him where does Peter live.	She asked him where Peter lived.
"Where are you going?"	She asked where am/was I going.	She asked where I was going.
"What are you reading?"	He asked what is/was she reading.	He asked what she was reading.

Indirect questions

Direct question: *Where is the bus station?*

Indirect question: *Can you tell me where the bus station is?*

In a direct question we put the verb 'is' before the subject 'bus station'.

Notice that for indirect questions we place the verb 'is' after the subject 'bus station', just as we would do with a normal affirmative sentence (The bus station is down the street.)

Hence, '*Can you tell me where is the bus station?*' is incorrect.

For indirect questions we sometimes need to use the word 'if'.

'*Can you tell me is he coming?*' is incorrect

'*Can you tell me if he is coming?*' is correct

For statements:

'*Tell me why is he unhappy.*' is incorrect

'*Tell me why he is unhappy.*' is correct

'Wh' questions for tenses with 'do / does / did'

Where did Ana go?

'*Can you tell me where did Ana go?*' is incorrect

'*Can you tell me where Ana went?*' is correct



In Reported Speech

'Can you come with me to the doctor?'

'She asked me can I go with her to the doctor.' is incorrect
'She asked me if I could go with her to the doctor.' is correct

'How are you?'

'She asked me how am I.' is incorrect
'She asked me how I was.' is correct

1b. Ambiguity

An ambiguous sentence is a sentence that a reader can interpret in two or more ways. The two main sources of ambiguity are *word meaning* and *word order*, respectively called **Lexical ambiguity** (the presence of two or more possible meanings within a single word) and **Syntactic ambiguity** (the presence of two or more possible meanings within a single sentence or sequence of words).

Lexical Ambiguity

Lexical ambiguity is the presence of two or more possible meanings within a single word. It is sometimes used deliberately to create *puns* and other types of *word play*.

"You know, somebody actually complimented me on my driving today. They left a little note on the windscreen; it said, 'Parking Fine.' So that was nice." - English comedian Tim Vine

*'She cannot **bear** children.'* can be interpreted in two ways:

She cannot tolerate children. or
 She is unable to give birth to children.

The word 'bear' with one form and two different meanings causes the lexical ambiguity in the sentence.

Syntactic Ambiguity (Grammatical Ambiguity)

Syntactic ambiguity is not caused by the different meanings of a single word, but from the relationship between the words and clauses of a sentence, and the sentence structure or word order.

'Visiting relatives can be boring.' can be interpreted either:

It can be boring (in general) to visit relatives. or
 Relatives who are visiting can be boring.

'The professor said on Monday he would give an exam.'

Was it on Monday that the professor made the announcement? or
 Will the exam be on Monday?



Ricardo told the woman Pablo was dating a lie.

Here we have two possibilities:

- a. Ricardo told a lie to the woman that Pablo was dating.
- b. Pablo is dating a lie (dating someone imaginary, not real) and Ricardo was reporting that to the woman.

1. Punctuation and modifiers make a difference. The careless absence of a modifier may result in the same sentence having several meanings.

Instead of: *Alex saw Laura walking down the street.*

Say: *Alex, while walking down the street, saw Laura.*

Unless you mean: *Alex saw Laura, who was walking down the street.*

2. If a pronoun could refer to more than one person or object in a sentence, repeat the name of the individual or object.

Instead of: *After the administrator appoints an Assistant, he or she shall supervise the...*

Say: *After the Administrator appoints an Assistant, the Assistant shall supervise the...*

3. A common example of a problem of word order occurs when two or more prepositional phrases are grouped together in a sentence. You can avoid this by using a modifier or changing the word order.

Instead of: *Each subscriber to a newspaper in Washington, DC.*

Say: *Each newspaper subscriber who lives in Washington, DC.*

Unless you mean: *Each subscriber to a newspaper published in Washington, DC*

Compound Nouns

When we want to give more specific information about someone or something, we sometimes use a noun as a 'modifier' of another noun. For example, we can use a noun + noun combination to say what something is made of (rice pudding, glasshouse), where something is (kitchen cupboard, backyard), when something happens (night flight, morning call), the function of something (wake-up call, raincoat), or what someone does (language teacher, window cleaner).

There are 3 forms of compound nouns:

- **Closed form** - has two words that have melded together to make one word, like: softball, redhead, makeup, and keyboard.



- **Hyphenated form** - six-pack, five-year-old, and son-in-law.
- **Open form** - has the words next to each other, like: post office, upper class, and attorney general.

If the first noun has a plural meaning, it usually takes a singular form:

a bookcase (a case for books; not ~~a bookscase~~, nor ~~books-case~~)
 a dog park (a place for dogs to play; not ~~a dogs park~~)

However, there are a few exceptions. The exceptions are nouns that are only used in the plural, or have a different meaning in singular/plural or countable/uncountable:

Clothes – a clothes shop
 Customs – a customs officer
 Sports – a sports match, sports agent
 Arms – an arms dealer, the arms trade
 Communications – Communications department; a communications network
 Savings – a savings account

A glasses case (for spectacles) is different than a glass case (a case made of glass).

Some compound nouns consist of **-ing (gerund) + noun**. The -ing form usually says what function or description the following noun has:

a living room drinking water (a pack of) playing cards chewing gum
 a fitting room a boiling point a hard-working person

Other compound nouns consist of a noun + -ing:

fly-fishing film-making sunbathing risk-taking life-saving

Sometimes a **noun + noun** is not appropriate and instead we use **noun + 's + noun** (possessive form) or **noun + preposition + noun**. In general, we prefer **noun + 's + noun**:

Where the first noun is the user or users, (a person or animal), of the item in the second noun:

a baby's bedroom a lion's den a women's clinic

Where the item in the second noun is produced by the thing (often an animal) in the first:

goat's cheese duck's eggs cow's milk

When an animal is killed for the consumption of the item referred to in the second noun:

lamb chops, chicken drumsticks (the lower part of a chicken's leg)

When we talk about parts of people or animals; but we usually use **noun + noun** to talk about parts of things. Compare:

a woman's face, a boy's arm, a whale's tail, a giraffe's neck
 vs.
 a pen top, a computer keyboard, the window frame



We prefer **noun + preposition + noun** when we talk about a container together with its contents.

a cup of tea (a cup with tea in it) vs. a tea cup (a cup for drinking tea from)

a bottle of water (a bottle with water in it) vs. a water bottle (a bottle made to put water in it)





VOCABULARY: WORD FORMS OF COMEDY

For questions 1-10, read the text below. Use the word given in capitals at the end of some lines to form a word that fits in the space in the same line.

The Evolution of Comedy

The oldest record of comedy can be traced all the way back to the 6th century BCE in ancient Greece. Greek comedy was a popular and important form of theatre that spread across the region.

Aristotle tells us that comedy originated in the 6th century from the Phallic processions of the Greeks. During festivals, it was common for a band of revellers, called a *comus*, to pass from village to village singing and jesting, roaming the streets with torches in their hands, headed by a lyre or a flute player. A member of this band was called a *comoedus* or *comus-singer*, and the song itself termed *acomodia* or comedy.

By the end of Aristotle's days, these processions began to take the form of exhibitions or plays, where only male theatre actors took to (1) _____ and putting on exaggerated comical sketches often including stripteases while (2) _____ politicians, philosophers and other fellow artists. Masks were used for characterization and the plays were usually vulgar (3) _____ of serious issues.

BURLESQUE

RIDICULE

PARODY

Then came Roman theatre where, adopted from the Greeks, their themes were generally (4) _____. (5) _____ comedy portrayed politicians and certain social institutions as (6) _____ or corrupt.

FARCE/SATIRE

SENSE

A humorous theatrical presentation originating in northern Italy in the 16th century and flourished in Europe for 200 hundred years was called *Commedia dell'Arte*, which translates as comedy of crafts because it was based on improvisations and props.

Travelling troupes of professional actors, including women, (7) _____ performed on temporary outdoor stages in the streets and in public squares using simple backdrops and props.

LUDIC

Each member of the troupe played a particular stock character, such as the cheeky and mischievous servant, the greedy old man, the young hero and the military man with false bravado.



The plots were simple: for example, two young lovers kept apart by the elderly suitors, etc.). The servants help to **(8)** _____ the old men and bring the lovers together.

WIT

This comedic **(9)** _____ helped influence writers and performers all over the continent, including William Shakespeare and French dramatist and actor Moliere.

BOISTEROUS

Fast forwarding to the 19th and 20th centuries, silent television rendered the comedian limited to use comedy that was **(10)** _____ in nature to make up for the lack of speech or sound, using physical action such as falling down, getting a pie in the face or hitting people with a stick consisting of two flexible pieces of wood joined together at one end and making a loud 'slapping' sound, hence the name. Charlie Chaplin was an icon of this genre.

STICK





LISTENING: WHAT'S IN A WORD?

Roots, suffixes, prefixes, declensions oh my! In this episode of the language guru, we're going to take a look at what's in a word to help you figure out what you need to know in order to truly dominate the English language. We will start by taking a look at the most basic parts of a word and from there we will advance to see how these fragments have been used and how you can harness them in order to better express yourself.

To start, let's look at the three most basic building blocks of a word. First off you have the root of a word. This is what gives the word its backbone so to speak. It provides us with a structure which we can then proceed to modify in such a manner as to express the idea or notion that we have in mind. The next part to be examined is a prefix. A prefix is that combination of symbols placed before the root of a word. For example, if we take the word rehydrate, hydrate is the root and re is the prefix, which in this case means to repeat or do again. So the word in question, rehydrate, refers to the action of injecting water into something when this has become dry or the level has been reduced, such as drinking water after playing sports. Finally we come to the suffix which is the particle that is placed at the end of a word to modify its meaning. If we examine the word hydration, hydrate is the root word and is a verb, so by adding the suffix -tion we are given the noun form, hydration. Prefixes and suffixes can be added to a word simultaneously to affect it as well, as is the case with the word dehydration, which describes the state in which someone or something finds itself lacking in water content.

Now sure, you've learned the different suffixes and prefixes but you're sitting there thinking, how in the heck is this going to help me? Well, it's really quite simple, I can't help you with the acronyms but what about when people talk about academese? Well, if you know that -ese is often added to countries to denominate the people and the language, then you can guess that academese must be the jargon that's used by academics. Or what if you want to describe the similarity of one thing to another without using a metaphor or a simile. Well, we all know that -ness is often used to create nouns describing an abstract quality. So we can simply tack that onto the end of a word, such as wood, to describe the wood-like aspect of something, you could use woodiness.

And if you think that no serious writer or speaker of a language would invent words, then please think again. Everyone from Lewis Carroll to William Shakespeare has invented words. Even authors who originally wrote in other languages are responsible for introducing words into the English language. Gargantuan, for example, comes from the French author Rabelais and his story about Gargantua and Pantagruel. And what about yahoo? That is from Jonathan Swift's famous work, Gulliver's Travels, in which the yahoos are an uncivilized, loud, and barbaric tribe of people. And our friend the Bard is responsible for many, many additions to the language, such as unslumbering, describing the state of finding it difficult to sleep. Even Dr. Seuss gave us the word nerd.

So there you have it. Next time you ask what's in a word, you will have a perfect description. A word is a description in and of itself and if you can't find the right one, then brew a mix of roots, prefixes and suffixes in that melting pot of yours and follow in the footsteps of the greats of English literature. Create that special word and use it so that every time you select a word, you select the perfect one, not just that which seemed to fit best.

CAMBRIDGE INSTITUTE



GRAMMAR II – PREFIXES AND SUFFIXES

Prefixes go before a root-word and modify its meaning while suffixes come after and perform the same function.

Here is an extensive list of English prefixes and their meanings.

Prefix	Meaning	Examples
A	Implies progression when added to a verb	Afloat, aloft
A/ an	Not	Without
Acro	High	Acrobat
Aer	Air	Aerobics, aeronautics
Afro	Related to Africa	Afro-Brazilian
After	Following	Afterthought
Agro	Related to farming	Agrarian
Ambi	Both	Ambidextrous
Amphi	Around, both sides	Amphitheatre
Ana	Up, against	Analogous
An	Out of	anachronism
Andr	Man	Androgynous
Anglo	English/British	Anglophone
Ante	Before	Anteroom
Anthro	Related to humans	Anthropologist
Anti	Against	Anti-venom
Apo	Away from or detached	Apogee
Arch	Ruling	Archbishop
Astro	Star	Astronomer
Auto	Self	Automobile
Bar	Atmosphere	Barometer
Bathy/batho	Depth related to water	Bathometer
Be	Excessively, equipped with	Bedazzled
Bi	Two	Bipedal
Bio	Life	Biosphere
Biblio	Related to books	Bibliography
Broncho	Related to breathing	Bronchitis
By	Next to	Bypass
Caco	Anti	Cacotopia
Cardio	Heart	Cardiovascular
Cent	Hundred	Century
Cephalo	Related to brain or head	Cephalopod
Chromo	Color	Chromium
Chrono	Time	Chronometer
Circum	Round	Circumference
Co	Joint	Coordination
Con, com	Together	Conference



Cosmo	Related to space	Cosmonaut
Cryo	Frozen, ice	Cryogenics
crypto	Hidden	Cryptographer
Cyt	Hollow, cell	Cytoplasm
Dactyl	Touch	Dactylograph
De	Reverse	Decommission
Demo	People	Demographics
Dermo	Skin	Dermatologist
Dis	Reverse action	Disinform
Dis	Opposite	Disloyal
Didact	Apt to teach	Didactic
Down	From greater to smaller	Download
Dynamo	Force	Dynamics
Eco	House	Ecological
Ecto	Outside	Ectoplasm
Electro	Related to electricity	Electromagnetic
En, em	In	Embroided
Embryo	Full	Embryonic
Ergo	Related to work	Ergonomic
Eroto	Related to love or passion	Erotic
Ethno	Race	Ethnomusicology
Eu	Good	Eugenics
Euro	Related to Europe	European, Eurocentric
Ex	Former	Ex-employee
Exo	Outside	Exoskeleton
Extra	Outside	Extralegal
Flor	Related to flowers	Floral
Fore	Before	Forgone
Franco	French	Francophone
Geo	Related to the earth	Geology
Gyno	Related to women	Gynecologist
Gyro	Spin on an axis	Gyrate
Hemi	Half	Hemisphere
Hetero	Different	Heterozygote
Hind	After	Hindsight
Homo	Same	Homogenous
Hydro	Related to water	Hydroelectric
Hyper	Greatest, above	Hypertension
Hypo	Below	Hypotension
Ideo	Image	Ideologue
Idio	Individual, unique	Idiosyncratic
In	Into	Insert
In	Extremely	Inflammable



Indo	Related to India and the subcontinent	Indochina
In, il, im, ir	Not	Impossible, irresponsible
Infra	Below, beneath	Infrared
Intra	Inside	Intramural
Iso	Equal	Isothermal
Macro	Long, big	Macroeconomics
Mal	Bad	Malnourish
Maxi	Large	Maxi-skirt
Megal	Very large	Megalomaniac
Meta	After, beyond	Metamorphosis
Mid	Middle	Midfield
Midi	Medium-sized	Midibus
Mini	Small	Miniskirt
Mis	Bad	Misfortune
Mod	Change	Moderate, modify
Mon	One	Monotone
Multi	Many	Multicolored
Neo	New	Neoclassical
Non	Not	Non-sensible
Off	Non-standard	Off-color
Omni	All	Omniscient
On	Near	Oncoming
Ortho	Correcting	Orthopedic
Out	Better, faster, longer	Out-do
Over	Excessive, above	Overlook
Paleo	Old	Paleolithic
Pan	All	Pan-American
Para	Beside	Parallel
Ped	Foot	Pedestal
Per	Through	Permeate
Peri	Around	Peripheral
Photo	Light	Photosynthesis
Pod	Foot	Podiatrist
Poly	Many	Polyglot
Post	After	Post-war
Pre	Before	Pre-war
Pro	For, substitute	Pro bono
Proto	First	Prototype
Pseudo	False	Pseudoscience
Pyro	Fire	Pyromania
Quasi	Almos	Quasi-sane
Re	Again	Replay
Recti	Straight	Rectify



Retro	Backwards	Retrofit
Sclero	Hard	Sclerosis
Self	Self	Self-soothing
Semi	Half	Semi-automatic
Sino	Chinese	Sino-Japanese trade
Socio	Society, social	Sociology
Sub	Below	Sub-par
Super/supra	Above	Supernatural
Sur	Above, beyond	surreal
Syn, Sym	Together	Symbiotic, synergy
Tach	Fast	Tachometer
Tel	Far	Telephone
Trans	Across	Transatlantic
Ultra	Beyond	Ultraviolet
Un	Opposite, not	Unconstitutional
Uni	One	Unicycle
Up	Greater	Uplifting
Vice	Deputy	Viceroy
With	Against, away	Withdraw
Zoo	Animals	zooplankton

Suffixes are very useful in English for processes such as word-transformation.
Ex. bag → baggage → bagged

Using suffixes, the English language also provides another very useful ability, the ability to have made up words be perfectly understood PROVIDING that you have used the correct suffix. For example, instead of saying that this apple is able to be bagged, I could invent the word “baggable”, adding the suffix –able, which means that something can be done, to the root-word bag. The new sentence could be: This apple is baggable. Here you will see a table with a list of suffixes and their meaning.

Suffix	Meaning
Able	Able to do or be
Ac	Belonging to
Acity/ocity	Quality of
Ade	Act or action
Age	Action or process
Aholic/oholic	Addicted to
Al	Related to
Algia	Pain or longing
An/ian	Belonging to or related to
Ance	A state or a quality
Ant	A person inclined towards something
Ar	From something



Ard	A person who performs an action or possesses a quality
Arian	A person who performs an action or possesses a quality
Arium/orium	A place for something
Ary	Relating to something
Ate	State or quality of something
Ation	Action or process
Ative	Tending to something
Cide	The act of killing
Cracy	Government or rule
Crat	A person with power
Cule	Make something smaller
Cy	State or condition
Cycle	Circle or wheel
Dom	Condition of something
Dox	Belief in or praise for something
Ectomy	The surgical removal of something
Ee	Receiver or performer
Eer	Person engaged in something
Emia	A condition of the blood
En	Makes word a verb
Ence	A state or condition
Ency	A condition or quality
Ent	One inclined to do something
Er	More, an action, someone who performs an action
Ern	A state or quality of something
Escence	A process or state of something
Ese	To be from a place
Esque	To be like, or in the style of something
Ess	To make female
Est	To make superlative
Etic	To make an adjective
Ette	To make smaller
Ful	To be full of
Fy	to make a verb
Gam, gamy	State or condition of marriage/union
Gon/gonic	An angle
Hood	A state or condition
I	To be from a specific geographic region
lal	Related to
lan	Related to
lasis	To have a diseased condition
latic	A process of healing
Ible	To be able to



Ic/ical	Related to or characterized by
Ify	Makes a verb out of a condition or state
Ile	Related to or capable of
Ily	In a fixed way
Ine	Related to
Ing	To make into a material or an action
Ion	An action
Ious	To possess a quality
Ish	Related to
Ism	A belief or philosophy
Ist	A person who does something or follows something
Ite	A follower of something
It is	A worry
Ity	A state or condition
Ive	A quality of something or an inclination towards something
Ization	The process or act of making something
Ize	To cause or treat or become
Less	To lack
Let	A type of
Like	To resemble
Ling	To be younger or of worse quality
Loger/logist	Someone who does something
Log	A speech
Ly	In a certain manner
Ment	An action or result
Ness	Makes a noun referring to state or quality
Oid	To resemble
Ology	The study of something
Oma	Swelling
Onym	A name or word
Opia	An Eye defect
Opsy	An Examination
Or	A person who does something
Ory	To be related to
Ous	To be full of something
Path	A person who has a certain habit
Pathy	A feeling
Phile	A person who loves something
Phobia	A strong fear of something
Phone	A sound or language
Phyte	Indicates growing
Ry	To make a noun
Scopy/scope	Having to do with vision



Scribe/script	Having to do with writing
Sect	Cutting or separating
Ship	To have the condition, state, or skill of something
Sion	A state or quality
Some	To be characterized by
Sophy/sophic	Relating to wisdom
Th	A state or quality
Tion	A state or quality
Tome/tomy	To cut or separate
Trophy	To to with nourishment and growth
Tude	A state or condition
Ty	A state or condition
Ular	Relating to something or resembling it
Uous	A state or quality
Ure	An action or condition
Ward	To head in a certain direction
Ware	At least two things that share a common state or condition
Wise	In a certain way or direction
Xion	To have a condition or state, makes a noun
Y	To be made up of something or characterized by something

The phenomenon of creating words with suffixes also applies to prefixes. For example, if I want to talk about something that must be done before grain is harvested, I could use the word “pre-harvest” like follows : “Pre-harvest, we must ensure the grain collectors are properly oiled.”

In English, these words are not considered formal and therefore should not be used in formal writings EXCEPTING certain situations such as academic papers or persuasive essays where the desired concept cannot be expressed in English by a single word. In these instances, it is not uncommon to see suffixes and prefixes added to a root word in order to express the concept being discussed. One such notable example has led to what is now the longest word in the English language but at its origin was invented to denote a conservative position in British politics regarding the position of the Church of England in the 19th century. The word is “antidisestablishmentarianism” which is used to describe those who oppose the disestablishment of the Church of England from the state.

