



C2.11

Global English

2nd
edition

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



CAMBRIDGE INSTITUTE

EDITED BY ISEEC S.A.

All rights reserved. No part of this book may be copied, either digitally, electronically or mechanically, nor recorded, scanned, distributed, stored, taped, or otherwise used in any way or form neither privately nor publically without expressed and written consent of the publisher.

First published 2017

2nd edition 2018

© Spain 2014

Cambridge Institute

Plaza de España, 6 local

28008 Madrid



**GLOBAL ENGLISH
LEVEL: C2.II**



READING: THE BIRTH AND GROWTH OF THE ENGLISH LANGUAGE

English is, as one linguist put it, a marvelous bastard tongue made up of many different influences and morphed constantly over time. But where did this language of ours come from and how has it changed? How has the new status of English as the lingua franca of the world taken this language and shaped it even further? While there are many English speakers in the world, there are also many speakers of English as a second or even third language. To begin with, English is the descendant of a Germanic tongue mixed with existing Celtic languages. Add this to waves of conquest in both directions and the prevalence of English in the world and it makes for a story that even the best authors would have trouble inventing on their own.

Prior to the Germanic invasions of England after the fall of the Roman Empire, predominantly Celtic languages were spoken on the island. But the tribes that conquered the island would then bring their own language with them, and from this mix arose what is known as Old English. We still see many remnants of this mix in words such as 'knight' and 'know' or 'pig'. Fast forward a few hundred years and we are confronted with a new group of people searching to expand their influence. This group is known as the Normans. The Normans were a group that came to the English isles from the area of France which is now known as Normandy. They brought their language with them and its traces are evident in words such as pork, which refers to the food rather than the animal. For generations afterward, the language of the courts would be French, rather than English. This would be the last physical invasion of the isles that would result in drastic language change but it is by no means the end of the evolution of the English language.

If we continue to the renaissance and the 18th century, we find yet another source of modifications to the language. This time with the adoption of many more Greek and Latin words, their prefixes and suffixes. These changes arose out of a desire to emulate these cultures and out of admiration for the art and philosophy pertaining to them. We must not forget that Latin and Greek had had an influence due to the church, but in this time the influence shifted away from interpretations of the bible and focused on studies of what came to be known as classical Greek and Latin. This meant that the philosophers, bards, and poets of these ancient cultures were studied with interest in what they said without needing to fit it into a religious context. From then on the spread of the British Empire across the world and the colonies, both before and after their independence, would add even more lexical richness to the English language. Words such as 'curry' and 'sushi', or 'algebra', would not have been borrowed without interaction with other cultures.

As the influence of the English language has spread, thanks in large part to the predominance of culture and politics of English-speaking countries, English has been transformed into the new international language, replacing French's several-hundred-year reign. This has created a second group of English speakers, those who have learned English as an additional language. These groups have learned English but that does not mean that their English is standard. In truth, it is far from the standards many times. Here, 'standard' refers more than anything to the usage of words. The grammar of English is relatively consistent and there are variations but chiefly there are variations in the meaning of words. In India, 'accomplish' is equivalent to the word 'equip', which for an American or a Brit might seem absurd. This does not, however, make it any less relevant or important insofar as forming what is known today as the English language. This has also had the inverse effect of creating Anglicisms in many languages such as 'smoking' for a 'tuxedo' in French and 'footing'* for 'jogging' in Spanish.



In the end, these changes help to make English a widely accessible language and a language of inclusion for all those who wish to use it. The ease with which the English language accommodates lexical borrowing means that if there is not a word in English to describe a concept or a thing or place, you can simply borrow one from another language or make one up and it can be used fairly easily when communicating. 'Academese' is a perfect example of the flexibility of English. It was created to describe the overly difficult, technical language applied by many academics, much of which is also invented so as to describe their new theories. And these changes, as stated before, are introduced by both native and non-native speakers creating a linguistic melting pot, furthering the possibility of global communication.

**NOTE: 'footing' is an error. Native speakers have no idea what 'footing' is; except "find your footing": find your base, stabilise yourself before moving forward.*





VOCABULARY: WORDS INVENTED BY AUTHORS THROUGH THE AGES

Beached

Hauled up (not usually a deliberate act) or stranded on a beach.

*Yesterday, a whale swam onto the beach and got stranded. The **beached** whale couldn't get back into the water.*

Bedazzled

To be impressed in a forceful shocking manner. To be disarmed.

*We were **bedazzled** by the large bonfires on the fifth of November.*

Blurb

A short piece of writing that usually gives more information about a longer piece of writing for promotional purposes.

*The author asked me to write a **blurb** about his new book in my column.*

Chortle

A loud gleeful chuckle.

*Johnathan **chortled** loudly at the stranger's joke.*

Co-ed (Coed)

A space consisting of both males and females. / Short for co-education or mixed education.

*Almost all the colleges are **co-ed** except for very few.*

Dreamscape

A picture or landscape that is possessed of dreamlike or surreal qualities.

*Dali is famous for the many **dreamscapes** that populate his paintings.*

Fluffiness

The quality of being soft like the material used to stuff quilts and blankets.

***Fluffiness** is one of the key requirements when I search for a pillow.*

Flummox

To confuse or disconcert.

*Johnathan's riddle has left me **flummoxed**.*

Gargantuan

An adjective that describes something that is huge.

*I can't believe that you ate that whole sundae; it was **gargantuan**.*



Scuffle

Engage in a short and sudden fight or struggle at close quarters, especially one involving a small number of people.

*There was a **scuffle** between two pupils in the corridor yesterday, and when the teacher realised, she sent them to the principal.*

Malapropism

The act of using an incorrect word in place of a similar sounding word that results in a nonsensical and humorous expression.

*The editor of the magazine apologised for a **malapropism** used when referring to one of his employees as a 'suppository of knowledge', meaning 'repository of knowledge'.*

Pandemonium

Loud and boisterous disorder.

*The rock concert dissolved into **pandemonium**.*

Pander

To please other people by doing or saying what you think they want you to do or say.

*Louis always tried to **pander** to her every whim and that was his greatest mistake.*

Psychosomatic

Caused by mental or emotional issues as opposed to physical problems.

*There are some types of depression which are **psychosomatic** in nature.*

Quark

Small particles of matter that are studied in some fields of physics.

***Quarks** are the smallest particles discovered so far.*

Serendipity

To make a fortunate discovery by chance.

*Finding that old book in the attic was pure **serendipity**.*

Swagger

To act in a self-absorbed or self-satisfied manner. / Type of confident walk.

*The actor **swaggered** onto the set as if he were the only one there.*

Tintinnabulation

The sound of ringing bells.

*If you live next to a church, expect **tintinnabulation**.*

Tween

A child between the ages of approximately eight and twelve.

*Most **tweens** nowadays pretend to be older than they really are.*



Word Formation in English

	PREFIX	+	STEM	+	SUFFIX
Example:	un	+	recognise	+	able

Prefixes

Prefixes change the meaning of the word.

miscalculate

inactive

Prefixes can be divided into different categories:

- Negative and Positive
- Size
- Location
- Time and Order
- Number

TYPE	PREFIX	MEANING	EXAMPLES
NEGATIVE	un-		<i>unable</i>
	in-		<i>incomplete</i>
	im-	not	<i>impolite</i>
	il-		<i>illegal</i>
	ir-		<i>irresponsible</i>
	non-	not connected with	<i>nondescript</i>
	mis-		<i>mislead</i>
	mal-	bad, wrong	<i>malnutrition</i>
	dis-	opposite feeling opposite action	<i>dislike</i> <i>disappear</i>
	POSITIVE	anti-	against
de-		reduce, reverse	<i>debug</i>
under-		too little	<i>undercook</i>
re-		do again	<i>recount</i>
over-		too much	<i>overreact</i>
SIZE	semi-	half, partly	<i>Semi-abandoned</i>
	equi-	equal	<i>equidistance</i>
	mini-	small	<i>Mini-disc</i>
	micro-	very small	<i>microchip</i>
	macro-	large, great	<i>Macro-analysis</i>
	mega-		<i>megacity</i>



	inter-	between, among	<i>interaction</i>
	intra-	within, inside of	<i>intra-abdominal</i>
	super-	over	<i>superman</i>
LOCATION	trans-	across	<i>transgenic</i>
	ex-	outward	<i>exocentric</i>
	in-	inwards	<i>inverted</i>
	extra-	beyond	<i>extranet</i>
	peri-	around	<i>perinatal</i>
	ante-	before	<i>antecedent</i>
TIME AND ORDER	pre-		<i>preadmission</i>
	post-	after	<i>postgraduate</i>
	retro-	backward	<i>retrospective</i>
	semi-	half	<i>Semi-finals</i>
	mono-	one	<i>monochrome</i>
	bi-	two	<i>bifocal</i>
	tri-	three	<i>Trimonthly</i>
	quad-	four	<i>quadrangle</i>
NUMBERS	penta-	five	<i>Pentagram</i>
	hex-	six	<i>hexachord</i>
	sept(em)-	seven	<i>septennial</i>
	oct-	eight	<i>octave</i>
	dec-	ten	<i>decasyllabic</i>
	multi-	many	<i>multitude</i>

Suffixes

Suffixes generally change the part of speech.

calculation
actively

Typical noun suffixes are the following: -ence, -ance, -or, -er, -ment, -list, -asm/-ism, -ship, -ency, -sion, -tion, -ness, -hood, -dom, -ity, -acy, -ade, -age, -tude, -al/-ial, -an/-ian, -ate, -dom, -en.

Typical verb suffixes are the following: -en, -ify, -ize/ise, -ate, -ish, -er, -angle.

Typical adjective suffixes are the following: -able, -ible, -al, -ial, -tic, -ly, -ful, -ous, -tive, -less, -ish, -ulent, -sive, -an, -ian, -ent, -ary, -ory, -ate, -ic/-ical.

The adverb suffix is: -ly (*although not all words that end in -ly are adverbs—like ‘friendly’*).



LISTENING: THE ORIGINS OF THE ENGLISH LANGUAGE

Professor: Have you ever wondered how the English language developed into the version we're speaking right now? Today we're going to discuss its origins. The history can be split up into three broad time periods, starting with Old English in the fifth century AD when Germanic tribes migrated across the European continent and invaded Britain, pushing out the Celtic speakers that lived there. These tribes included the Saxons, Jutes, and the Angles, from which we get the word 'English'. Unfortunately we don't really have written records from these tribes until the seventh century, but we know that there were regional differences. To native speakers today, Old English probably looks and sounds like a foreign language because it's so different. Old English was spoken until around the twelfth century, but that doesn't necessarily mean it's gone. About half of the words we use today still have Old English roots.

Student 1: So modern English is still Germanic?

Professor: It certainly is; it's a West Germanic language. But much of our vocabulary has been borrowed or influenced by others throughout history. For example, before the Germanic tribes invaded Britain, they lived next to the Roman Empire and picked up a lot of words from their Latin-speaking neighbors. Then during the late Old English period, they were influenced by Norse-speaking Scandinavian tribes who had settled in other parts of England.

Following the Old English period came Middle English, which was spoken from around 1100 AD until the year 1500. You might be wondering what happened to trigger the shift to Middle English. Well, there was another invasion in 1066. This time William the Conqueror led the Norman conquest of England. Who can tell me what language they brought with them?

Student 2: French.

Professor: Good. It was a French dialect called Old Norman. And once they invaded, the Norman kings living in England started speaking a version called Anglo-Norman. Language became a sort of class division – the higher nobility spoke Anglo-Norman and the commoners spoke English. Then in the fourteenth century, the Norman-French declined and English became the dominant spoken language. But at the same time, many words derived from French were added to the English language. During this period, spelling, grammar, and vocabulary changed, but it was still considerably different from what we think of as English.

That brings us to Modern English, which I'll divide into two categories. Early Modern English began with what is called the Great Vowel Shift during the fifteenth century. This was basically a change in pronunciation of the English language, especially long vowels. During the Early Modern period, which lasted into the seventeenth century, there was another important factor that again influenced English. Can anyone guess what happened?

Student 1: Was it the Renaissance?

Professor: Sure, that's part of it. The cultural and artistic movement spread to England during this period and increased literacy. The first English dictionary was published in 1604, and books became cheaper and more common as people learned to read. And in order to print, they had to standardize grammar and spelling. The British started traveling and colonizing, meaning they also had more contact with other people and cultures. All of this just implies that they adopted words from other languages. They borrowed heavily from Latin and Greek because of the particular influence on classical learning. Other words came from Italian or German, and even 'Americanisms' existed during this period.



Finally, we come to Late Modern English, which started around 1700 and continues today. The main difference between Early and Late Modern English is the vocabulary. Today we have more words and a more diverse vocabulary, one of the consequences of globalization and the Industrial Revolution. With the creation of new technology there was a need for new words and names to express it all. Plus, the British Empire was at its peak; as it colonized it adopted words from other countries and brought English to these areas, so we see regional differences emerge. And a major development of Late Modern English is the split between the two main varieties, which are...?

Student 2: British and American?

Professor: Correct. There are more, of course, but these are the most prominent ones. They differ in pronunciation, spelling, and also expressions. With western expansion, Spanish and French – which were already spoken in certain areas – influenced American English. To some extent, the slave trade also brought West African words into Modern English. Today American English is important because of the United States' cultural dominance through, for example, movies, music, and technology. However, British English is still referred to as Standard English; it's the basis for official pronunciation in dictionaries and it's the English foreigners typically learn.





VERBS EXTENDED: COME

To come about

To happen.

*How did it **come about** that the police got involved?*

To come across

1. To encounter.
2. To come across as (with extra preposition) - means "to give the impression".

1. *I was walking through the centre when I **came across** an old friend.*
2. *She **came across as** not very interested due to her lack of commitment.*

To come after

To pursue or to chase. / To follow, to come next.

*He **came after** me with a water-gun during the water-fight.*

To come to something

1. To eventually start / progress to do something.
2. To arrive at.

1. *At first we didn't get on, but now I have **come to** like him.*
2. *"How did you **come to** this conclusion?"*

To come by

1. To pay a visit.
2. To find.
3. To find something, using effort, by chance or in a way that has not been explained.

1. *She moved out 10 years ago and doesn't **come by** very often.*
2. *He won't tell me how he **came by** that information.*
3. *Vegetarian dishes are hard to **come by** in the restaurants here.*

To come down to something

If a situation or decision comes down to something, that is the thing that influences / defines it the most.

*It all **comes down to** how well you eat.*

To come in

1. To enter / become involved.
2. To perform or function in a particular way (only with the phrase "come in handy").

1. *I own a painting and decoration company. They needed help with their living room and that's where I **came in**.*
2. *Take this umbrella with you. It might **come in** handy in such a rainy country.*



To come round

To change your opinion of something, often influenced by another person's opinion.

*I didn't like the idea of backpacking at first, but after listening to my friend's experiences I have **come round**.*

To come under fire

To be criticised.

*The government has **come under fire** for the austerity measures it has taken.*





READING: IT'S ALL PC TO ME!

Political Correctness, or “PC”, is a buzzword in the news but how many people really know what it means or how it is intended to be used? How about the reason why this term is such a controversial one? Do you really need to be politically correct to be polite? Well “London’s Calling: Online” is going to help you sort this question out.

Let’s start by briefly examining some basic rules of politeness common to English-speaking countries. First off, we don’t tend to comment on someone’s age, especially if they are female, as it is seen as an invasion of privacy and somewhat rude. We can then extend that same reasoning to exclude salary and income, religion, and politics as well. These are all seen as tasteless subjects to discuss, and inquiring about details can be seen as invasive. That said, things like hobbies, sports, work, and family, if we know about the family already, are seen as things that are completely open for discussion despite some of the information being rather personal in nature.

Now, let’s look at the term “political correctness”. Right out of the gate we should mention that this was originally, and in many instances this is true today, used as a derogatory word for those who believe that language is used by those in power to oppress those who are marginalized. There were debates then about what kind of language we should use and how to be more sensitive to specific groups. In terms of race, ethnicity, religion, sexuality and more, there are debates on what terms are best to use.

Think of a noun versus an adjective; a noun defines something while an adjective describes something. If you’re wondering why you care, you’re not alone. Here’s an example: “James Deano is Muslim”; “James Deano is a Muslim”. In the first instance, we are describing James, showing off an aspect that aids in defining him, but does not limit him to that aspect. In the second instance, we define him directly and therefore give more importance to his identity as a Muslim than to his identity as James. Now in a country where Islam is predominant we may be giving James power as part of the majority, but in the opposite case we could be unknowingly causing his marginalization in another society.

If you’re still not convinced, another example is the words ‘homosexual’ and ‘gay’, largely regarded as synonyms. Regardless of whether they are used as a noun or adjective, the following distinction holds true. ‘Gay’ has gained approval and become the norm because ‘homosexual’ was originally used to describe an illness, which sexual orientation, whatever you may think of it, most certainly is not. Words like this are many times used as a litmus test. It is common in countries like the United States for elderly as well as more conservative folk to use the word homosexual while more liberal, and also younger people in general, use gay.

Now these are just two examples but there are many more. The debate today is if we are becoming too politically correct to point where people are outcast and excluded all the while we are trying to include more people and be more tolerant. Also, many people confuse definitions and descriptions and the process of unlearning this and then learning to distinguish is not always an easy one. In the end, politeness and political correctness is about taking everyone into consideration and being conscious of who you’re talking to and how you are talking to them.



VOCABULARY I: EXPRESSIONS OF FREQUENCY

A cold day in hell

An expression to denote that something will never happen.

*It will be **a cold day in hell** before I teach a maths course again.*

At a snail's pace

To move extremely slowly.

The queue was so long and moved at a snail's pace.

Bi + time expression

Every two lengths of time.

*I read the **bi-weekly** magazine at school. (It could mean "every two weeks" or "twice a week")*

Every now and again / then

This is used to describe something that happens infrequently.

*Harry bought a cactus so that it would live despite his remembering to water it only **every now and again**.*

From / since the year dot

For an extremely long time.

*He's been going out with her **since the year dot** but they've never set a date.*

Hardly ever

Something that rarely occurs.

*It **hardly ever** rains in Madrid.*

Nearly always

With great frequency.

*Students are **nearly always** overwhelmed at test-time.*

Not / never in a month of Sundays

Very unlikely to happen.

*He's **never** going to get that finished **in a month of Sundays!***

On a whim

A. A sudden / spontaneous decision that cannot be reasonably explained.

B. A wish, a caprice.

*A. We booked the trip **on a whim**.*

*B. I'm looking for a rich husband who can indulge my every **whim**.*



Once in a blue moon

Very infrequently.

*I only grill in winter **once in a blue moon**.*

On and off

When a situation happens and then doesn't, repeatedly.

*My brother and I talk **on and off** since the ice cream incident.*

Seldom

A formal word for something that happens infrequently.

*Sheldon **seldom** realized when Leonard used sarcasm.*

Tri + time expression

Occurring three times in a given length of time.

*The report is **triannual** in January, May and September.*

When pigs fly

To express that something will never happen.

*My mom will let me eat and not clean the dishes **when pigs fly**.*

When hell freezes over

A very informal way of expressing that something will never happen.

*I'll join the army **when hell freezes over**.*



CAMBRIDGE INSTITUTE



GRAMMAR: MODAL VERBS II

Positive meaning of Will, Should, and Ought

When the modal verbs **will**, **should**, and **ought to**, are used to express an expectation or prediction in the future, they tend to have positive meanings unless directly expressed otherwise.

*The builders **should** finish the house by the end of the month. (Here there is nothing expressed to show that this will not happen)*

*I **will** graduate by this time next year. (Once again, there is nothing expressed to show that this will not happen)*

Just as in the examples, the other modal verb, **ought to**, works in the same fashion when making future predictions or suggestions in present/future.

Intention, Willingness, Frequency and Habits expressed using modal verbs

The verb **will**, and more formally **shall**, as well as the past version **would**, imply an intention that somebody has when combined with certain action verbs.

*I **will** play volleyball with the team this season. (I have every intention of playing volleyball with the team)*

*Eric said that he **would** drop by around six to pick up the poster. (Eric intended to pick up the poster around 6, if he did so or not is not relevant in this sentence.)*

Will and **would** can be used to show a willingness to do something by someone.

*I **would** love to try white-water rafting.*

*I **will** take you to the airport tomorrow; I don't have to work.*

These can be very similar to the use of **can** and **could** when those two modal verbs are used to express the ability to help someone (ex. *I **could** watch Jimmy next Sunday [here you are offering to help and willing but the focus is on your ability]*).

Because of this, it is important to distinguish between one that is only willing and the other which emphasizes ability more.

Another important use of the modal **would** (or **used to**) is to show the frequency with which something used to happen. We use "**would**" to talk about things that we used to do often or to talk about old habits.

*I **used to** have piano lessons on Mondays, Wednesdays, and Fridays. (Shows how often you had piano lessons)*

*I **would** go shopping with my best friend all the time in college. (Shows a habit that was formed)*

Note: **used to** is generally considered the more informal of the two options.

Showing ability and permission using modal verbs

We generally use the modal verbs **can** and **could** to express ability.

*I **can** take you to the airport next weekend.*

*I **could** stay an hour more.*



Could generally is used when you are less willing to do something or when talking about a past event.

These are the most common modal verbs when showing ability but they are also the bluntest. If we want to show the possibility of being able to do something we can use **may** and **might** with **be able to**.

Subject + **may/might** + **be able to** + verb.

*I **may be able to** watch Jimmy next Sunday.*

*I **might be able to** climb that tree.*

These uses are less common than **can** and **could** but they are still fairly common. **May** is considered to be more formal than **might**.

We can also use **can** and **may** to express permission that we give to or receive from others.

*You **may** sharpen your pencil. (You have permission to sharpen your pencil)*

*You **can** visit any day you'd like. (You have permission to visit the days that you would prefer)*

It should be noted that **may** is more formal than **can** and thus considered to be more appropriate despite hearing it less in spoken speech.

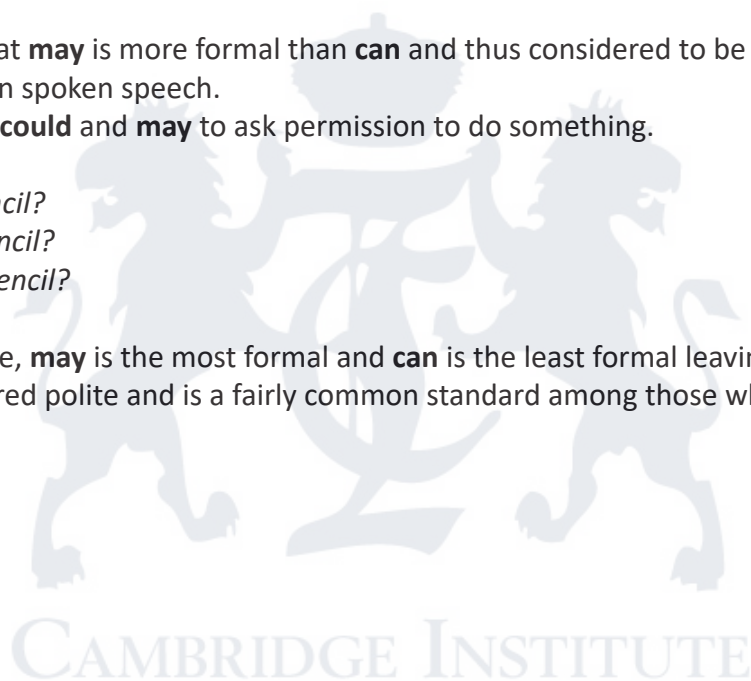
We can also use **can**, **could** and **may** to ask permission to do something.

***Can** I sharpen my pencil?*

***May** I sharpen my pencil?*

***Could** I sharpen my pencil?*

In the examples above, **may** is the most formal and **can** is the least formal leaving **could** as a middle register that is considered polite and is a fairly common standard among those who are not friends and family.





VOCABULARY: ABILITY, QUALITY AND ACHIEVEMENT

Alive and kicking

To be healthy and doing well.

*Hey Karen, don't worry, the surgery was a success and Mike is **alive and kicking**.*

Back the wrong horse

To invest in or support a cause that fails.

*Johnny **backed the wrong horse** and lost everything.*

Better late than never

It is better to have something after the fact than never have it at all.

*Sorry about taking so long but, **better late than never**, right?*

To the best of one's ability

To do something as well as you can.

*Despite losing, the footy team played **to the best of their ability**, thereby losing honorably.*

Crowning achievement

The most important success.

*Gaudi's **crowning achievement** is the Sagrada Familia.*

It takes two to tango

Describes a situation in which both sides are responsible, not just one.

*The disagreement was not just Paul's fault; Cindy should apologize too, **it takes two to tango**.*

To kill two birds with one stone

To achieve two things with the same action.

*Whenever I'm doing the housework, I like to listen to English language learning podcasts. That way, I **kill two birds with one stone**; my house gets clean and tidy and at the same time my English language skills improve.*

To keep / to take one's eye on the ball

To (not) lose sight of an objective.

*Kyle never **took his eye off the ball** and graduated on time.*

*If you want to be a famous actor you have to work hard and **keep your eye on the ball**.*

The mother of all

A way to exaggerate and label something the biggest and most important.

*The Triple Crown is the **mother of all** horse-racing awards.*



Head and shoulders above the rest

To be a lot better than anyone / anything else.

*Jordi is an excellent student. His performance in the exams was **head and shoulders above the rest**.*

Nice and “quality word”

To emphasize that something is done.

*I think that your steak is **nice and done** now. Why don't you try it?*

Quality Joe

A decent and upstanding person.

*Johnny is a real **quality Joe**, always doing what he can to help out.*

Quality time

Time spent on interacting meaningfully with someone.

*Even though Janey worked constantly she always made time for **quality time** with her children.*

Rags to riches

Generally referring to a story, describing someone who is poor who then becomes rich.

*Many rappers and musicians have authentic **rags to riches** stories.*





LISTENING: PERPLEXING ETIQUETTE

William – Hey Steve, how's it going?

Steve – What's up bud? I'm alright, thanks. How about you?

William – I'm okay. I'm just getting over a cold and my head hurts a little. But I'm doing ok other than being slightly bummed out about a test I failed last week.

Steve – Ah... must be a bummer

William – Of course it's a bummer, but anyway, I have a question I wanted to ask you. My brother will be going to the USA for a few weeks this summer and we're all curious to know if it's like we see in the movies.

Steve – Ah yeah, that's a pretty common assumption. In college we're all Van Wilder and then afterwards you can witness scenes like in *How I Met Your Mother* in any Irish bar you choose.

William – Well, when you say it like that...

Steve – Oh, I'm sorry. I didn't want to offend you; this is just a question that makes me smile.

William – But you Americans are always smiling.

Steve – Only when life is good; but since life is pretty sweet in general, yeah, we do smile quite a bit. Anyway, let me help you out with that question a bit. First of all, Americans seem very open, even when they don't know you well but many sayings and much small talk is simply courtesy. For example, the question, "how are you" is used as a greeting and the generally accepted response is "fine" unless you know the person well.

William – Oh? But then why even bother to ask?

Steve – Well, I'm not quite sure, other than it's considered to be polite. Another thing that is common is that if he goes to anyone's house for dinner, he will be served the first time, maybe, but after that, it will definitely be self-serve. He shouldn't take this as an offence though, because what this means is that he has been accepted into the group. It will then be up to him to make small talk and interact with the others.

William – Well that is certainly different. And should he take something if he is invited?

Steve – Absolutely. But that works just like it does here. He should take something small to show his appreciation for the invitation and the event that the host has given. Another big difference is that religion and politics are topics that absolutely must be avoided unless he is asked first. These two topics in the USA are particularly taboo, but, he may be asked his opinion since he is foreign. That said, he should not argue like might happen here as that will seem particularly aggressive and won't help him make any friends. Politics, when discussed between people who disagree, is usually discussed dispassionately, and to not do so shows a lack of control and of respect for the other party.

William – Wow! Well thanks for letting me know! Politics is definitely discussed more openly here in that case. It's almost seen as ignorance if you are not at least tangentially aware of what is happening. People almost speak about politics and sports in the same way, loudly and passionately ha ha.



Steve – Yeah, it has taken some getting used to, that’s for sure! Hey, so why don’t you and I head down to the river and relax? I heard the rest of the group is down that way.

William – That sounds great. Let’s go!





VERBS EXTENDED: DO

To do up

1. To fasten something.
2. to repair/improve/paint a car, a boat, an old building, etc.

1. *You don't need to **do up** the top button. It's not a formal event.*
2. *I'm **doing up** my apartment at the moment so the place is a bit of a disaster.*

To do over

1. To burgle a house/to attack someone.
2. To start something again.

1. *It's the third time my house has been **done over** this year. There's must be something we can do to prevent this.*
2. *They haven't approved the budget. We've got to **do** the whole project **over** again.*

To do with

1. To be connected with someone/something.
2. To be in need of something (preceded by 'could'; usually used in spoken English).

1. *Do you have anything to **do with** this project? Maybe you can help me?*
2. *I **could do with** a sandwich right now. I'm starving!*

To do without

1. To prefer not to do something; to prefer something not to happen.
2. To live with little (for a time).

1. *I **could do without** the jokes of my supervisor. He is not funny at all and we all have to pretend he is.*
2. *Things are a little rough this month. We'll have to **do without** until our finances are back in order.*

To do in

1. To murder (to do someone in).
2. To be very tired (to be done in).

1. *He **did** the neighbour **in** after a brawl over a soccer game.*
2. *I was completely **done in** after that hill walk.*

To do out

1. To stop someone from getting something (to be done out of something).
2. To decorate / tidy (to do something out).

1. *I've been **done out of** a promotion because Michael blamed me for the drop in sales.*
2. *We'll have to **do out** the living room for the party.*



To do justice

1. To do something to the best of your abilities.
2. To represent something well.

1. He **did justice** to his reputation as a cook. The meal was excellent.
2. His rendition of 'Singing in the Rain' didn't **do** the song **justice**.

To do one's bit

To do what's expected of you.

*As a society we all must **do our bit**, however insignificant it may seem.*

To do the job

To be sufficient for your needs.

*I need to be more physically active, but the doctor said nothing radical is needed. A 30-minute walk every day will **do the job**.*

To do the rounds

To be passed around. Generally used for rumours or illnesses.

*The flu is **doing the rounds** alright. John, Mary and Michael have all landed with it over the last 2 weeks.*

Doer-upper (noun)

Usually a house or apartment that needs to be renovated but has potential. Colloquially used for a partner that is not "perfect" to start with.

*Micahel bought a real **doer-upper**, but I'm sure once it's done it will be the most beautiful house in the street.*



CAMBRIDGE INSTITUTE



READING: A “SPOILT” MILLENNIAL’S PLEA TO HIRING MANAGERS

Millennials are spoilt, fickle, and money-grubbing self-interested plagues in the workforce that cannot work in a team. At least, this sentiment seems to be the prevailing one among those from Generation X that find themselves in the position of Hiring Manager. I’d like to flip this statement on its head and argue that Millennials are creative, astute, individuals that value not only money but also a full life and the ability to work independently and in a team despite being, or not, in the same geographic location. Allow me to explain.

Many people would say that Millennials have been spoilt by excessive coddling and positive reinforcement throughout their childhood. They see the evidence in that Millennials demand that their job be meaningful on a nondescript level. I say nondescript because this meaning is individual to every worker; however, the commonality lies in that Millennials will leave a job without this factor. I do not believe that this is being spoilt but rather that this “coddling” received as children has caused them to see that time is more important than money, and to invest one’s time in a project that does not provide growth is not an apt use of one’s resources. Millennials see alternative routes to their goals and are not as afraid to try them as previous generations.

This intrepidity does not imply, by any means, that Millennials do not value job stability. Although many are seen as fickle for not staying in a job for more than about three years (as opposed to Gen. X with its 25 year commitment awards), this change is reflective of the changing corporate job market. Many Millennials have seen their parents thrown into the street by their employers with little to no warning, their career rug yanked from beneath their feet. Millennials have realized that loyalty to a company is no longer enough and if they want to be competitive they must be in environments where they are cultivated and challenged.

This is not to say they will be entrepreneurs, in fact, the number of entrepreneurs under 30 is at an all-time low since the 1980s, with the Baby Boomers and then Generation X. Millennials are not all trying to become the next Mark Zuckerberg, Larry Page or Sergey Brin; they are just looking for a new type of security and meaning. Money-grubbing is most definitely not the adequate word to apply here. Many Millennials are just like Kate, who has 4 streams of income including house-sitting and dog-walking, but who made a nice \$48,000 last year, which consequently was just her third year out of college. Millennials seek to earn money, but having seen the fraying of the fabric that makes up the corporate world, they are more wary of big business and more inclined to look for alternative ways to earn a living.

Making a living is not the only way in which Millennials search for alternative solutions. They also search for these in the way that they work in teams and communicate with others. I refer not only to that inseparable appendage, the smart-phone, yet also to digital workplaces and the irrelevance of geographic positions. As the global economy expands and intertwines itself more and more, Millennials are helping to terraform this brave new world. They are redefining the workplace and rethinking the importance of geographic limitations, using social networks to communicate across frontiers and online offices to work across borders.

Millennials are not self-obsessed, spoilt, money-scrounging narcissists but rather a new generation trying to navigate and actively define and design a new corporate landscape based on collaboration and flexibility across innumerable geographic regions. So, to summarize my plea, next time you have a millennial before you, before you discard them offhand, think about the benefits they might bring to your company and the enthusiasm with which they’ll work, while they’re there.



VOCABULARY I: MILLENNIALS AND THEIR LINGO

Bae

Short for “before anyone else”. It is used to replace pet names like baby and sweetie with a significant other (pronounced like the noun “bay”).

*What’s up **bae**? Wanna go to the movies this afternoon after work?*

To be basic

Someone who is too obvious or vapid.

*Johnny is so **basic**. All he does is play GTA and quote famous rappers all day.*

Giving me life

Something that is satisfying you, making you feel good.

*This sports drink is so **giving me life** after that game of footy.*

To be kosher

It means something is ok.

*Relax, that seems **kosher** to me.*

Right on

To do something very well, to succeed in something.

- I scored tickets to the Maroon 5 and Dandy Warhols concert.

*- Yeah? **Right on!***

Slay something

To do something very well, to succeed in something.

*Jamie **slayed** that math test we had.*

The most

Used to describe someone who’s just being a little too much “x”.

*I can’t handle them right now. They’re **the most**.*

To throw shade

To publicly disrespect or denounce someone.

*Carla **threw shade** at Janey all night long because Janey got Carla’s dream-job.*

To troll someone

To release cynical remarks on an innocent bystander via the internet for the fun of it.

*I stopped reading the comments sections because people only **troll** around for no reason.*

American Expressions



GRAMMAR: THE CAUSATIVE (HAVE, GET, MAKE, & LET)

The Causative

The causative tense is used in English to say that we have arranged for someone, who is not us, to do a task for us.

*I had the waiter bring me a glass of water to clear my palate.
I had my hair cut last weekend.*

The structure of a causative sentence differs in that you have an agent, either implied or expressed, in the sentence. The agent is the person that does the task for you.

*I had **the waiter** bring me a glass of water to clear my palate. (The waiter is the agent, we have expressed this verbally).*

I had my hair cut last weekend. (The agent is a hair stylist or barber. We have not said this but it is implied that you did not cut your own hair).

The structure of a causative sentence can be summarized using the following formulae:

Subject + causative + agent + verb + object

I had the waiter bring me a glass of water to clear my palate.

Subject + causative + object + verb (past participle)

I had my hair cut last weekend.

You can use any tense you would like when employing a causative sentence; **however, the CAUSATIVE MUST be the verb that is conjugated.**

*I would have had the waiter bring me a glass of water, but I had one already.
I will have the workers paint my house next week.*

Get vs. Have

In the causative, two of the most commonly used verbs are **get** and **have**. The difference is that when we use the causative *have* it implies that we used our authority over another to make sure something was done. When we use *get* it carries a sense that we persuaded someone to do something.

I have the petrol station attendant wash my car twice a week. (I use my “authority” as a paying customer to have my car washed).

I get my brother to wash my car twice a week. (I have been clever enough to persuade my brother to wash my car twice a week.)

You also may have noticed another small but very important difference between *have* and *get*. When, and **only** when using an **agent**, we use a **base verb** (without “to”) when using the causative **have** and we use the **infinitive** when using the causative **get**.

*I **have** the gas station attendant **wash** my car twice a week.
I **get** my brother **to wash** my car twice a week.*



Make vs. Have

Earlier we said that *have* expresses your “authority” over someone to make sure that something is done. While this is true, you are not forcing (or obliging) someone to do something when you use the causative *have*. What you are doing when you use *have*, is using your authority to make sure something is done by someone else **without** employing force or an obligation.

This is the exact **opposite** of using *make* as a causative. When you use *make*, you are **forcing** (or **obliging**) someone to do something.

I have my employees keep track of their hours. (The employees watch their hours, not the boss, but it is **not** obligatory).

I made my employees work weekends for a month to finish a project. (The employees did not have a choice; they were **forced** to work weekends).

An important similarity is that with both *make* and *have*, we use a **base verb**, not an infinitive, after the causative.

*I have my employees **keep track** of their hours.*

*I made my employees **work** weekends for a month to finish a project.*

An important difference, however, is that with the causative *make* you **must** always use an **agent** in the sentence.

*I made **my employees** work weekends for a month to finish a project.*

Let

We can use the causative *let* to show that someone is allowing another person to do something.

I let my brother play on my Play Station 4. (I gave him permission to use the PS4).

It should be noted that *let* follows the same rules in structure as the causative *make*. *Let* must **always** be followed by a **base verb** and it **must** have an **agent**.

*I let **my brother** play on my Play Station 4.*



VOCABULARY II: OBLIGATIONS

Authoritative obligation

Synonym of “external obligation”.

*Soldiers often face a raft of **authoritative obligations**.*

To be banned

To be forbidden.

*Several websites **have been banned**.*

To be forced

When someone makes you do something.

*The convicts **were forced** to do exercise in the yard.*

Compulsory

To be mandatory.

*Education is **compulsory** until age 16.*

Duress

When force of one kind or another is used to force someone to do something.

*The man’s confession was obtained under **duress** and thus was invalid.*

External obligation

The obligation that arises from the will of another.

*In an act of **external obligation**, the teacher made the students copy sentences.*

Fault

A synonym of blame; responsibility for failure or a wrongful act.

*The **fault** in the car crash lies with Dylan since he hit the old man’s car from behind.*

To feel compelled

Having to do something because you feel you should.

*He felt **compelled** to report the incident to the authorities.*

Foremost

Leading, most important.

*Our **foremost** concern is the health and safety of our employees.*

Internal obligation

The obligation that arises from within, due to one’s moral compass.

*He can’t even tell a white lie because of the **internal obligation** he feels.*



To make right

To make up for something that one has done wrong.

*After losing her friend the job due to a bad reference, Casey tried **to make it right** by taking Jim out to lunch.*

De rigueur

Demanded by custom. / Required by current fashion or etiquette.

*Formal wear is **de rigueur** at our workplace.*

Rational obligation

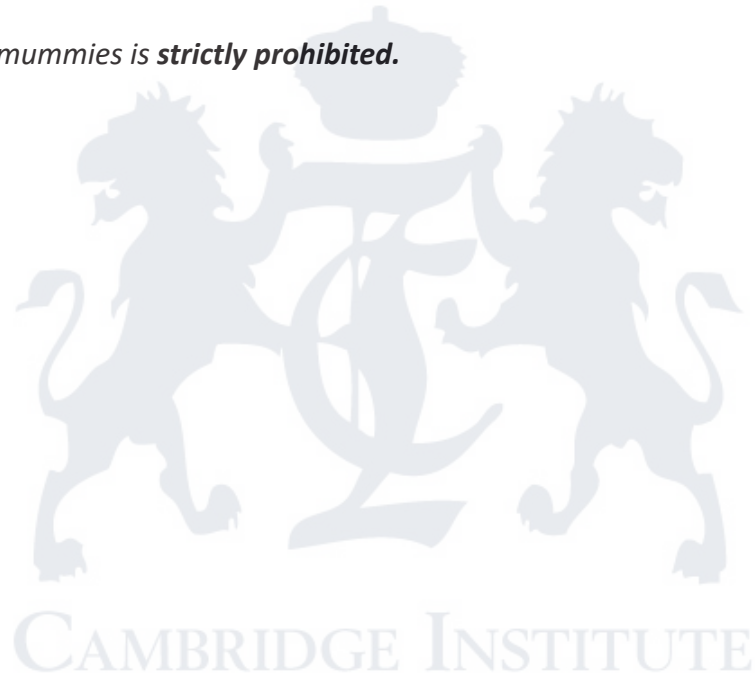
Synonym of “internal obligation”.

***Rational obligations** determine how we act in life.*

Strictly forbidden (or prohibited)

To not be allowed under any circumstances.

*Taking photos of the mummies is **strictly prohibited**.*





LISTENING: THE POWER OF YOUNG PEOPLE

Hello everybody. My name is Carol and I want to thank you for coming to listen to this MEI talk. Now, Millennials are taking a lot of flack over being lazy and feeling entitled to the world, accepting handouts at every turn and not working hard. I'd like you to play a game with me. Get into your 18-year-old-self's mind and think, what are my expectations, how have they changed, and did I reach all of them? How many of you have not changed your expectations? Yeah, I thought that would be the case. And how many of you have achieved all of those expectations? Once again, I'm right on the money. Ok, so, now let's talk about what Millennials, A.K.A today's young people, are doing to change the world they live in.

I loved dancing when I was a child, it gave me life, made me who I am today. So, I'd like to take a minute and talk with you about my experiences with dance. I was 13, about to go to high school, and I had a dance recital at a children's hospital. I danced for an audience made up of children fighting diseases like cancer and others struggling with mental illness. Well, I did the recital and as I was leaving, they clamored for my group and I to come back and repeat it. We did, and then the funniest thing happened, the kids got up and started dancing. They all came up and took turns dancing for their friends. This is when I got the idea.

A year later, at fourteen, I started the group, JUST DANCE, to go to schools and teach kids to dance while they wait for their parents to come home. It has been proven that at-risk children exposed to the arts after school are three times as likely to seek a Bachelors degree than their peers. Well, that was almost ten years ago and since then we have opened chapters all over the country. We have taught over 5.000 students how to dance and some even look to participate in the program as mentors later on.

What is now a national program to help at-risk children (which has received several national awards as well) started with a Millennial. This program started with a 14 year old girl who loved to dance. This program started with me.

Now before I go, I just want to restate that Millennials are nothing but the young generation growing up in today's world, sure, we have more tools, but you in Generations X and Y enjoy them as much as we do. And as young people we are passionate; we care deeply about issues, both practical and social, and therefore do our best to help where we can. We were all young once, and we all have had passions of one kind or another in which we craved, secretly or openly, to make a difference. You are never too young to change the world, nor are you too old to feel young again; as said by the Italian model in the movie *Under the Tuscan Sun* "Never lose your childish innocence; it's the most important part." ...Thank you and good bye.



VERBS EXTENDED: GET

'Get' is a key verb to get to grips with when learning English, at any level. It's a word that has many meanings and phrasal verbs to boot. Even though it is sometimes avoided in very formal use; it is correct to use in most kinds of speech and writing, across the board.

The meaning of *get* depends on the word that follows it. It's most basic meaning, with a direct object, means 'come to have' or 'obtain'; with other words its meaning can change to 'come to be' or 'become'.

Let's look at some examples and see if you can discern their meaning from the context.

"I get the train to work every day."

"I got the book you wanted."

"I get what you're trying to tell me."

"I missed the last bus, can you come and get me?"

"I went Christmas shopping and all I got was a cold."

As you can see, there are many different uses before we even get close to turning it into a phrasal verb. So let's look at the basic overview.

Get + noun/pronoun

With this formula *get* usually means 'catch', 'fetch', 'obtain', 'understand' or 'receive' or something along those lines.

Get + adjective

In this form, *get* means 'become'. Now, look again at the example sentences, can you now categorise them into one or another meaning?

Now let's look at phrasal verb use, an essential part of English, especially when using *get*.

Get up

1. To arise from bed; also, to stand up.
2. To emotionally prepare yourself to do something.
3. To dress oneself. Used mainly reflexively.

1. I woke up at 6 am, but I didn't **get up** until half past.
2. I finally **got up** the courage to quit my job and go freelance.
3. He **got himself up** in an outrageous outfit.

Get down

We use '**get down**' in a few ways. It can be used as a type 3 phrasal verb, a phrasal verb that is separable with a pronoun in the middle and is used to mean 'become depressed'.

*This bad weather really **gets me down**.*

Although, when '*get down*' is used in a song, it generally means 'to dance' or 'to have fun'.

We use the idiom '**get down to business / brass tacks / the nitty-gritty / nuts and bolts**' to mean 'start talking about the most important issue'.



Get on with

1. To **'get on with'** somebody means you find someone pleasurable to communicate with.
 2. To **'get on with'** something means focusing on the task at hand.
1. I really **get on** with Peter, we have a lot in common.
 2. I really need to **get on** with my revision, the exam is tomorrow.

Get through

1. Most of the time, when 'through' is used in phrasal verbs, it is related to a physical or emotional situation that needs to be overcome.
 2. **Get through** can also be used to mean connect with someone or to be understood.
1. I'll be there as soon as I **get through** this traffic. / I have a mountain of work to **get through**.
 2. I've been calling for days and I still can't **get through** to the gas company helpline. / I tried to give him advice, but I don't know whether I **got through** to him or not.

Get over

We use **'get over'** to talk about overcoming an emotional situation or a physical ailment. It's also used in the negative to express disbelief.

1. I'm still trying to **get over** breaking up with my partner.
2. As soon as I **get over** this cold, I'll come back to work.
3. I can't **get over** how much it costs to eat at that restaurant... it's a rip off!

Get out

We use the type 3 phrasal verb **'get out'** to command someone to leave or when extracting something from somewhere. We can also use the multi-word phrasal verb **'get out of'** when talking about excusing oneself from a situation.

1. I didn't invite him to the party, **get him out!**
2. Can you **get your phone out** of your pocket?
3. I need to **get out** of the meeting on Friday to go to the doctor.

Get in

We use **'get in'** as a command to enter or to exclaim joy. We can also use **'get into something'** to mean show an interest in something.

1. **Get in**, I'll give you a lift to the station.
2. I just won the lottery... **Get in!**
3. I'm trying to **get into** *Breaking Bad*, but the first season is boring.

Get off

1. We use **get off** as a command to remove someone or something from a surface.
2. We can use the multi-word phrasal verb **get off on** something to describe something that gives us immense pleasure.

1. **Get your phone off** the table, it's rude!
2. I really **get off on** knowing I'll be on holiday next week.

In idiomatic usage, we can say **'get your rocks off'** as a way of saying 'let your hair down, really enjoy yourself.' Or **'get off your head / rocker'** to mean 'go crazy.'



Get by

To succeed in managing; to survive.

1. *I'm not a millionaire, but I **get by**.*
2. *The relationship is over, but I'll **get by** without him.*





READING: FRIED CRITTERS

James was another mindless tourist in the throng of people that seemed to be thrust through the market by a communal instinct. As he followed the crowd, advancing and retreating as though caught by a wave, he seemed bored by his surroundings. It was all so cliché it could have belonged to any Jackie Chan or Chow Yun Fat film. He turned around and pressed against the current of tourists, hagglers, and others who had come to trade, gawk and barter.

James had made it about 50 meters when he managed to escape the Arabian bazaar and head back along the main streets of the city. He felt literally floored by the magnitude of it all. He was in a city that was scarcely larger than his native Pittsburgh geographically yet somehow these ingenious people had managed to squeeze and cram in like a can of sardines a total of ten times Pittsburgh's population.

The buildings rose from the street to block out all the sky except for a line that stretched out above. James realized that even this was artificial as it was coloured by the clothes drying, the satellites communicating and the wires cascading down, crisscrossing the buildings like a black manmade web. The grey tinge that the sky had taken belied the pollution and the artifice of it all. He was in a space where there was an absolute absence of anything natural. Even the humans were programmed and engineered it seemed. The homeless weren't even asking for spare change. Rather, they waited and watched the passersby in an orderly manner.

As James meandered through the crowded streets he began to search for something that was uncorrupted by the urban compression. He realized that urban sprawl was a term unknown in this part of the world; they understood only the rationale of up. The city had become a three-dimensional Ouija board, the buildings being the pieces. He remembered that the city abruptly halted, as though contained by its own gravity, about three kilometers behind him. From that point there was nothing but emptiness until the next town. There were no suburbs, the houses were something between a mirage and imperceptible.

He continued wandering but coming from a city surrounded by forest, this new urban landscape, which he concluded could only be compared to a massive anthill, began to overwhelm him. He felt as though he was being dragged down into a lifeless mass of brick and mud and mortar. Almost in a panic he began to look for life on the street. Anything that seemed to be alive and pure, or at least as pure as it could be.

He wandered five blocks on and found nothing, even the few weeds that one day had managed to grow were brown. He felt an underlying mix of envy and hatred toward those who had seen those living things and trampled the life out of them so that they would better contribute to the void that was the city. Half a block later he stumbled upon a street-vendor selling all kinds of fried creepy-crawlies; there were scorpions, centipedes and more.

Staring at the lifeless crispy masses, the only thought that crossed James' distressed mind was "if you can't beat them, then join them because what doesn't kill you can only make you stronger." With that thought he plunged his hand into his pocket and yanked out a 20 yuan note, taking a skewer of some unknown bug. "It can only make me stronger," he whispered and sank his teeth into the thing, cutting off the top third, chewing, and swallowing it wincing as he did so.



VOCABULARY: NOUNS FROM PHRASAL VERBS

Backlash

A violent reaction.

*There was a swift **backlash** made by the authoritarian regime after the rebel attack.*

Break-in

Robbery.

*There have been a string of **break-ins** in the neighborhood recently.*

Bystander

Someone who is in a certain place. Usually when we are referring to an action or an event that took place somewhere specific, particularly in public locations, we refer to those who are present but not involved as bystanders.

*When the robbers opened fire, they hit various **bystanders**.*

Crackdown

A campaign against something considered bad.

*There has been a **crackdown** on drugs and alcohol abuse by Home Office.*

Downpour

When it is raining a lot as if it were coming down in buckets.

*I like rain showers but I detest **downpours** as there is no way to ever stay dry.*

Fallout

Side-effects.

*The **fallout** from the political scandal has left many top-ranking officials without jobs.*

Hand-me-downs

Second-hand goods, usually given from one sibling to another.

*Being the youngest of 8 kids, I always received **hand-me-downs**.*

Knockout

When someone is knocked to the ground in boxing. It can also mean a reduction in price.

*The match was ridiculous, it was an absolute **knockout** by Tyson.*

Onlooker

Spectator.

*You will often find street-performers surrounded by many **onlookers**.*



Outcry

Expression of discontent.

*Reality TV has sparked many public **outcries** about the content of television these days.*

Pick-me-up

Something that acts as a stimulant or lifts your spirits.

*I had a warm eggnog **pick-me-up** after spending the afternoon skiing.*

Pile-up

A group of cars in an accident.

*The accident resulted in a 15 car **pile-up** in the middle of the highway.*

Rip-off

Sham; to cheat someone by charging them too much money for something.

*Those surf lessons were such a **rip-off**, we barely went in the water.*

Set-up

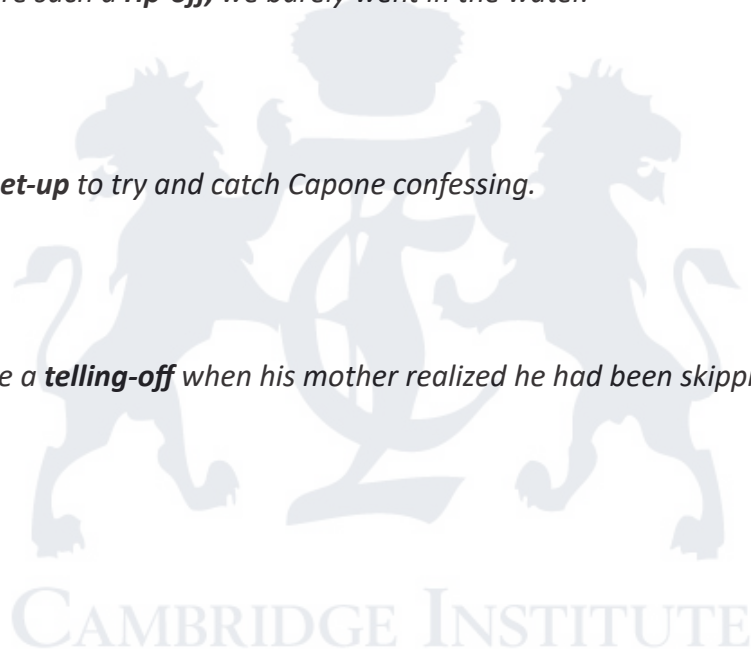
A trap.

*The interview was a **set-up** to try and catch Capone confessing.*

Telling-off

A reprimand.

*The boy received quite a **telling-off** when his mother realized he had been skipping school.*





GRAMMAR: NOUN CLAUSES

A noun clause is a clause or a phrase that plays the role of a noun. The first thing you need to know is that these clauses are dependent clauses. A dependent clause cannot stand by itself. If it does, it is only a fragment, not a sentence.

Noun clauses can appear in different parts of a sentence and can serve different purposes.

Subject of a Verb

A noun clause can be the subject of a verb:

What Jennifer said made a lot of sense.

What Daniel wrote surprised his teacher.

What the man did was very dangerous.

Identifying a noun clause

When there's a verb in the sentence, we need to find the subject by asking questions. In the first example, the verb is 'make' so we can ask "What made?" The answer is "What Jennifer said." Therefore, "What Jennifer said" is the subject of the verb 'make'. Similarly in the second example, if the verb is 'surprise' we can ask "What surprised?" and the answer is "What Daniel wrote."

Object of a Verb

Noun clauses can also act as the object of a verb:

She didn't know **that she was going in the wrong direction**.

He didn't realize **that the teacher was talking to him**.

Rachel thinks **that she needs to lose weight**.

Again, if we use questions we can identify the noun clause is being used. *What didn't she know? What didn't he realize? What does Rachel think?* The answer will always be the noun clause.

Subject Complement

Let's see if you can identify the noun clauses in the following examples:

Javier's problem was **that he didn't have a car**.

Marta's best skill was **knowing a person's character from just a handshake**.

Anthony's dog was **a mix breed**.

What questions do these noun clauses answer and how do they relate to the subject? *What was Javier's problem? What was Marta's best skill? What was Anthony's dog?* The answer to these questions answer and complement the subject.

Object of a Preposition

Noun clauses can also be objects of a preposition.

Miguel is not the owner of **this flat**.

I am not responsible for **what happens after this**.

Lucy is a fan of **the Harry Potter Series**.

Miguel is not the owner of what? I am not responsible for what? Lucy is a fan of what (or who)?

Adjective Complement

Last but not least, a noun clause can also act as an adjective complement.



Veronica was glad **that she had the day off**.
 We were relieved **that our son arrived safely**.
 Tim was worried **that he wouldn't find tickets to the concert**.

Why was Veronica glad? Why were we relieved? Why was Tim worried?

Now let's look at the word **'that'** and its roles in a noun clause.

We can use the word **'that'** to introduce a noun clause in a sentence.

*I know John stole the cake > I know **that** John stole the cake.*

We can also use **'that'** in place of a noun as a subject or as an object when it is clear what we are speaking about.

*The road is under construction. Jane already knows **that**.*

'That clauses' can appear anywhere in the sentence but if it appears at the beginning, the word 'that' cannot be dropped.

*I knew John stole the cake. ('that' is implied)
 That John stole the cake is a fact. (Here, 'that' must be written as it is at the beginning)*

We can also use expressions such as *'the fact that', 'the idea that', 'the belief that', 'the thought that'* to start a sentence.

The fact that John stole the cake surprises me.

If the subject is long we can also replace it with the word **'it'**.

*That John stole the cake surprises me. > **It** surprises me that John stole the cake.*

Wh- clauses

The question words *who, what, when, where, why, how, and which* can be used as noun clauses. It is important to note that they always follow **subject-verb** word order.

Which road Alex took is a mystery to me. **This is OK.**

Which road ~~did~~ Alex take is a mystery to me. **This is INCORRECT.**

We can use these in the beginning of a sentence as shown above or we can also put them in the middle and at the end.

*I don't know **how** to make sushi.
 The cat ran away to behind the bushes **where** we couldn't see it.*

When using the words *should, may, might, could* and *can* we can often replace the phrase that follows the *wh-* word/how with an **infinitive**.

*I don't know when I should call > I don't know when **to call**.
 I'm curious as to where I might find a sledge hammer. > I'm curious as to where **to find** a sledge hammer.*



Here is a list of words that commonly become infinitives after a wh-word/how in a noun clause.

To learn, to wonder, to know, to forget, to find (out), to figure (out), to understand, to say, to see, to consider, to ask to remember and to decide.

Gerund and To-infinitive Clauses

Just like before, we can also use *gerunds and to-infinitives* to make noun clauses.

Riding a jet-ski for the first time is a real thrill.

To ski correctly requires lots of practice.

They can be placed either at the beginning of a sentence as shown above or at the end.

I hate **jogging** without listening to music.

I hate **to jog** without listening to music.

For infinitive clauses, there are some verbs that will commonly come before the infinitive clause. Some of these verbs are:

Hate, help, hope, beg, care, mean, want, promise, propose, wish, appear, afford, expect, prepare, neglect, offer, prefer, like, love, learn, intend, try, happen, ask, attempt, begin, start, regret, refuse, and seem.

This, That, These, Those, Such and So

This/these, and **that/those** are used as pronouns to talk about things and introduce people that are near or far from us, respectively.

This is my friend Peter. (Peter is present)

That is my friend Peter. (Peter is somewhere visible but not present at the conversation)

This/these, and that/those can also be used to show the proximity of a noun.

No, I meant these shoes **here**.

No, I meant those shoes over **there**.

We can use this to introduce ourselves as well.

Hi, **this** is Mark. Can I speak to Mary, please?

We can use that to talk about something that someone did or said.

- *Life can be hard sometimes.*

- **That's** definitely true.

- *I got accepted for the job!*

- **That's** great news!

So and **such** both show emphasis. If used correctly they can even provide different ways of saying the same thing.

He has **such** a loud voice.

His voice is **so** loud.



The difference between *so* and *such* is that *so* is used with **adjectives** and adverbs while *such* is used with **nouns**.

*He has **such** a loud **voice**.*

*His voice is **so** **loud**.*





LISTENING: TO TRY OR NOT TO TRY? IS THAT REALLY THE QUESTION?

Welcome, Freshers! Welcome to the University of Southborough, A.K.A. your future. My name is Stiffers McGill and I would like to take the next couple of minutes to welcome you to our family here at university. So, we all know Shakespeare, correct? All that “To be or not to be”? Well, allow me to quote a famous phrase from his brother, Stiffspeare “To try or not to try”.

Now some of you are surely thinking that I’m a joke, some member of the Southborough Comedians up here to make you laugh but I assure you that I’m not; however, there is nothing inhibiting you from doing so. Yeah, that’s right, I’m here to reach out to each one of you and tell you that you should take up that fantasy that you used to dream about in high school. You know, the one where you are simultaneously in the improv club, playing cello in a quartet and the captain of the Quidditch team. Yeah, we have a Quidditch team here that plays in a league with other unis, so grab your broom and soar.

You see, the question, to try or not to try, is quite irrelevant here. Here what you should answer every time you encounter such a silly petition is the following: what doesn’t kill you only makes you stronger. This is our unofficial motto here at the University of Southborough. Each one of you is here because you are the best that Britain has to offer. Each one of you was handpicked to come to U. Southborough because you’re unique and daring. Here we don’t just encourage those traits, we demand them. None of you are allowed to slack off the next four years, and that doesn’t mean only in grades, I’m referring to complacency. It is a word we barely understand as it seems to exist only in such far off places as Cambridge and Oxford.

So, my young freshers, this is almost the end of my introduction. Myself and my colleagues, now yours as well, will be at your disposal to help you explore the campus, get you the introductions you need, and make sure that you take advantage of everything you possibly can. We don’t care if you’re a scientist, mathematician, writer, anthropologist or anything else, remember, everyone from Da Vinci to Steve Jobs dabbled outside their fields and that’s what we expect from you all as well. We want to help you become geniuses and, when you make mistakes, to help you pick yourself up and keep slogging on.

Well, that’s it freshers. Have a wonderful experience and come find us on campus. Welcome to the University of Southborough!

CAMBRIDGE INSTITUTE



WRITING: LAO DELICACIES

You've just recently visited Laos as part of your tour of Asia and you experienced cuisines that you weren't familiar with before. Not only did you eat skewered insects and other strange and exotic delicacies, but the way the food was prepared was also unconventional and sometimes served raw or half-cooked.

*Your friend is planning to join you on your tour in a few days. Write a letter to your friend, **using 280-320 words**, describing your culinary experience and either recommending or not recommending them to try Laotian food.*





VERBS EXTENDED: GIVE

Give somebody a headache

To be annoying.

*The building work is **giving me a headache**.*

Give up

1. To quit.
2. To stop trying.
3. To stop guessing.
4. To surrender

1. *After 20 years smoking, he finally decided to **give it up**.*
2. *I **gave up** trying to get them to believe me.*
3. *Right! I **give up!** Tell me the answer.*
4. *The rebels pledged never to **give up** in their fight for freedom.*

Give up on

1. To give up on someone is to stop hoping that someone will improve and stop trying to help or change them.
2. To give up on finding someone is to stop hoping that you will find someone alive and stop looking for them.

1. *His parents and most of his teachers **gave up on** him years ago.*
2. *He had been missing for 10 years but his family never **gave up on** finding him.*

Not give up

To persevere.

*She got tired halfway through the marathon, but she did **not give up**.*

Don't give me that!

Stop making excuses.

*"I'm sorry, I left my homework at home."
"Don't give me that!"*

Give somebody a bell

To ring someone.

*When you get home from work **give me a bell**.*

To give a dirty look

To look resentfully at somebody.

*My manager **gave me a dirty look** when I arrived late.*



Give a good telling-off

To reprimand.

*When his father found out he had been smoking, he **gave him a good telling-off**.*

To give a heads-up

To inform, to warn.

*I just wanted to **give you a heads-up** that there will be a meeting at 9 am tomorrow.*

To give away

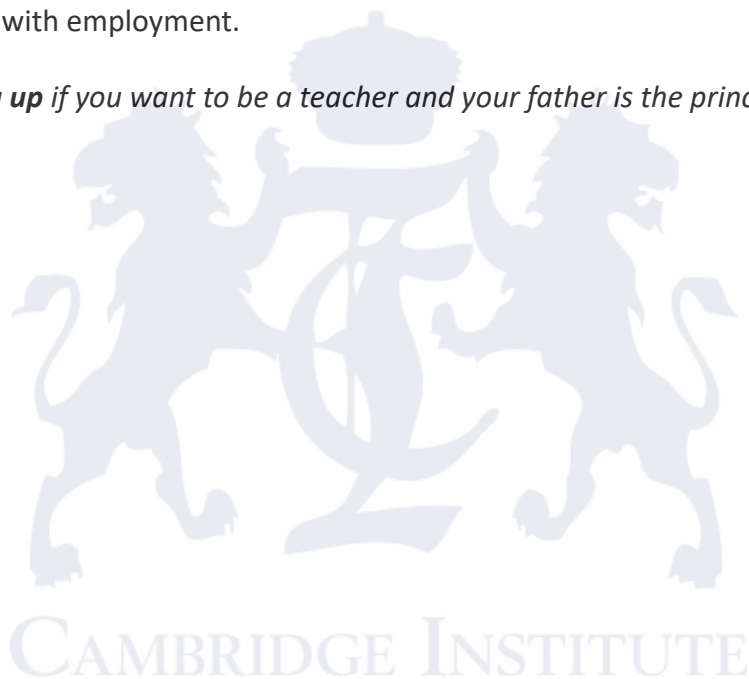
1. To reveal.
2. To donate.

1. *He had accidentally **given away** details of the bid to a rival firm.*
2. *He had a spring clean and **gave away** all his old clothes to charity.*

To give somebody a leg up

To help someone out with employment.

*It must **give you a leg up** if you want to be a teacher and your father is the principal of the local school.*





READING: THE LITTLE MERMAID

“It was you,” said the prince, “who saved my life when I lay dead on the beach,” as he folded his blushing bride in his arms. “Oh, I am so happy,” said he to the little mermaid; “my fondest hopes are all fulfilled. You will rejoice at my happiness; for your devotion to me is great and sincere.”

The little mermaid kissed his hand, and it felt as if her heart were already broken. His wedding morning would bring death to her, and she would change into the foam of the sea. All the church bells were rung, and the heralds rode about the town proclaiming the betrothal. Perfumed oil was burning in costly silver lamps on every altar. The priests waved the censers, while the bride and bridegroom joined their hands and received the blessing of the bishop. The little mermaid, dressed in silk and gold, held up the bride’s train; but her ears heard nothing of the festive music, and her eyes saw not the holy ceremony; she thought of the night of death which was coming to her, and of all she had lost in the world.

On the same evening the bride and bridegroom boarded the ship; cannons were roaring, flags waving, and in the centre of the ship a costly tent of purple and gold had been erected. It contained elegant couches, for the reception of the bridal pair during the night. The ship, with swelling sails and a favorable wind, glided away smoothly and lightly over the calm sea. When it grew dark a number of colored lamps were lit, and the sailors danced merrily on the deck. The little mermaid could not help thinking of her first rising out of the sea when she had seen similar festivities and joys; and she joined in the dance, poised herself in the air as a swallow when he pursues his prey, and all present cheered her with wonder. She had never danced so elegantly before. Her tender feet felt as if cut with sharp knives, but she cared not for it; a sharper pang had pierced through her heart. She knew this was the last evening she should ever see the prince, for whom she had forsaken her kindred and her home; she had given up her beautiful voice, and suffered unheard-of pain daily for him, while he knew nothing of it. This was the last evening that she would breathe the same air with him, or gaze at the starry sky and the deep sea; an eternal night, without a thought or a dream, awaited her: she had no soul and now she could never win one.

All was joy and gayety on board ship till long after midnight; she laughed and danced with the rest, while the thoughts of death were in her heart. The prince kissed his beautiful bride, while she played with his raven hair, till they went arm-in-arm to rest in the splendid tent. Then all became still on board the ship; the helmsman, alone awake, stood at the helm. The little mermaid leaned her white arms on the edge of the vessel, and looked towards the east for the first blush of morning, for that first ray of dawn that would bring her death. She saw her sisters rising out of the flood: they were as pale as herself, but their long beautiful hair waved no more in the wind, and had been cut off.



VOCABULARY: WORDS AND PHRASES TO TELL STORIES

Barren

Not able to grow crops; sterile.

*The dry earth was completely **barren**.*

Bleak

Dull or listless, generally used to describe something in a negative way.

*The future looks **bleak**.*

Brisk

Quick when related to the speed of something or chilly when related to temperature.

*It was **brisk** out that autumn morning so I walked at a **brisk** pace to school.*

Dainty

Small or delicate.

*The daisies seemed so **dainty** next to the leg of ham on the wall.*

Disheveled

Unkempt or untidy.

*Baker left his room **disheveled** when he dashed out to meet his friends.*

Feeble

To lack strength.

*The elderly man felt quite **feeble** when he couldn't open the pickle jar.*

Fussy

Particular about things, prone to complaints and critiques if a certain formula is not followed when something is done.

*Mom is awfully **fussy** when it comes to ironing; everything must be done exactly the same.*

To gawk

To stare at something with wide eyes and perhaps an open mouth.

*Jeremy stood **gawking** at the size of the cliff we were to climb.*

To go pink

To blush.

*Jessie **went pink** when she was asked about her embarrassing driving test.*



To be in knots

To be nervous and have physical symptoms like an uneasy stomach.

*Jill **was in knots** when she was waiting for an interview.*

Meekly

With little strength or enthusiasm.

*John cheered on his team **meekly** and without heart.*

Musty

A sort of damp smell, many times associated with building, especially those made of wood.

*The abandoned log cabin had a faint, **musty** smell to it.*

Pungent

Something that is strong smelling.

*Curry has a **pungent** odor.*

Shrill

To make an extremely high pitched sound.

*The whistle had **shrilled** for thirty unbearable seconds until the train left the station.*

Sluggish

Very slow.

*The car is kind of **sluggish** because it only has a 60 horsepower engine.*

Thick-set

Refers to a husky appearance.

*After deadlifting so much weight for so long, Steve developed a **thick-set** physique.*

Vast

Enormous; mostly refers to distance, space or to concepts such as time or knowledge.

*He had a **vast** knowledge of the sea's currents.*

Wobbly

Shaky, rocking back and forth. / Uncertain, wavering, insecure.

*The toddler was still shaky and took a few **wobbly** steps towards me.*

*The meeting got off to a **wobbly** start as I couldn't remember her name.*



GRAMMAR: THE NARRATIVE TENSES

Narrative tenses are those tenses that we use to tell or relate a story. As a story is something that happened in the past, our tenses are past tenses as well. These are all tenses that you will be very familiar with but what you may be less familiar with is the way in which we use these tenses when telling a story.

Past Simple

We use the past simple to talk about actions that have been completed in the past, about habits in the past, duration of time in the past or facts or generalizations in the past.

The actions tell us what happened and in what order it happened.

*Jonathan **leapt** from the speeding train and **rolled** to safety. He then **pounced** to his feet and **raced** after the evil Dr. Nexis. He **caught up** to Dr. Nexis and the two men **struggled** violently but Jonathan **got** a good right hook **in** and Dr. Nexis **crumpled** to the ground like a little girl's forgotten ragdoll.*

These actions move the story along and keep it interesting if they are used appropriately. The most basic stories would make extensive use of this as demonstrated in this example.

We can also speak to a person's character by describing past habits using the past simple.

*Jonathan always **wore** the same devil-may-care grin, even when in the face of adversity. He **was** never one for fancy words or fancy dress rather he was formed from the salt of the Earth. He had dry skin, rough from the constant gardening, and he **enjoyed** watching things grow. He **used** his plants to educate his children; he **drew** stories from the plants' battles against disease, bugs, and encroaching neighbors. This endless gardener always **seemed** to have a story and a kettle of tea.*

The verbs in bold here accentuate the way in which we can use the past simple to describe a character in a story without having to dream up a tome of events. We can simply speak to their habits and one begins to form an idea of who this person was and why they did what they did. However, it is important not to confuse generalizations with habits, although they both take the past simple, they are not the same.

Time is another concept that we express by using the past simple.

*Throughout the weeks that I **studied** at Cambridge, I **learned** the importance of literature, even to mathematicians. However, it **was** years later, when dealing with divorce and tenure applications, that I **realized** how important literature was to me as a person. I **spent** months pouring over my old texts and I found solace in the battles, losses, and triumphs of their heroes.*

If you look at the verbs in bold you will see that they all relate to an activity which was carried out of a period of time and that they are all expressed using the past simple.

Finally we can use the past simple to discuss facts and generalizations about the past.

*They **lived** in a shamble of a house but it **was** theirs. Mill **was** a waitress at the local diner and Job **was** a farmer. They **spent** their youth saving so that Job might become a pig-farmer, rescuing them, but to no avail. Job **farmed** vegetables until the day that he **nurtured** the crops instead of cutting them down to sell.*



Here we do not see any events as one might expect but rather general truths, or at least those truths that the author perceives, about this couple.

Past Perfect

We can use the past perfect to establish events that happened before a determined point in the past.

*Suzie **had taken** several practice exams in the year leading up to the final Oxford entrance examination.*

If we want to talk about a series of events that happened before a given event we should not over-indulge the past perfect. We may begin with the past perfect but once the point in time has been established we may continue in past simple.

*Suzie **had searched** near and far for a good teacher to help her face the exams. She **looked** online, in the newspapers, and she even **wandered** around the city.*

However, if it is imperative that we state that one action happened before another, we **must** use the past perfect in combination with past simple.

*Once Suzie **had conducted** extensive research, she **chose** Meg, who **seemed** to be the most qualified of the lot.*

When using the past perfect in this way we often use conjunctions relating to time such as *once, as soon as, after, until, before, by the time, and when*.

***Once** Suzie had conducted extensive research, she chose Meg, who seemed to be the most qualified of the lot. **When** she had decided to study with Meg, she then had to find a book. She decided that **until** she had found a book, she would not start her classes.*

Past Continuous vs. Past Perfect Continuous

These two tenses provide much of the same functions but are used in different ways and in different situations. To better understand this, we will look at the different functions in which they are used.

An Interrupted Action

We generally use the past continuous when we think of an interrupted action.

Karen was watching the TV when she heard the doorbell.

In this sentence it is irrelevant if Karen stopped watching TV or not, what is important is that the ringing of the doorbell interrupted her TV time.

An Unfinished Action

We can use both tenses to talk about an unfinished action. Compare these two sentences:

1. *Karen was watching TV and didn't cook dinner.*
2. *Karen had been watching TV and had not cooked dinner when James arrived.*

In the first sentence the second action is a finished result of the first action which in the sentence has not finished. It is also used more commonly. In the second sentence the first action results in the



second clause, dinner not being prepared upon James' arrival. However, the second sentence implies further distance in the past than the first sentence.

Simultaneous Action

Again, both sentences can be used to describe events that happened simultaneously. The most important difference is that the information in the past perfect continuous sentence takes on the effect of background information where the past continuous can form part of the chain of actions in a story.

1. *Karen stayed at home all day. She spent the evening knitting and watching TV. She then cooked dinner around eight pm.*
2. *Karen had stayed at home all day. She had spent the evening knitting and watching TV. She then cooked dinner around eight pm.*

If you notice, there is a subtle difference in meaning between the first and second sentence. The first sentence provides a chain of events throughout the day. The second sentence provides a series of events that serve as background information to the final sentence in past simple.

Repeated actions

Here we can again use both tenses but when we employ the past perfect continuous it is best to include a time phrase to frame the sentence.

1. *They were hunting rabbits.*
2. *They had been hunting rabbits all day.*

There is no indication of how much time the first sentence covers, therefore it is less specific but allows the author to be vague if desired or to not link the action to any specific time or following action. The second sentence does have a time reference and thus in a writing would be set in a specific time and most likely linked to a consequence of the repeated action or the following action. In both cases, the simple tenses may be used but their use would take away from the effect of an ongoing action done repeatedly.

- They were hunting rabbits.* vs. *They hunted rabbits.*
They had been hunting rabbits all day. vs. *They had hunted rabbits all day.*

A Temporary Situation

To express a temporary situation we generally use the Past Continuous.

He was sitting in the living room while the kettle heated up.

He was sitting in the living and when the kettle was hot, presumably he left and made tea, coffee, or some other hot beverage.

The Future in the past

There are times when perhaps one would like to express what they thought the future would be from a certain point in the past. This is done much the same way as we express the future in normal speech but we backshift the tenses. The two main ways to express this idea are by using *was going to* + infinitive and *would*.

- John smiled when he remembered that he was **going to meet** Kelly that afternoon to see a movie.*
*John stared wistfully at the room and thought of where he **would** place his desk.*



From the author's, or speaker's, standpoint, both of these events in bold WILL happen; however, the only catch is that the situation has already passed therefore we must backshift the tenses using would or was going to + infinitive. This works for all the uses of the future.

I wonder where I will be living when I arrive in London. > becomes > I wondered where I would be living when I arrived in London.

As you see, the sentiment expressed in both sentences is exactly the same, the only difference is whether we are considering said sentiment as something that will happen or something that already happened. In the second case the wondering had already happened whereas in the first sentence we are still wondering.





LISTENING: THE LITTLE MERMAID

“We have given our hair to the witch,” said they, “to obtain help for you, that you may not die to-night. She has given us a knife: here it is, see, it is very sharp. Before the sun rises you must plunge it into the heart of the prince; when the warm blood falls upon your feet they will grow together again, and form into a fish’s tail, and you will be once more a mermaid, and return to us to live out your three hundred years before you die and change into the salt sea foam. Haste, then; he or you must die before sunrise. Our old grandmother moans so for you, that her white hair is falling off from sorrow, as ours fell under the witch’s scissors. Kill the prince and come back; hasten: do you not see the first red streaks in the sky? In a few minutes the sun will rise, and you must die.” And then they sighed deeply and mournfully, and sank down beneath the waves.

The little mermaid drew back the crimson curtain of the tent, and beheld the fair bride with her head resting on the prince’s breast. She bent down and kissed his fair brow, then looked at the sky on which the rosy dawn grew brighter and brighter; then she glanced at the sharp knife, and again fixed her eyes on the prince, who whispered the name of his bride in his dreams. She was in his thoughts, and the knife trembled in the hand of the little mermaid: then she flung it far away from her into the waves; the water turned red where it fell, and the drops that spurted up looked like blood. She cast one more lingering, half-fainting glance at the prince, and then threw herself from the ship into the sea, and thought her body was dissolving into foam. The sun rose above the waves, and his warm rays fell on the cold foam of the little mermaid, who did not feel as if she were dying. She saw the bright sun, and all around her floated hundreds of transparent beautiful beings; she could see through them the white sails of the ship, and the red clouds in the sky; their speech was melodious, but too ethereal to be heard by mortal ears, as they were also unseen by mortal eyes. The little mermaid perceived that she had a body like theirs, and that she continued to rise higher and higher out of the foam. “Where am I?” asked she, and her voice sounded ethereal, as the voice of those who were with her; no earthly music could imitate it.

“Among the daughters of the air,” answered one of them. “A mermaid has not an immortal soul, nor can she obtain one unless she wins the love of a human being. On the power of another hangs her eternal destiny. But the daughters of the air, although they do not possess an immortal soul, can, by their good deeds, procure one for themselves. We fly to warm countries, and cool the sultry air that destroys mankind with the pestilence. We carry the perfume of the flowers to spread health and restoration. After we have striven for three hundred years to all the good in our power, we receive an immortal soul and take part in the happiness of mankind. You, poor little mermaid, have tried with your whole heart to do as we are doing; you have suffered and endured and raised yourself to the spirit-world by your good deeds; and now, by striving for three hundred years in the same way, you may obtain an immortal soul.”



VERBS EXTENDED: Go

Go out

We use 'go out' when talking about meeting friends for an event. 'Go out with' is used when talking about dating.

*Last night we **went out** for a curry.*

*We've been **going out with** each other for almost a year now. I think it's becoming a serious relationship.*

Go over

We use 'go over' to talk about visiting someone.
To revise something (e.g. a document, a speech etc).

*I'm **going over** to my friend's house for dinner this evening.*

*I'll **go over** my speech one more time before going home.*

Go up

We use 'go up' to talk about approaching someone or something.

*If you want her phone number, just **go up** and speak to her.*

Go on

An expression of encouragement to continue.

To say something was longer than necessary (e.g. a pep talk, a show etc.)

***Go on...** don't stop now!*

*The visual effects were incredible, but it **went on** a bit towards the end.*

Go through

In many cases, 'through' is used in phrasal verbs to talk about overcoming obstacles and an attempt to communicate.

To examine something to put it in order or find something.

*They **went through** a terrible divorce.*

*I tried to buy it online, but my payment didn't **go through**.*

*Make sure to **go through** your wardrobe before I take everything to the charity shop. I don't want you complaining that you can't find something when it's gone!*

Go under

To describe a business that is becoming or has become bankrupt.

*If that restaurant doesn't get any customers, it's going to **go under**.*

Go with the flow

We use this idiom when one is not making any decisions and is allowing the situation to dictate the outcome.

*I have no plans this evening, I'm just going to **go with the flow** and see what happens.*



Go off on a tangent

Used when someone deviates from the topic.

*Sorry, what were we talking about? The conversation seems to have **gone off on a tangent**.*

Go out of your way

We use this phrase when talking about someone who has done more than was required of them. To do something that puts a hold on your plans or normal routine so to help someone.

*You don't have to **go out of your way** to pick me up from the airport. I don't mind taking a taxi.*

Go for it

A phrase used to encourage someone to take a chance. In the case of 'go for me/you/him/her', it means 'attack'.

*You want to go travelling? I think you should **go for it!***

*That dog was vicious, I tried to stroke him and he **went for me!***





READING: THINGS ARE NOT ALWAYS WHAT THEY SEEM: HISTORICAL FICTION

The lines between fact and fiction are usually maintained relatively clear in life; many people say they would like it to be this way. However, in recent years the lines that have historically separated fact from fiction are becoming clearer yet blurry. While the internet has improved our access to information and given us such wonderful things as alternative news sources, historical fiction has become ever more popular, blending common facts with artistic interpretations.

Mel Gibson in particular has been a very controversial character due to his personal escapades but the actor is famous for several of his historical fiction films and dramas being based on historical or pseudo-historical events. Two notable examples are the films that were made about the Revolutionary War and the other about the life of Jesus Christ. While we have more details about the revolutionary war than the life of Jesus, both are historical phenomena which have spurred numerous artistic takes. These have added a romantic, idealized view to stories and events.

Other books and films have taken many different events or times in history as a reference point to explore humanity. Although many people live in the present, they like to read about times gone by and this provides artists, authors, and poets a unique opportunity. If they want to make a comment about some aspect of life in the present day, all they must really do is look to the past for the stage.

Historical fiction actually has a rich history and despite the hesitations one might have to believe that at first, it is certainly true. Even authors as renowned as Chaucer and Shakespeare reverted to historical settings to tell their stories. The reason being that these historical moments help to capture the audience's imagination by showing them something mystical and far off while still being able to relate as the history is their own or relates to a common history in which they share a part. Even if they play no part in that history, the fictional element allows for a certain level of cultural appropriation which, regardless of your perspective on the morality of such appropriations, does help to create links and bonds which can lead to imagination or even dialogue.

Finally, it should be noted how these accounts of historical fiction serve as a way to excite and inspire the general public to explore the past. The historical accounts can, at times and depending on the author, be rather dry or difficult to understand and all the more so if they include copious amounts of academic jargon. By relating some historical detail through a fictional account designed to pull the reader into the story, the reader may end up interested in more in-depth research about the time period in spite of themselves. This is because if they had absolutely no interest in the time period in which the book takes place, they most likely would have selected a different book. Taking advantage of this posture as a way to spark interests is not a bold-faced lie about the past so much as it is a way of making history accessible to all.



VOCABULARY: IDIOMS ABOUT APPEARANCES

Average Joe

Someone who is normal and unextraordinary.

Jerry is your typical average joe with the car, the house and the family.

Barefaced liar

Someone who lies flagrantly and without shame.

My teacher is a barefaced liar; she said the moon was made out of cheese.

Bold as brass

This is used to describe someone with great confidence.

Johnny Knuckles is bold as brass; he walked right up to that bull and leapt on top as if it were nothing.

Class act

Someone who is exceptional at something; many times this is used ironically to cause offence.

Johnny is such a class act, he knocked over everything just for sport.

Daft as a brush

Someone who is not intelligent.

I feel daft as a brush at times because I can never remember where I left my glasses.

Fit-of-pique

This is when someone acts badly because their pride has been hurt.

John threw a real fit-of-pique the other day when he was laughed at.

Good-for-nothing

Someone who does not work or study or help; a generally useless person.

He's a good-for-nothing slob always in his room.

Handsome is as handsome does

Beauty is in one's actions, not appearance.

John is so churlish. I suppose it's only to be expected that there wasn't much intelligent conversation, handsome is as handsome does.

Hard as nails

Someone who is exceptionally tough or strict.

Joe Schmoe is hard as nails, he withstood a mean left-hook in the match last night.

High-handed

Arrogant or pompous behavior.

High-handed comments like that will not help us, Mr. Wilson.



Hopping Mad

Someone who is very angry.

Jill is hopping mad about being stood up yesterday.

To be in rude health

When a person both is and appears in very good health.

The Joneses are in rude health, it must be all that exercise that they do.

Just off the boat

Someone who is naïve (not to be used in terms of immigration due to a very disrespectful nature).

James was just off the boat yesterday when thinking that you could still buy a pint for a pound.

Laughing stock

To be the object of mockery.

Thanks to that article that was published in the newsletter, I'm now the laughing stock of Shrewsbury.

Off your chump

When someone is crazy or acting in a crazy way.

It was mad what Sam did, she must be off her chump.

Plain Jane

Normal or without frills. Also an unattractive woman.

We did everything rather plain jane when we painted the house, just a simple off-white.

Sharp as a tack

To be very smart.

Kyle got a perfect score on his A-levels; he's sharp as a tack.

Too clever by half

To be clever in such a way as that it annoys or bothers people.

That know-it-all Jan is too clever by half.

Two-faced

Someone who is insincere.

I think most teenagers are rather two-faced at one point or another.

Yes-man

A person who never disagrees openly with figures of authority.

If Josh ever says no to one of our bosses, you have to get it on tape for me to believe it; he's such a yes-man.



GRAMMAR: CONTRAST CLAUSES AND ADVERBS OF MANNER

Contrast clauses are used when we want to show a difference between two sentences or if we want to make one of the clauses seem surprising or unordinary. One type of contrast clause is called a concession clause. These clauses are introduced by *while*, *even though*, *even if*, or *although*.

Although *I enjoyed the sushi, I would have preferred tonkatsu instead.*

While *the play will be fun, it could be even more fun to go to the mountain.*

*I really love barbecuing **even though** I think it is healthier to fry with olive oil.*

*Jim likes to wear red **even if** it can be seen as an aggressive color.*

If we want to be even less *formal* we can use **though** instead of *although*. It should be noted, however, that *though* is predominantly used when speaking or when quoting someone who has spoken.

*I enjoyed the sushi **though** I would have preferred tonkatsu.*

It should also be noted that if we want to be more emphatic, we should employ *even though* instead of *although*. It should also be noted that with the adverbs above we should not use the conjunction *but*.

We can also use *despite* and *in spite of* to show contrast. When we use either of these we must follow them with a noun, a gerund phrase or follow them by *that/the fact that*.

Despite the weather, *we went to the beach.*

*We went to the beach **in spite of the fact that** it was raining.*

Despite running into the rain, *we went to the beach.*

It should be noted that when we use *in spite of* or *despite* vs. *although*, the first two terms carry a meaning of giving less importance to whatever element follows. When we use *although* we imply that the event that follows had more of an effect or importance.

We can also use the conjunctions *however* and *whereas* to show contrast.

Whereas *Thadeus completed the task, Hercules fell short.*

*Thadeus completed the task; **however**, Hercules fell short.*

Note that these conjunctions do not place preference on one clause or the other but rather treat them both equally.

Adverbs of manner, on the other hand, are used to describe the way in which something happened. An adverb of manner generally ends in *-ly* (accidentally). This group is the largest group of adverbs and is one that you will have learned since the beginning. If the adjective already ends in *-ly* we can use the phrase *in a...way* to make it act as an adverb. This phrase that acts as an adverb is called an adverbial.



An adverbial of manner generally begins with one of the following constructions:
As, as if, as though, like, the way

These phrases are then combined with nouns or adjectives and used to describe the way in which something happened.

*Touching the corpse was **as** touching ice.*

*It seemed **as if** John wanted to be caught.*

*He sang **as though** his life depended on it.*

*He draws **like** a child.*

*He cooks **the way** his grandmother did.*





LISTENING: APPEARANCES ARE DECEIVING - HISTORICAL TRANSVESTITES

Hello everybody; I would like to take this opportunity to speak with all of you about the concept of cross-dressing, or being a transvestite. Although many of you will have heard this word before, I wonder how many of you will have truly understood or appreciated what it is and what it means. Let me start by stating that it has nothing to do with a) gender or b) sexuality, so, in order to fully appreciate the historical aspects of this we must not fall into the trap of thinking that the women who dressed as men secretly desired or thought of themselves to be men, and vice versa for men who dressed as women; that desire would be much closer to the term transgender, which is a whole other ballgame. Now today I'd like to focus on women who have taken men's garb throughout history.

The first examples we are going to see are Ann Bonny and Mary Read. These two women lived in the 18th century; however, they were not the housewives that were common of the era. These two fearless, and ruthless, women were actually pirates. They dressed as men to form part of the crew and gain acceptance in that atmosphere. They would sail the seas with a pirate by the name of John Rackham until the entire crew was eventually taken prisoner. However, this was not Read's first experience cross-dressing; before becoming a pirate she had served in the military for many years.

Another example, somewhat less violent, is Charlotte "Charley" Parkhurst. She was born in New Hampshire and as a child worked in stables. She eventually fled to Georgia and then out west to California. She grew a reputation as a talented driver and became one of the most renowned stage-coach drivers of the time. Afterward she began to work as a lumberjack and was still able to work harder and longer than many of the men that worked with her, even if they were younger. It wasn't until she finally died that her secret was discovered by a very shocked doctor.

Dorothy Lucille "Billy" Tipton was a professional jazz musician in the 20th century. She was denied the opportunity to play in the high school band because she was a woman. So later in life, despite being a professional musician, she became a cross-dresser and by dressing as a man gained greater acceptance in the jazz world of that time. By the 40's she was dressing as a man not only publicly but privately as well and eventually, just like Charley, she wouldn't be found out until her death.

Our final example is Divine, also known as Harris Glen Milstead. Divine was his alter-ego, his drag persona. Harris was a well-known member of John Waters' cohort and would star in many of Waters' films. His final performance was in *Hairspray* where he played the role of both a man and a woman. He would unfortunately die shortly after the movie's release in 1978, however, by then he had made his mark on the Baltimore film scene. He would also create the tradition that in all the performances of *Hairspray*, the character Edna Turnblad be played by a man in drag.



VERBS EXTENDED: HAVE

Have a look/butchers/gander

We use this phrase when asking someone to look at something.

*“**Have a butchers** at my new phone, it’s got all the bells and whistles.”*

Have someone on

To tease or deceive someone, as a joke.

*“I’m not really buying tickets to see Justin Bieber. I’m just **having you on**... Please stop crying!”*

Have something on

We use ‘have something on’ when either talking about having plans or wearing an item of clothing.

*“I can’t meet you today, I **have something on** already.”*

*“What did you **have on** last night? You looked fabulous!”*

Have something on someone

When talking about having incriminating information about someone.

*“Go to the police if you want! You **have nothing on me!**”*

Have a laugh

Having fun, joking around.

*“We **had a laugh** last night, John was dancing on the table!”*

*“You want me to work on a Sunday? Are you **having a laugh?**”*

Have it in for

We use ‘have it in for’ to talk about having bad intentions towards someone.

*“She’s been spreading lies about me to my friends. She must really **have it in for me!**”*

Have someone round/over

We use this phrase to talk about someone visiting, usually at home.

*“I’m **having Tommy over** for tea.”*

Have someone down as something

We use this phrase when we have assumptions about someone.

*“I never **had you down as a fan** of Kanye West. I thought you had taste!”*

Have it out with

We use ‘have it out with’ to describe a situation in which two people have an argument.

*“I can’t believe my boss cut my salary. I’ll **have it out with** him when I see him!”*



Have it down

We use 'have it down' to talk about knowing something extremely well or having perfected a skill.

*"I **have making bread down** to a fine art."*

Have off

We use the type 3 phrasal verb 'have off' when talking about taking time off work.

*"I **have Friday off** this week, so I'm going to stay up late on Thursday night."*





READING: FREDDY MERCURY

Freddie Mercury is a household name in many abodes across the English and Non-English speaking world. He is a legend that, while British in nationality, as a person and a beacon of rock and roll excellence he belongs to the world. If you are still unsure about who I am referring to, Freddie Mercury was the lead singer in the renowned band Queen.

Mercury was born to a Parsi family in the Sultanate of Zanzibar, where modern day Tanzania is found. When he was a child they moved to India where he would take piano and singing lessons to develop his natural talents. His family fled to London when he was 17, where Mercury studied art and music. He was always very interested in music and had a series of bands before he began with the legendary group Queen, a name of his own design.

One of the things which made Mercury so special was his great musicality. Freddie was capable of singing across four octaves which allowed him to be inspired by a great many different types of music. It is thanks to his voice that we have such classics today as Bohemian Rhapsody and Fahrenheit among others. Technically his voice was able to go from a bass F to a soprano F and he was able to belt out a melody from bass to tenor.

Mercury also possessed great control of rhythm and he was known for his ability to phrase his verses with a great deal of nuance to achieve just the sentimental touch that was needed. Mercury would use beats from hard rock, rockabilly, opera, disco, blues, and jazz in order to achieve the textures that he desired in the songs he sang. He made use of techniques such as syncopation to induce an off-kilter, almost swaggering sensation into some of his songs. A notable example of this might be either the song Killer Queen or perhaps Another One Bites the Dust.

Mercury would perform in around seven hundred concerts over the course of his lifetime. He was a true performer and was extremely extroverted on stage. The band, Queen, became known for its overly flamboyant performances on stage. When he performed, the band was accompanied by lavish and colorful costumes and even fireworks. Despite the dramatic displays; however, Queen's popularity had begun to wane in the 1980's in countries such as the United States.

In the late 1980's, a tragedy would befall Mercury. He would be tested positive for AIDS although in a tribute to his strength, he continued to play music, tour and make videos, albeit less. The last years of his life were unfortunately dogged by the press but he made a point of maintaining his policy of few to none in concern to interviews. His dearest friend was Mary Austin, who also happened to be his partner for years before he started to have affairs with several men. She would take care of him until the day he passed of Pneumonia.

Since his passing, Queen has had a resurgence and is once again a very popular band, with Freddie's songs getting the attention and merit that they should receive. There was even a movie in the works that at one point was to be headed up by none other than Sacha Baron Cohen. The actor has, however, been dropped due to creative differences and thus the search is on for the man that will portray this legendary character. If it is difficult to walk in a giant's shoes, one can only imagine the task that lies before he who would interpret Mr. Mercury.



VOCABULARY: IDIOMS FOR SUCCESS AND FAILURE

To ace something

This is when the result of something you do, usually a test or a task, is nearly perfect.

*Jonathan **aced** his **test** scoring a 9.7/10.*

To hold all the aces

This means that you are in a strong position relative to another person or entity.

*Many times, banks and their lawyers **are holding all the aces** when they sue those who default.*

Back to square one

This means that one must start over on their project.

*After failing miserably with her first start-up, Molly retreated **back to square one** to revisit her original idea.*

Cake not worth the candle

This means that something provides so few advantages that it is not worth doing.

*His new collection sold only one of the 25 paintings he made. In the end, the **cake wasn't worth the candle**.*

Close but no cigar

This means that someone's efforts were almost good enough but that they still lacked the needed quality.

*I can't believe I almost made the team, I'm number one on the wait-list. Oh well, you know what they say, **close but no cigar**.*

To come up trumps

This means that someone has unexpectedly come into a good situation.

*I wonder how Derrick all of a sudden got into Cambridge when he barely passed A-levels? Talk about **coming up trumps**.*

To cut your losses

This is when you leave before something fails completely so that you are affected as little as possible.

***Cut our losses** Ed and pull out. We need to increase productivity here at home first.*

To fight a losing battle

This is to struggle even though all signs indicate that you are failing and losing.

*John **was fighting a losing battle** trying to keep up with the Jones'.*



To be a feather in one's cap

This describes an achievement that someone is proud of.

*Graduating Summa Cum Laude **was a feather in Hermoine's Cap.***

A flash in the pan

When someone's success is fleeting or temporary.

*All those one hit wonders were mere **flashes in the pan.***

To be a howling success

This means to be extremely successful.

*The Black Keys are **a howling success.***

To be at a low ebb

This is when someone or something is not as successful as normal.

*The shipping company is **at low ebb** ever since the new Kyoto Agreements.*

To make a pig's ear

To make a complete mess of something.

*After he was left successfully to file a report, we tried to repeat the experiment and the result was that **he made a pig's ear.***

The moment of truth

This is the final moment when one will see if something works out the way they had planned.

*The Clasico is this weekend, the **moment of truth** is upon us boys.*

Nothing ventured, nothing gained

If you do not take risks, you will never accomplish anything.

Bill: Should I ask my boss for a promotion?

*Jane: **Nothing ventured, nothing gained.***

To put the kibosh on something

To stop something that you don't want to happen.

*Johnny **put the kibosh** on poker nights at his house after his girlfriend got out of sorts.*

To run rings around someone

To be much better than someone at something else.

*Jane **runs rings around me** in Spanish class.*

To be on the up and up

To be experiencing social and economic success over time.

*Grandma and grandpa are **on the up and up** after investing smartly their whole life.*



To wither on the vine

To fail due to lack of encouragement.

*Young children must be tended or they will **wither on the vine**.*

The wooden spoon

The prize for he or she who finishes last. Generally used to mock lightly.

*After coming in last, Jill was awarded the **wooden spoon**.*





GRAMMAR: LINKERS

Coordinating Conjunctions

Coordinating conjunctions give **equal** importance to each part of the sentence that they connect. In English, the coordinating conjunctions are as follows:

For (implying causality), *and*, *nor*, *but*, *or*, *yet*, *so* (implying consequence)

You may have noticed that the first letter of each of these spells the acronym FANBOYS. If you remember FANBOYS then you will remember all the coordinating conjunctions.

We can use 'and' and 'or' to link words or clauses while we use 'yet' and 'but' to link only clauses except for occasional instances.

*Ice-cream **and** chocolate are my favorite things.*

*You can have ice-cream **or** you can have chocolate.*

*I have come far **yet** I still have a long journey.*

*The girl was faint **but** alive after the accident.*

Nor can only be used to link clauses when used as a coordinating conjunction. If we want to use it to link two words then we must use a correlative conjunction which we will see later.

*Peter hadn't had lunch **nor** had he eaten breakfast **so** he was famished at dinner.*

In the above sentence, we have used 'so' to show consequence. 'So' must be used with clauses as seen above.

It is also important to note that the conjunction **must** come in between the two clauses.

Subordinating Conjunctions

Subordinating conjunctions are used to make one clause subordinate to the other. The subordinate clause will add more information, clarifying, explaining or describing the main clause.

after	if	unless
although	in case	until
as	in the event that	when
as soon as	just in case	whenever
because	now that	whereas
before	once	whether or not
by the time	only if	while
even if	since	so (used to denote purpose)
even though	the first time	that
every time	though	

Subordinate clauses may come **before** or **after** the main clause; however, the subordinating conjunction **must** come **before** the subordinate clause. There is the exception of subordinate clauses that begin with the connector **that** which must generally **follow** the main clause. When this is the case, we can eliminate the word **that** from the sentence usually.



This is the cake **that** I made. > This is the cake I made.

It is also worth noting that a subordinate clause must **always be accompanied** by an independent, or main, clause.

Here are some examples of subordinate conjunction use.

I went to the fair **though** it was not long before I got bored and left.

Whenever Jimmy came to market, he filled his pockets with candy.

It shocked me **that** Sammy came to play football.

Jill will eat anything **unless** it contains pickles.

Correlating Conjunctions

These are used to show a relationship between words, phrases or clauses. Common correlating conjunctions are:

*Not only... but also; both.... and; either... or; neither... nor; whether... or not; the more... the more...; no sooner... than...; * hardly... than; * as... as...; such... that...; as many... as; rather... than...; scarcely... when...; **

When connecting words with a correlating conjunction, we **must** be sure that the pronouns and the verbs agree with the second subject in the correlated sentence.

*Not only the Jones' but also Jimmy **has** a car.*

*Not only Jimmy but also the Jones' **have** a car.*

*Neither the Jones' nor Jimmy **has his** driver's license.*

*Neither Jimmy nor the Jones' **have their** driver's license.*

* When these correlating conjunctions introduce a phrase, the subject and the verb are inverted.

Conjunctive Adverbs

Conjunctive adverbs perform the same role as subordinating conjunctions. That said, a conjunctive adverb can be placed before, in the middle of, or after the subordinate clause. Also, it is important to note that when a conjunctive adverb is used, the subordinate, or dependent, the clause must **always** come second.

Here are some common conjunctive adverbs:

Alternatively, similarly, nevertheless, however, otherwise, also, besides, therefore, additionally, so, thus, consequently, too,** and furthermore*

Here are some examples on how to use these conjunctive adverbs.

*I got some spaghetti; I **also** ordered breadsticks.*

*I got some spaghetti; **also** I ordered breadsticks.*

*I got some spaghetti; I ordered breadsticks **also**.*

* If we use 'so' to indicate an additional action, we must invert the subject and verb.

*I went to summer camp; **so did my brother**.*



** 'too' must always come at the end of the secondary clause.

*My brother got some ice-cream; I got some ice-cream **too**.*

Other Selected Linkers

Here is a list of some other linkers that have not appeared so far in this grammar section along with their meaning and an example.

Linker	Meaning	Example
On account of	Causal	He went to prison on account of theft.
Owing to	Causal	He graduated owing to lots of hard work.
In spite of	Contrast	She got the work done in spite of the advancement in the deadline.
In spite of the fact	Contrast	She made cookies in spite of the fact that she didn't feel well.
Despite	Contrast	She made cookies despite not feeling well.
Last but not least	Succession	I made the team and last but not least I play on Sunday.
All the same	Contrast	I made the team; all the same I expected more.
In other words	Explain	It was extraordinary; in other words I was left breathless.
Above all	Explain	It was a great play but above all the scenery was tremendous.
All in all	Summarize	I had a good time; all in all the concert was nice.
In brief	Summarize	Janey went wild at camp; in brief, she was ecstatic to be away from home.
On the whole	Summarize	On the whole, the experience was worthwhile; I learned a lot.
In the meantime	Ordering	I have to do the dishes; in the meantime, why don't you relax and watch T.V.
Seeing	Reason	Seeing that you're busy, I'll come back another time.

CAMBRIDGE INSTITUTE



LISTENING: STEVE JOBS

Speaker 1 – Steve was an inspiration. He started from zero and grew to the top. Despite the facts that Steve was an orphan and a dropout, he went on to start one of the largest technological companies on the planet. He also created a company famous for its cartoons. And even though Steve Jobs founded both Pixar and Apple, he never became so self-absorbed as to forget about what was truly important. Even at the end he was constantly searching tirelessly for innovation and striving to deliver the best computer possible, not only technically but also as far as user experience.

Speaker 2 – Steve Jobs? Yeah, everybody knows him. I think it's incredible you know; all those deeds he accomplished. It is thanks to him that we even have fonts on computers. And the stream-lined user-friendliness of Mac computers is legendary. In the end, that's what Jobs was all about though wasn't it, the user experience and human-computer interaction. One of the things that have to be admired was his gift for vision. Despite being thrown out of his own company, he never gave up; he just turned around and created a new company dedicated to using technology to improve people's lives. That was his thing; he would take technology and make it simpler so that it would be accessible to all.

Speaker 3 – Steve Jobs was your typical crackpot but he had a good idea. I mean, to come up with the iPod and iTunes and other things that he did, you must be a bit bonkers. But then again I suppose that it's possible that all those innovative and creative types are. He sure knew how to exploit a business opportunity. He has taken a hunk of metal and circuits and made it stand for creativity. It's crazy when you think about it. And he's not the only one. Look at that Richard Branson fellow; he has been knighted by the Queen herself. Anyway, I don't think of Jobs as an idol so much as I do a curiosity; I would have killed to sit down and chat with him so as to get a glimpse into his mind.

Speaker 4 – I have zero respect for Jobs. He's a common thief in the end. Sure, he did come up with fonts at the beginning because he walked into a calligraphy class but that's hardly enough to rest on one's laurels as though it were a Nobel-prize-winning achievement. And if you actually look into the tablet you'll find curiously enough that Microsoft invented one years earlier. Jobs even quipped once that no one would use a tablet yet here he is, famous for the iPad ever since the president of Iceland had to run the country from one for about 12 hours. Anyway, it's not that he is an idiot, I just think that he's an opportunist, much like Edison. Tesla had the Nobel-worthy ideas and Edison beat him down and profited. Others like Wozniak and Gates had the ideas but Jobs knew how to pander to the public.

Speaker 5 – Jobs was a businessman who knew technology and how to rile a crowd. Apple is a brand before anything but still, you have to hand it to Jobs, he made computers friendly for those who are technically incompetent. Apple leveled the playing field allowing those who before had only limited capabilities to draw and to imagine. He allowed them to mix videos and record music. That is what Jobs has done and why we should look to his example. He was a game-changer in that he broke down barriers and got everyone on board. He realized that creative types were as worried about aesthetics and user friendliness as they were about a computer's capabilities, if not more so.



VERBS EXTENDED: LET

Let go

To stop holding something.

To stop thinking about or being angry about something that happened in the past.

***Let go** of my arm, you're hurting me!*

*He always dwells on the past and finds it hard to **let go** of a grudge.*

Let alone do something

To do something to an even greater degree than something else/ much less.

*He wouldn't even read a newspaper, **let alone a book!***

*I don't even have a cent, **let alone a euro.***

Let it lie

To take no action about something.

*Instead of reporting it, they **let things lie** for a few months.*

Let off some steam

To do or say something that allows you to get rid of anger or stress.

*He goes for a jog in the evenings to **let off some steam** after work.*

To let someone off

To not punish / lightly punish someone for an illegal act / commitment they did not keep from an authoritative figure (e.g. driving down a one-way street - police, not doing your homework - teacher.)

To allow someone to not do something they were supposed to do.

To drop someone off at a location.

*The principal **let** the boys **off** with only a warning for breaking the window.*

*We were **let off** easy by the police when they pulled us over for speeding.*

*I was **let off** work early to go to the concert in town.*

*Just **let me off** at the bank. I can make my own way from there.*

To let

To lease or to rent.

*He is **letting** the flat out for €450 per month.*

Let bygones be bygones

To forget past differences.

*The two teams decided to **let bygones be bygones** and call a truce.*



Let down

To disappoint.
Release air.

*She wanted to get straight A's and not **let** her parents **down**.
Their bikes had too much air, so they had to **let** them **down**.*

Live and let live

To be tolerant of others.

*The local council is focusing on a **live and let live** campaign and fighting against all forms of discrimination.*

To let yourself go

To completely relax and have a good time.
To allow yourself to become less healthy and less attractive.

***Let yourself go** and enjoy the party!
It is easy to **let yourself go** once you get married and have children.*

To let on

To reveal.

*She was upset about what was said but did not **let on**.*





READING: HOW ARE YOU EFFECTED BY THE SHARING ECONOMY?

Read the following statements taken from passersby about how the sharing economy has affected them or those who are close to them.

A. I'm just starting out as a lawyer and it is no picnic. I get one internship after another but it is never enough to cover all the bills and still get out to have some fun. But that's exactly when I thought, what I need isn't to get a better job but to get another one. I made a profile on one of those job-sites and started offering online legal advice. The money isn't blowing me away but I help out different people by scrutinizing their contracts, aiding them to determine how to erect a business properly or how to get right with their tax situation. I also have a weekly column that I maintain about business and corporate law. It's been a good way to make an extra buck so far and go enjoy myself.

The guys at the office found out about my project about three weeks ago. I was hoping that they'd be understanding but in fact many were encouraging. A couple of my colleagues even made a motion or two concerning the blog and in the process, aiding and abetting me to get even more views. My bosses' view on the whole thing, primarily, is whatever I do outside the company is fine as long as it doesn't reflect badly on them and I don't use company time to do it. So hey, this sharing economy actually works for everyone, not just computer engineers! I would never have guessed it before having to actually do it.

B. I like the idea of a sharing economy because it gives everyone the chance to pursue whatever they like. I mean, literally, anything you can think of you can sell to someone, somewhere. And hey, it even promotes globalization as people from all over the world sign up and compete and the platforms nowadays will generally act as currency exchanges as well. I mean, after all, the money is all digital anyway until someone decides to take it out of a bank. I like how you can get all sorts of help too. If I want legal advice, there is no reason to go to an office based on the recommendation of a friend. I can go onto these sights and find someone who has a good rating based on the work they've done for others and choose a provider based on my criteria. So it's a lot more transparent as well, at least when you're the client.

That said, what I don't like is when it messes with syndicated jobs. Put another way, I don't mind people opening rooms in their house, especially if they meet the sanitary requirements and all that. However, there are some jobs, like mine, where it really has hurt us a lot. I'm a taxi driver and I barely make enough money as it is to really have a good life. Having companies like Uber cut our legs out from underneath us is not something that I enjoy at all. I have to pay fees to belong to the association so that I can drive my taxi in New York, and, worse still is the fact that I have to pay for the car myself. Nobody gave me this Crown Victoria to drive around. So that's my two-cents on the issue of the sharing economy.

C. I cherish the shared economy. I don't economically benefit from it, not in the sense of a full-time job, but I do have a good time travelling by BlaBla Car and using Air B&B even though, you know, I'd never offer up my own services. You see, I used to be a huge Couchsurfing fan but that got old for me, or perhaps I got old for it, and I don't really like the idea of the money involved. But if I have to pay someone then I'd rather it be someone who'll give me a personal touch to my stay as opposed to a ginormous hotel chain. So I'm happy to stay with someone but I'm not really into charging others to stay with me, so I just avoid hosting all together. But yeah, those platforms that are orientated towards travel and tourism seem really cool.

Perhaps it's surprising but I haven't actually used Uber, Etsy, Fiverr or any of the other platforms like that yet. I probably should give them a try; I might even find some cool stuff but I just am not up



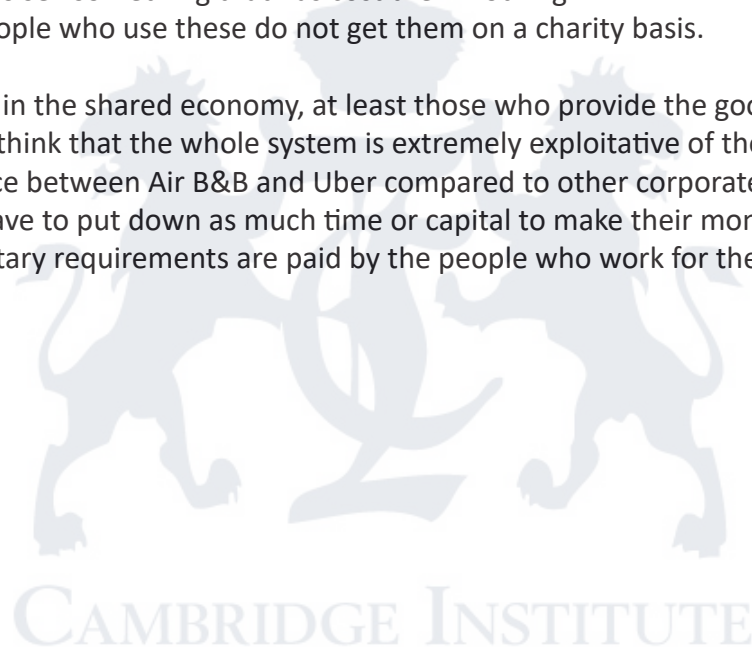
for that yet. You see, I always take public transport and I don't really drink so I don't have to worry about drinking and driving. Believe it or not, that's a large segment of Uber users. But I also am not really into the whole artsy-fartsy and craft fair scene. Not to knock it but I definitely believe that that is all better left to others who are more receptive to it. Anyway, I'm still very happy that the tourism industry has grown in this way so much. Speaking of which, one of the most enjoyable services that's grown out of this are the free city tours, they're usually longer and more informative than the ones that you have to pay for!

D. If I'm to be completely honest I do not approve at all of the sharing community. For one I think that it encourages people to work in a more atomized way and while that can lead to some success stories it can also lead to mass exploitation. The unions were critical in the past at securing worker's rights and once that all went away, workers started to lose many of the benefits that they had gained from collective bargaining and other group tactics. In fact, it is because the unions have gone away that it has become so easy to fire people, leading to job-security being almost non-existent.

And then there are the companies like Air B&B and Uber. I really don't understand why they are not getting just as much criticism as NGOs The Salvation Army. Here are the parallels:

1. All three companies sell something that has cost them nothing.
2. In all cases, the people who use these do not get them on a charity basis.

So sure, it's true that in the shared economy, at least those who provide the good or the service make money but I still think that the whole system is extremely exploitative of those who work inside of it. The only difference between Air B&B and Uber compared to other corporate companies is that these first two don't have to put down as much time or capital to make their money and many things like insurance and sanitary requirements are paid by the people who work for them.





VOCABULARY: START-UP AND SHARING ECONOMY TERMS

Capital intensive

Something that requires a large amount of money or resources in order to be successful.

*It can be difficult to start manufacturing companies because they are very **capital intensive**, especially at first.*

Collective bargaining

The process of negotiation between employers and a group of employees aimed at agreements to regulate salaries, working conditions, benefits and other workers' rights.

***Collective bargaining** is the reason that we enjoy privileges such as the forty-hour work week.*

Collaborative Consumption

An economic model based on sharing, swapping, trading or renting products and services, enabling people to become consumers and providers.

***Collaborative consumption** could actually produce a self-sustaining economy provided it had enough capital, was fluid, and was perfectly balanced.*

Craft fair

A place where artists and artisans bring their wares to be shown and sold in a market-like atmosphere.

*I love going to the **craft fair** where you can get nifty things like a leather-bound journal for peanuts.*

Crowdfunding

The action of seeking to finance a project from large groups of small donors as opposed to going to traditional financing entities such as a bank or a credit union.

*Many great inventions have come out of **crowdfunding** campaigns.*

Dwindling

The action of lessening or shrinking usually used to imply that there is not much of something left and what is left is still shrinking.

*With the company's funds **dwindling**, they had to act quickly in order to save what was left and keep the company from going under.*

Escrow

This is an account where money is held in which neither the person who deposits nor the person who is meant to receive the money has access to it until a determined point in time or after a determined event. The account in question usually belongs neither to the payee nor to the beneficiary but to a tertiary person who holds the money and arbitrates in the case of a dispute.

*When jobs are performed online many platforms will hold the payment in **escrow** until the work is finished.*



Fleet

A group of vehicles such as cars, buses or boats that belongs to a single person or organization. If the group does not belong to a specific organization, then it does, at a minimum, fly under a common banner.

*Uber has solved the problem of investing in a **fleet** of taxis by having its drivers use their own car.*

Globalization

The process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. Interdependence of economic and cultural activities.

*While Facebook has become a globalized product, others, like Coca-Cola have not, as they change the base product depending on the country where it is sold and do not participate in **globalization**.*

The Great Recession

Period of general economic decline observed in world markets during the late 2000s and early 2010s. Scale and timing of the recession varied from country to country.

*The current crisis in Spain is due in large part to **The Great Recession**.*

In kind

The reception of a good of some type in payment for a service or good provided and in this formula there is no money involved.

*Although it is rarely accepted, some in the sharing economy try to pay **in kind** rather than in cash.*

Lean production

The process of producing something in the most efficient manner possible while maintaining or improving its quality by streamlining the process and eliminating waste.

*Toyota was the first company to really implement the concept of **lean production**.*

Labor intensive

Something that requires a lot of man-hours to complete or to produce.

*Setting up a website used to be very **labor intensive** before it was streamlined into a quick process.*

NGO

Non-governmental organization. These are usually charities of one sort or another that are not-for-profit organizations.

*Around the world, **NGOs** are responsible for aiding where many governments simply cannot.*

Platform

A means of delivering a product or a service online. In many cases, it consists of a website where buyers and sellers can be linked or where providers and consumers can be brought together.

*One of the first big social media platforms has now disappeared but was known as **myspace**.*



Self-sustaining

Meaning that no outer influence is necessary to keep something working in the manner that is deemed appropriate.

*Many sci-fi stories revolve around the idea of a community being **self-sustaining**. Some corporations are trying to make this a reality and put humans in a **self-sustaining** environment on Mars.*

Sharing Economy

Also known as share economy, collaborative consumption or peer economy, the term refers to a hybrid market model of peer-to-peer exchange often facilitated via community-based online services.

*Sites like Uber and Etsy have greatly increased the reach of the **sharing economy**.*

On tick

This is a slang word synonymous with BNPL (Buy Now Pay Later). It's essentially the credit system of the streets.

*If you need to buy food and won't get paid for another week, just go **on tick**.*

HP

Acronym for Hire Purchase. This is when you pay for something in installments until it has been fully paid off with interest. If the payments aren't adhered to, the company will expect the item to be returned as if the item was only being hired.

*She is currently buying a car on **hire purchase**.*

Unicorn

A startup that is valued at one billion United States Dollars or more and is usually related to a software of some kind.

*Facebook was one of the first **unicorns** to be invested in, skyrocketing thanks to its popularity.*

Rake it in

Informal. To earn a lot of money.

*"With that new job at Google, you must be **raking it in!**"*



GRAMMAR: PREPOSITIONAL PHRASES

Prepositions are words that most commonly denote the concepts of place and time however they can also denote the subject of something, belonging, or a link between two people or things.

*The book is **on** the table.* (place)

*The shop is **at** the corner.* (place)

*We will meet **at** 6:30 this afternoon.* (time)

*The book is **about** the struggle of growing up in a dying coal town.* (subject)

*The plot **of** the book is extremely raw when compared to the author's other works.* (belonging > The book's plot is extremely...)

*I ate mashed potatoes **with** gravy.* (expressing a link between two things)

Prepositions can be used when:

1. It is followed by a noun-clause
2. When it is followed by some adverbs
3. When it is followed by a gerund
4. When it is followed by a wh-clause

*I went to the beach **without a shovel**.*

***Until tomorrow**, the mail won't be able to be delivered.*

*I'm tired **of feeling** tired every day when I wake up.*

*Sharon will do the report **on who said what** at the meeting yesterday.*

However, we can never use a preposition before a that-clause. When we introduce 'that' into a clause, it generally replaces a pronoun (such as who: the person who > the person that) or a preposition (such as for: wish for > wish that).

A prepositional phrase is any phrase that begins with a preposition. This phrase is constructed by a preposition and its object.

On the table

At the store

In the shop

By the river

For the springtime

From the ocean

CAMBRIDGE INSTITUTE

Prepositional phrases generally have two functions when they are used in a sentence. They will function normally as either an adjective or as an adverb. In the case that they function as an adjective, the prepositional phrase will generally answer the question "which one?".

*Can you please pass me the book **next to the television**?*

*He wants to see the musical **about 19th century Germany**.*

*The CD **on the shelf** is the one that I'm looking for.*

*She went to the park **with the marble fountain** yesterday for a stroll.*

*Are you looking for the pen **with blue and white stripes**?*

*How about we go to the restaurant **beside the amusement park**.*

If the prepositional phrase is acting as an adverb, it will generally answer either the question "when?", "how?", or "where?".



We need to leave the park **by sundown**.

We went biking **on the old rail trail**.

They skied **with cross-country skis this year**.

The missing children were found **in a ball pit**.

We got a crash-course in paintball **before playing the match**.

The boy and girl went to the dentist because they were promised ice-lollies **after the appointment** if they behaved well.

Following, you will find a list of prepositions which you can use to form prepositional phrases. These prepositions should be studied as they will aid you greatly when tasked with having to describe things spatially or temporally.

aboard	as	but	into	over	throughout	vis-à-vis
about	at	by	like	past	to	with
above	atop	circa	minus	per	towards	without
across	before	despite	near	plus	under	
after	behind	down	of	regarding	underneath	
against	below	during	off	round	unlike	
along	beneath	except	on	sans	until	
alongside	beside	for	onto	save	up	
amid	besides	from	opposite	since	upon	
among	between	in	out	than	versus	
around	beyond	inside	outside	through	via	

These prepositions can often be used to create idiomatic phrases. The idiomatic phrasing of a preposition is important because it requires the words to be used in precise conditions and following a precise order. Therefore, the list below will also include an example with each idiomatic prepositional phrase.

At any rate

*I don't think they liked my idea. **At any rate**, they weren't enthusiastic about it.*

At fault

*I'm not **at fault**! You side-swiped me!*

At risk

*When we go skiing, we are placing ourselves **at risk** of having an accident.*

Behind the scenes

*On "Entertainment Daily", we'll take you **behind the scenes** to see how films are really made.*

Beside the point

*That's **beside the point**; we're not talking about the industry but about saving the environment.*



By mistake

John filled out the wrong order form **by mistake**.

For good

Sarah has taken a big step and stopped smoking **for good**.

In conclusion

In conclusion, you must all be sure to wear your safety helmets at all times.

In private

I would love to see you **in private** for a moment so we can talk about the impending trip to Canada.

In secret

The meeting was held **in secret** to avoid prying eyes.

Off and on

Jim and John always study math **off and on**; they're so busy that despite wanting to make a commitment it is just unrealistic for them to do so.

On purpose

Samantha broke the water bowl **on purpose**.

On television/on the radio

We prefer to watch the news **on television** rather than to listen to it **on the radio**.

Out of the blue

I didn't even see it coming, that ball flew in **out of the blue**.

Out of tune

The piano needs to be seen by a professional. It's horribly **out of tune**.

As a final note, the linked usage of prepositional phrases should be noted. There is no official limit on the number of prepositional phrases that a sentence may contain and, in fact, there exist authors who are famous for employing many prepositional phrases to create long descriptive sentences. The main issue which the excessive linking of prepositional phrases can cause is the incomprehensibility of the sentence. Said in another way, if you are too descriptive in just one sentence, you may end up losing focus of what was meant to be described in the first place and therefore cause the sentence to mean nothing. Compare the two examples below, the first is just one sentence and the second splits the prepositional phrases into multiple sentences.

We spent the weekend in a log cabin which was built before the war, between the properties of two wealthy families, along the Sunny Creak, in the wooded area, around the existing walls delineating the two properties, with the one property to the north and the other to the south, after having struck an agreement with the two families to log wood for both of them from fall to spring.

We spent the weekend in a log cabin which was built before the war. Located between the properties of two wealthy families, the cabin was built along the Sunny Creak in the wooded area around the existing walls delineating the two properties. It was constructed with the one property to the north and the other to the south; however, it was only built after having struck an agreement with the two families to log wood for both of them from fall to spring.



LISTENING: SHARING ECONOMIES AND HOW THEY CAME TO BE

We look at companies like Uber and Air B&B and we wonder how in the world they have become so popular. Everyone who is under thirty with an ounce of entrepreneurial spirit and a college education seems to be searching for the elusive “unicorn” which will propel them into the stratosphere where the rich and famous play. Now, there are certain things which are common to all companies which are unicorns however that doesn’t really explain how they have become what they have become.

Collaborative consumption is a concept that was coined in the late 1970’s and it was proposed as a model of sharing resources in a way that they would not be wasted. The idea was that through collaboration instead of selfish usage, the resources would be economized in such a way that they would last much longer than otherwise possible. This idea was brought back in 2007 by a British management consultant and in 2011 it was declared by TIME magazine to be one of the ten ideas that would change the world. This idea of eliminating waste and boosting efficiency is one of the driving motivations of the sharing economy, which at the same time leads to several tangible benefits.

Why don’t we look at what forms the base of the sharing economy? The sharing economy really began in the early 2000’s just as the Great Recession was taking effect and wreaking havoc across the developed world. Consumption of resources was alarming based on the growing population and the dwindling quantities of resources, especially in western countries. A quick confirmation of this fact is that Africa alone is home to about a third of the world’s mineral wealth. So with this information we can look at the sharing economy and what it is by looking primarily at the concept of trust, the internet and social media, and the concept of waste and wasted value.

Trust is a fundamental concept of the sharing economy. This is because in a sharing economy with concepts like crowdfunding, where many people anonymously, or not, give money to finance a project or a business venture, through an intermediary to people who have an idea that they have shared. In return for their investment, they receive some form of compensation, generally in kind rather than in cash with the majority of today’s crowdfunding platforms.

Trust is fundamental to these relations because while there is always risk involved in doing business, this model involves trusting people who one generally does not know personally based on a belief in a project’s validity and potential to succeed. Many sites such as Kickstarter have surfaced to help these projects get off the ground with contributions while at the same time protecting the investors. This is accomplished by holding the money in escrow until the funding goal is reached. Once this goal is reached, the money is then released to those who are carrying out the project. If this goal is not reached, then the funds are returned to the funder and the project is not financed.

The internet and social media has been critical to the success of collaborative consumption, making the consumers the providers and vice versa. The internet, and the birth of social media, has allowed entrepreneurs to act as the intermediary and facilitate buyers and sellers of certain products. A key example is Uber or Air B&B. In both of these examples, ordinary people offer a service using their personal resources and other people then buy said services. The intermediary takes a small percentage for making the connection, either as a percent per transaction or as a subscription fee for using the platform. Then, on many occasions, when one Air B&B host travels, he or she will use Air B&B, and therefore become customers as well. This not only saves money but it also assures a continuous stream of clients.

Uber uses a similar practice, connecting those who own a car and would like to make money as a driver to those who would prefer not to pay a syndicated taxi driver due to cost or any other motive. The transaction is carried out entirely online meaning that the driver simply picks up the client and



leaves them at the desired address. The client pays online and then Uber pays the driver for the ride. In this fashion, it is impossible for the driver not to be paid or for the client to lose their money if the service is not properly provided.

This using and reusing of clients and providers is a large part of the concept of wasted value. For example, many sites such as peopleperhour.com are designed so that one may exclusively buy or sell if desired, but to avoid wasting opportunity, which is the same as not taking advantage of opportunity or value, the money that is earned is held by the site until the seller decides to make a withdrawal. Until then, the seller can save the money there and can even spend said money on services that they need but cannot themselves provide. This is a different concept than seen in the other two companies because there the service provided is very clear. With People per Hour, you hire freelancers, therefore a graphic designer could either take his money or use some of it to hire a marketer to help him create a better way of reaching potential clients.

This is similar to the other companies in that the *potential* value is not lost. Meaning that if this potential value, or value not existing as of yet, is wasted, it is no different than wasting existing value. The concept of wasted value is what drives the sharing economy at its core. Large investments are no longer needed to create a hotel network, a marketing and strategy division, or a fleet of taxis. By using the internet to connect those who want to work with those who want to buy a good or service, a middleman can work from a room in Alaska, take a small percentage, and create a cyclical business model which is essentially self-sustaining provided two things: first that it reaches critical mass with users and therefore has enough to be viable, and second, that the platform is meticulously maintained.

These companies are neither unique nor impossible to recreate. In fact, many products and services that are both labor and capital-intensive to produce can be done in this way, provided that they are not overly intricate (obviously this would not be the proper approach to engineering a new suspension bridge). So despite the natural limitations, crowdfunding and collaborative consumption can actually lead to lower rates of unemployment without torpedoing wages as long as the supply is controlled in such a way that the demand is not vastly smaller. Thanks for listening to RPNCB and tune in next time as we report on PTAs and their role in schools.

CAMBRIDGE INSTITUTE



WRITING: TO SHARE OR NOT TO SHARE

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.

I support a sharing economy because of many reasons. First of all, it promotes the recycling and reuse of possessions that would otherwise be used less and less, hence leading to waste. Second, it dramatically reduces the amount of unemployment of a country. While searching for a full-time job people can earn money working online from home or from anywhere. Another reason is it empowers people by letting them create their own terms and have more flexible working hours. Having autonomy gives people a sense of freedom, not having to follow the routine of working day in and day out, for 40 hours a week. For businesses, it also proves more efficient. Instead of hiring full-time, salaried workers, companies can outsource professional freelancers on a job-to-job basis. Lastly, it gives way to new and creative business ideas.

Sharing economies, although beneficial for some, threatens the livelihood of others. Companies such as Uber are diminishing the number of people using taxis which causes taxi drivers and transportation companies to lose revenues. From another angle, governments are losing out on tax revenues because people doing business online are not regulated and anyone can earn an income offering their 'services' without paying their income taxes. What is also threatening is the obvious risk of fraud and scams. With people all over the world buying and selling products and services online from freelancers, who's to say that buyers and sellers are totally protected from fraud? Buyers can be swindled into purchasing something different than what they paid for. To the same effect, freelancers who labour tirelessly on a certain 'job' and once their service is delivered, the clients are nowhere to be found. These problems might be resolved in the future with more regulations and the ongoing development of technology.



VERBS EXTENDED: MAKE

Make up

'*Make up*' isn't only face paint, it has multiple uses. We use *make up* as a type 3 phrasal verb to talk about creating something, like a story.

*I **made up** a bedtime story to get the kids to sleep.*
*I don't like to use a script; I prefer to **make it up** on the spot.*

We can use *make up* in the past form, to say we're very pleased.

*I'm **made up** with my birthday presents.*

We can use *make up* to describe a situation where you reconcile or make peace with someone.

*I need to **make up** with my girlfriend / boyfriend after our last argument.*
*I want to **make up** for lost time.*

We can also use it to talk about how something is designed or constructed.

*Being funny is part of my family's genetic **makeup**.*
*Can you **make up** a suit for me?*

Make out

We use the type 3 phrasal verb '*make out*' when talking about being able to see something from a distance.

*I can just about **make out** the ship on the horizon.*

Make it

We use '*make it*' to talk about the act of completion, becoming successful or to arrive on time.

*He only just **made it** over the finish line before he fell.*
*If I can **make it** there, I can make it anywhere.*
*I only just **made it** to the chemist.*

Make over

We use '*make over*' to talk about making something or someone look better.

*Maria looks so much better after having that **make over**.*

Make do

We use '*make do*' when talking about living without things we might need.

*We didn't have mobile phones in the 80's, we **made do** with public telephones.*
*I forgot my umbrella at home today so I'll just have to **make do** without it.*



Make up your mind

We use *'make up your mind'* when talking about making a decision.

*Stop looking at the menu and **make up your mind!** Or
Stop looking at the menu and **make your mind up!***

Make your head spin

We use *'make your head spin'* to talk about being very confused.
Also to make someone dizzy or disoriented.

*Today's physics class **made my head spin.**
I don't get on roller coasters because they **make my head spin.***

Make your day

We use *'make your day'* to express a moment of happiness.

*Finding that chocolate bar in the cupboard **made my day.***

Make (something) from scratch

To *'make something from scratch'* implies that every component was made by the same person.

*I prefer **cooking pasta from scratch**, I don't like the ready-made stuff from the supermarket.*

Make the grade / cut

To *'make the grade/cut'* means to qualify.

*Does my apple pie **make the cut?***

Make a comeback

To *'make a comeback'* means to find success a second time.

*Rick Astley has **made a comeback**, but this time as an internet joke.*

Make light of something

We use the expression *'make light of something'* to treat something as unimportant or humorous.

*She **made light of being splashed** by the passing car and we still had a great night!*



Unit 9. Cultural Appropriation

READING AND USE OF ENGLISH: CULTURAL APPROPRIATION OR APPRECIATION?

Read the following essay on cultural appropriation in pop music and transform the words so that they fit in the paragraph.

Beyoncé and Cold Play: Culture Appropriation or Appreciation?

Beyoncé (1) _____ was featured in a music video that accompanies one of the songs by the band Coldplay. This video has (2) _____ a series of tweets, essays, news articles and other input both verbally and in written content. Whether this video actually shows an example of cultural (3) _____ or not is not quite as clear-cut and thus requires a close examination of elements from the video and the lyrics of the song. One look at the video shows popular (and stereotypical) elements of the Desi culture so we will have to look at other elements to see if these visual (4) _____ are appropriated or not. In particular, there are three things that must be analysed: first, do the lyrics imply any sort of stereotypical vision of the culture, positive or (5) _____; second, does Beyoncé's acting portray and promote a (6) _____ view of Indian culture; and third, do the intentions of Beyoncé and Coldplay seem to pay homage to Indian culture or to profit from its use.

RECENT

BEGET

APPROPRIATE

STIMULATE

NEGATION

TYPE

The lyrics make no reference whatsoever to Indian culture. In fact, it is apparent that the song has little or nothing to do with life at all outside a very specific frame of reference.

The lyrics (7) _____ popular poetry (as songs and raps tend to follow certain basic poetic rules and (8) _____) that references a gentleman who is quite literally thirsting for love. It tells the rather cliché story of a man who is down on his luck and is rescued by a strong (9) _____ who brings him back to life with her nurturing and feminine qualities. Far from appropriating culture, the lyrics, if anything, are a modern take on Shakespearean lust which is just as (10) _____ as the ideals we have seen in Romeo and Juliet. If we reverse the gender situation, it is yet again the same tired story of the damsel in distress but once again, appropriates absolutely nothing culturally as this situation is even more universal than the last.

PICTURE

FORMATIVE

HERO

SEX

Therefore, the (11) _____ would have no meaning without their visual cues, in this case, a very erotic and exotic vision of Beyoncé as a Bollywood star.

LYRE



Coming back to Beyoncé and her persona, she is every bit the exotic western (12) _____ of what we have come to expect of Bollywood stars after seeing examples such as Aishwarya Rai, who won Miss Universe in (13) _____ to acting, and Aarti Mann who, while distinctly American, is objectified as beautiful, seductive, and exotic on the show 'The Big Bang Theory'. So when Beyoncé appears with a bindi and a sari in some parts of the clip, after having previously appeared with a plunging neckline and an elaborate (14) _____ headdress, the ramifications are quite clear. The question of appropriation is not at all a question of race, as India has populations with African heritage, nor is it a question of aesthetic interpretation, as Beyoncé is most certainly a renowned artist and for good reason. It is a question of economic exploitation of the religious and cultural values in such a way that their significance is either (15) _____ or directly ignored.

INTERPRET

ADD

FLOWER

PLAY

EXHAUST

CUSTOM

MAINTENANCE

Hemingway wrote (16) _____ amounts about the bullfights and other customs of the Spanish however he also loved Spain very much. Was it appropriation when he took the (17) _____ of that country and translated them in such a manner that the American public reading his novels could understand? It certainly was not and the reason is that he tried to maintain the authenticity of the revels whereas Beyoncé is clearly (18) _____ a western view with the garb that she dons in the video. Her hair is blonde; she is wearing traditional clothing and makeup with religious and cultural significance in such a manner that it not only loses the original meaning but is sexualized into portraying this culture as exotic and desirable.

SYSTEMIC

TOUCH

STRONG

MINIMUM

This concept of the western ideal of beauty has created many tensions and problems for people in India; skin-bleaching is one of the more popular forms of plastic surgery in the country and the reason is due to two main influences. The first is the traditional caste (19) _____ in which the Brahmins, the highest caste, were the lightest skinned in general and the Dalit, or (20) _____ who couldn't even participate in the local celebrations, were the darkest. The second influence is the western ideals of beauty which accentuate and (21) _____ the old caste system. This is evidenced in the hollywoodesque parts of the Bollywood movie scene. Even its name is influenced by the west. A quick Google search for the term Bollywood will show you row upon row of photos of stars who, with (22) _____ effort, could easily be mistaken for westerners. The blond hair and coloured eyes of Beyoncé in the video are stunning but perpetrate this Bollywood image, squashing the cultural value behind the different elements of the video.



However, are Coldplay and Beyoncé really to blame for the video? Is it really an example of (23) _____ and cultural appropriation or is it merely a (24) _____ filmed example of cultural appreciation? The shots have fantastic technique however the artists do not show as much concern for authenticity as is (25) _____ given their high profile. Despite whatever personal feelings the artists may or may not hold, the video has a child dressed as Shiva, an Indian god, and shows the (26) _____ of Holi as though it were a wonderful excuse for Western tourists to come party. The Indian actors in the video are relegated to the background while the (27) _____ is occupied by the western guests or their exotic westernized vision of a local woman (Beyoncé). It is this deliberate lack of effort on the part of the artists to explain the significance of their cultural inclusions which makes this video a modern example of cultural appropriation.

Had Beyoncé and Coldplay merely used a garb or a dance out of context, the the ploy most likely would have been ignored and it would have been seen, probably rightly, as aesthetic interpretation and appreciation for the (28) _____ in India. It is the appropriation of many cultural aspects but also religious festivals and deities and their purposeful (29) _____ which has so inspired the ire of the internet. What was an excellent opportunity to showcase an incredibly rich country and culture was turned into a gimmick to make a quick buck. India appeals to many due to the value western society places on yoga and natural remedies as spiritually (30) _____ practices. These are intimately related to India, a fact made painfully evident in pop culture films with stars such as Julia Roberts and Russell Brandt. And it is this image and which Coldplay and Beyoncé linked to the healing of the wounded and lustful spirit in their song to appeal to Millennials in particular and the general public at large.

RACE
WONDER
CONVENIENCE
FESTIVITIY
GROUND

CRAFT
REPRESENT
HEAL



VOCABULARY: THE LANGUAGE OF CULTURAL IMPERIALISM

Aesthetic Interpretation

The explanation of the significance or the meaning of a piece of art, poetry or other cultural artifacts.

*Much of the enjoyment one can get out of songs is one's own special **aesthetic interpretation** of the piece.*

Appreciation

Showing that you understand the value or importance of something be it tangible or not.

*She showed her **appreciation** by dedicating her Grammy to those who had helped her along the way.*

Appropriation

When someone takes something for personal use and does so without permission from the one who produced it originally.

*My computer was **appropriated** by my little brother when I was not looking.*

Artistic license

This is used to describe the alteration of fact, fiction or any other small alteration made in order for a story to take shape.

*Normally, vampires have rather strict rules they must follow but in recent interpretations, many **artistic licenses** have been taken so that they even seem normal and non-threatening at times.*

Bindi

This is a jewel or a colored dot which is worn on the forehead in Hindu culture as a symbol of marriage.

*The **bindi** has become a popular stereotypical piece of jewelry when thinking about India but many do not know the rich significance behind it.*

Bollywood

The name of the Indian movie business and a play on words to describe the immense size of the Indian movie industry.

***Bollywood** is already rivaling Hollywood in many ways, especially with productions that become international and with the elaborate stages that are used.*

Caste

This is the term used to denote the different social levels that existed in Indian culture and still do to a large extent.

*The **caste** system would determine what kind of position you had in life and there was no way to change that in the past.*



Deity

A spiritual being who is considered to be supreme in one sense or another. This is a synonym for a god and is considered to be a more intellectual word for the same.

*The pantheon of Greek and Roman **deities** has given the west a wealth of literature and culture, not just aesthetic in nature but also historical, philosophical and even political in nature.*

Downplayed

When something is made to seem less important or exigent than it really is.

*The majority of accidents are **downplayed** or directly not spoken about until their full extent has been determined.*

Garb

This is another word to describe the way in which someone is dressed. It needs an adjective or a description as it refers generally to the manner of dress but not the specific style. It can also be used to refer to a specific piece of clothing while not identifying the specific piece of clothing.

*For the themed party, we were told that we should don medieval **garb** for the evening.*

Gimmick

This is a trick that is used explicitly to attract the attention of those who see it. It can also refer to an item that is used for the same end but that is of little value.

*The salesman tried many different **gimmicks** but in the end, no one would buy the house because it was just too ugly.*

Holi

This is a spring festival in which colored powder and water are used to create a huge celebration throughout the city where everyone throws powder and water at each other. The festival is meant to celebrate good over evil.

***Holi** has become a very popular event not just in Southeast Asia but all over the world.*

Ire

A strong feeling of anger.

*Johnny felt only **ire** as he remembered the way he was locked out of the house for a night because he forgot his keys.*

Nurturing

The quality of a person or thing which takes care of, protects and helps raise another person or creature.

*Many times, nature deities are seen as **nurturing** as they help to make things in the Earth grow.*

Ploy

A verbal trap in which one lies in order to be able to get something by taking advantage of someone else.

*After using many different **ploys** and subterfuges, the politician was able to become the governor of the state.*



Sari

A type of dress worn in Southeast Asia which consists of a single sheet of fabric.

Many people have taken the traditional sari dress and began to use it as though it were a fashion statement.

Shiva

One of the main Hindu deities who is represented in various forms depending on how he is meant to be depicted.

*The inclusion of a child dressed as **Shiva** in the Coldplay video created a lot of controversy about cultural appropriation.*

Skin-bleaching

An aesthetic operation by which one makes their skin tone lighter.

***Skin-bleaching** is a common operation among Bollywood stars and in countries where light skin is considered beautiful and dark skin considered uncomely.*

Squash

The act of flattening something violently.

*The rebellion was **squashed** before it even began.*

Western

Referring to the European region as well as areas whose culture is shared with this region such as North America, Australia, and some parts of South America as well.

*Greece and Rome have influenced many different aspects of **western** culture.*

CAMBRIDGE INSTITUTE



GRAMMAR: NEGATIVE STRUCTURES

Even at an advanced level of English, many people use negatively structured sentences incorrectly. But what's even more common among English learners is the incorrect choice of the *least natural* way to express a negative idea or statement.

This description aims to highlight and clarify some of the most common mistakes made when using the different types of negative structures.

'Nothing' or 'Not anything'?

Analyze the difference between the following examples:

*"He offended us and you **did nothing** to defend our work".*

*"He offended us and you **didn't do anything** to defend our work".*

The use of 'nothing' in the first sentence makes the sentence stronger, more accusatory than the use of 'not anything'. We usually prefer using 'not anything' unless we want to be emphatic.

NOTE: The same is true for 'anybody', 'anywhere', etc.

*'I **didn't see** anybody at the restaurant'.*

rather than

*'I saw **nobody** at the restaurant'.*

NOTE 2: At the beginning of a sentence use the negative word:

*'**Nobody** came to the restaurant'.*

'I don't think', 'I don't believe' and other examples:

When we introduce negative ideas with the verbs 'think', 'believe', 'suppose', 'imagine' and other verbs with similar meanings, we usually make the first verb negative, not the second. That is to say, if your opinion is a negative one, it feels more natural to begin your sentence in a negative tone (*I don't think*) rather than a positive sense (*I think*).

It's more natural to say:

*"I **don't think** we'll arrive on time" than "I think we **won't arrive** on time"*

*"I **don't suppose** the shop will be open today" than "I suppose the shop **won't be** open today"*

*"I **don't want** you to get upset" than "I want you **not to get** upset"*

*"I **don't believe** I left the stove on" than "I believe I **didn't leave** the stove on"*

However, this construction doesn't hold true for 'hope'.



'I hope' or 'I don't hope':

"I hope it **doesn't break**" rather than "I **don't hope** it breaks".

"I hope it's **not** too cold outside" rather than "I **don't hope** it's too cold outside".

We almost always use the 'hope' part of the sentence in the affirmative. However, it's possible to use 'hope' in a negative form, though, with a different meaning:

"I hope the boss **doesn't see** this". (I think I'll be in trouble if he sees it)

"I **don't have hope** that the boss sees this". (I wish he saw this, but I don't think it will happen)

Verbs followed by infinitives

Just as with 'I don't think', it often feels more natural to make the first verb negative rather than the verb that follows the infinitive.

Take these verbs as examples: *appear, seem, expect, happen, intend* and *want*.

'You **don't seem to be** pleased'. Rather than 'You *seem to not be* pleased'.

'I **don't expect you to agree** with me'. Rather than 'I *expect you to not agree* with me'.

'Tony and I work in the same building but we **never happened to see** each other'. Rather than '...but we *happened to never see* each other'.

Double Negatives

One of the first things all English students learn is that in English it is wrong to use double negatives. However, in more complex structures it is easy to either forget the rule (maybe because in the student's native language double negatives are not wrong) or completely ignore the fact that, sometimes, double negatives can be correctly used in English.

Observe:

'Please **say nothing** about this document'. (Don't say anything about this document.)

'**Don't just say nothing**. Please tell me what you think'. (Say something/anything.)

Both are grammatically correct but mean two different things.

Looking at the second sentence above, 'Don't just say nothing. Please tell me what you think':

Double negatives, ('Don't just say nothing'), are sometimes used instead of simple positive structures, ('Say something/anything'), to sound more emphatic.

NOTE: In spoken English, it is also possible to use an affirmative sentence actually meaning a negative. It is generally used in a sarcastic way.

'I could care less' (meaning 'I don't care at all')



Dialects (British, American and other dialects)

In certain dialects, and mainly in music, two negatives or more can be used in the same sentence meaning only one negative.

'Ain't no sunshine when she's gone'
'Ain't no mountain high enough'
*'We **don't** need **no** education' (slang)*

NOTE: 'Ain't' is used as a contraction of 'am not', 'are not', 'is not', 'have not', and 'has not'. It is important to recognize this construction of two negatives to mean only one, especially in music. However, it is not Standard English and should not be considered grammatically correct.

'Not... or' or 'not... nor'

When 'not' is used with two or more verbs, nouns, adjectives, etc., we usually join them with 'or'.

*'I **don't play** video games **or** sports. I just read'.*
*'My book **is not** at home **or** the office'.*

However, we use 'nor' after a pause, to separate and emphasize a second verb, adjective etc.

*'What I need **is not** fancy dinners, **nor** expensive gifts. It is quality time'.* (More emphatic than 'fancy dinners **or** expensive gifts'.)
*'He **didn't show up** yesterday, **nor** today.* (More emphatic than ... 'or today'.)

Expressions of doubt

In informal spoken English, we sometimes use an extra negative verb after expressions of doubt or uncertainty.

*'I **shouldn't be** surprised if he **didn't get** fired'.* (meaning ... 'if he got fired'.)
*'I **wonder whether** I **shouldn't go** check on Jill. She's been sick for a few days'.* (meaning ... 'whether I should go check on Jill'.)

Ambiguous sentences

In a negative sentence, depending on context, not can have different references.

Observe:

*'I **didn't** call Thomas yesterday'.*

Here it is not possible to say if Thomas called me, if I called him another day or if I called someone other than Thomas.

In spoken English, the correct meaning is easily shown by stress and intonation. In written English, it's usually shown by the context and situation.



Confusions can arise, however, and can also be quelled by restructuring the sentence.

Observe:

'The doctor **didn't see** him today'. (Ambiguous - Did the doctor see him yesterday, or did he see someone else?)

Using a cleft sentence will help make the sentence clear.

'**It wasn't the doctor** that saw him today'. (Not ambiguous – The meaning is clear.)

Word order, punctuation or choice of words in a sentence might lead to confusion. We must be especially careful with words with negative meaning.

Observe:

'Nothing in the war threatened our interests more than the interests of other nations'.

Either other nations' interests threatened our interests during war or our interests were not as threatened during the war as the interests of other nations were.

This ambiguity could be solved by saying either:

'Nothing in the war threatened our interests more than the interests of other nations **did**'.
(meaning other nations' interests threatened our interests during war)

Or

'Nothing in the war threatened our interests more than **it threatened** the interests of other nations'.
(meaning the interests of other nations were threatened by something and our interests were not threatened in the same measure)

'Fish are not mammals unlike rabbits'.

Unless we rephrase it using proper word order and punctuation we might reach the absurd conclusion that fish are mammals.

'**Unlike rabbits**, fish are not mammals'.

CAMBRIDGE INSTITUTE



LISTENING: CULTURAL APPRECIATION OR CULTURAL APPROPRIATION?

Every year there are numerous articles written at Halloween to discuss the damaging practices of cultural appropriation and their benign kissing cousin, cultural appreciation. How many of you here have seen those articles in your campus newspaper and thought “what’s wrong with these guys? That kind of stuff doesn’t happen here!”? If I had to guess, I would imagine that the number is rather high; I would even go so far as to say that the number is higher than any of us would like to admit. And that, ladies and gentlemen, is the reason that I am even here today. I’m here to help you understand that difference between cultural appropriation and cultural appreciation, slight but important. This talk is going to focus on two points as we analyse these concepts and those two points are the following:

What is your aim in using whatever piece of culture you are using?

What is that specific piece of culture that you are using?

How you use something is going to play a large part in determining whether or not you are appropriating someone’s culture. Everyone believes it to be great fun to dress up as colonials and Indians. Not many stop to think about the choices they make and it is reflected in the latter ire of their fellow neighbours. A prime example of this would be the party thrown on a college campus a year or two ago hosted by one of the campus’s fraternity clubs. This party would make national headlines and spark indignation for many reasons, not the least of which is the cultural appropriation that happened. Native American culture was used to produce scanty costumes inciting lust among classmates dressed as Hispanic conquistadors. This also brings up questions about chauvinism but those will have to be discussed elsewhere. The party, despite its historical inaccuracies, made no attempt to honour or even imitate Native American culture and dress. Instead the dress was stereotyped to fit western conventions for a themed party.

The purposeful misuse of a cultural item in such a way that it is degrading is when you have crossed the line between cultural appropriation and cultural appreciation. For example, holding a cowboys and Indians party is likely to cause offense whereas if you dress up as Pocahontas or Sitting Bull and put a minimum of effort into the costume then it is much more likely that you are appreciating culture rather than appropriating it. Music appreciates other cultures constantly by drawing on the domestic and international social fabrics that the musician comes into contact with. These inspirations are not appropriation when the artist is truly inspired by these sources and is not simply trying to turn a dime into fifteen cents.

However, there are cases where good intentions are just not enough. Certain items, especially when they have a spiritual or religious context must be treated with great care. The Abrahamic religions are a good example in that they have both appropriated culture and similarly been appropriated. Christianity has involved many pagan traditions and Islam has taken parts of Christianity and Judaism while having its own unique view of the world. And all of these religions have been appropriated in music, art, and more. The word appropriated is correct here because they have been used with no regard for the initial meaning or they have used other elements in the same way. Many other religions such as Buddhism and the concept of Karma or Chi have been similarly appreciated and appropriated by many. Yoga and Buddhism are great examples due to their status as in vogue spiritual healing for those who are disenchanted with the stress and materialism they perceive in an overwhelming manner.

But what about forms of speech and dress. These can also be appropriated as is done many times in entertainment. The trajectory of rap and hip hop has been a turbulent one. Without entering into a musical discussion it is definitely safe to say that as these genres have evolved, there has been a series of appropriations of the music and the culture, and not just in the United States but all over the world. Many artists and record labels have hooked onto this music and mixed it with pop music to imitate and amplify the success of hip hop and rap. This is not to say that the majority of the fans do not appreciate rap music, but it is an appropriation. The music was not taken with the intent to create something new, nor was it taken with the intent of recreating it, it was taken with the intent of selling



records. This is the lack of respect for this music which has caused controversy and allowed racism to grow and spread. At the same time that the barriers have dropped, they have gone up as well. But it's not all racist cultural appropriation. Wearing things like a sari or a striped shirt modelled after French fishermen is neither appreciation nor appropriation. If you are wearing something because you enjoy it, then it is simply that. And if you wear an item of clothing or jewellery because you admire the culture or you admire the significance that said item has, then it is even more positive. Therefore, the line between cultural appropriation and cultural appreciation is a very fine line. While at times the answers may seem to be clear, caution should always be exercised when dealing with this subject. And when you are contemplating dressing a certain way, or having a party with a certain theme, think about whether or not you could make the headlines the next day for it. If you would be making negative waves because of the use of someone else's culture, then it is probably not advisable to do whatever you were thinking of doing.





VERBS EXTENDED: PUT

Put up with

To accept a person's irritating ways. Perhaps because they provide something valuable to you e.g. give you a lift to work every day.

1. He'd yap on about the most boring stories but I **put up with** it for the free coffee he gets me every morning.

2. Jane told her girlfriend she wasn't **putting up with** her attitude any longer. She told her to shape up or ship out.

Put forward

1. To suggest a plan / idea.
2. To nominate someone for a position.

1. The idea that Michelle **put forward** may not be perfect but it's all we've got right now. Let's run with it.

2. I'd like to **put John forward** for class president. He's always engaged and gets on with everyone.

Put off

1. To delay / cancel something for a future moment.
2. To not like something, normally affecting a consequent action/decision.

1. We'll have to **put the 5-aside off** until tomorrow. Storm Sandy is still in town.

2. Her bad breath really **put me off** ever speaking to her again. I mean, yuck!

Put out

1. To extinguish (a fire/cigarette).
2. To publish an article/newsletter etc.
3. To inconvenience someone.

1. Can you please **put out** your cigarette? It's really bothering me.

2. The university **puts a bulletin out** every week.

3. She's really **putting me out** now making me wait like this. I told her to be on time.

Put through (your paces / the wringer)

1. To connect someone with someone else on a call.
2. To advance to the next round of a competition by judges.
3. To be tested exhaustively.

1. Mum's on the other line, I'll **put her through** there now to you.

2. The judges **put her through** mainly on her looks as her voice was a holy show.

3. I was **put through the wringer/my paces** yesterday at training. They can't doubt my fitness now, that's for sure. I came through it with flying colours in the end.



Put down

1. To have a vet kill an animal, normally due to old age or suffering.
2. To criticise/humiliate someone.

1. You're the whole time **putting me down** over my love for Barbie dolls. I don't care if I'm a 35-year-old man; I'm free to do whatever the hell I want!

2. It was a tough day for all when we had to tell our son that we would have to **put little Skippy down** due to being riddled with cancer. It was for the best, though.

Put away

1. To score a goal.
2. To store something in its rightful place.
3. To put someone in prison.

1. Ronaldo **put it away** in the bottom right-hand corner to kill off the game. It was a majestic piece of skill on his part.

2. John **put away** all his clothes after his trip to South Africa. It was good to be home again.

3. That evil man should be **put away** for good. They should throw away the key as far as I'm concerned.

Be put in one's place

To be made aware that you are not as great as you think you are.

After all of Rachel's boasting about her supposed beautiful slim figure, her Mum reminded her of the F she got last month. Teenagers need to be **put in their place** sometimes.

Put aside

1. To save money for a rainy day / to allocate time in the future to do something.
2. To stop arguing about something with someone.
3. To reserve something for a customer.

1. You should **put** your winnings **aside** for that holiday you're going on next year.

2. Those two should really **put** their differences **aside** and work together for the good of the team.

3. John asked us to **put** the clock **aside** for his nephew who's coming in tomorrow to buy it.

Put behind

To forget about a bad experience and move on.

Michelle really needs to **put** that break-up **behind her** and move on with her life. It's been 2 years already and she's still not over him.

Put back

To postpone a meeting.

The meeting will have to be **put back** as the boss can't make it. (also similar: push back)

Put someone down for

To reserve a spot / buy something e.g. tickets, a restaurant table.

Put me down for 2 tickets. I'm sure I'll find someone to go with me to the theatre.



Put one's affairs in order

To organise your financial and legal arrangements for e.g. a death, a divorce.

*Having only 6 months to live, I decided to **put my affairs in order** so not to complicate things when I'm gone. The last thing I want is my family fighting over my estate.*

Put one's name in the hat for

To submit your name or someone else's name for a competition / election etc.

*John **put his name in the hat for** the executive director role in his company. It'd be a dream for him to get it.*

Put oneself in someone's shoes

To imagine yourself in a person's current situation so as to understand what they're going through.

*Before judging Katie, you should really **put yourself in her shoes** and think about what realistic options you actually have.*

Put a spanner in the works

To do something that complicates a plan or activity and potentially stops it from happening.

*The machine was working perfectly fine and we were just about to call our boss when Michael broke the lever. It really **put a spanner in the works** as we didn't have any replacement. It set us back 3 days!*

Put a stop to

To prevent something from continuing to happen.

*I'll **put a stop to** his smart aleck behaviour with one call to his mother.*

Put in jeopardy

To put someone or something in danger.

*If you start dating your assistant you could **put that promotion** you were promised **in jeopardy**.*

Put something on the line

To put something at risk.

*John **put his reputation on the line** when he backed the new intern for a huge promotion. Let's hope it works out for both their sakes.*

Put someone out of one's misery

1. To kill someone so he/she doesn't suffer further.
2. To tell someone something to end the suspense for the person.

1. ***Put the dog out of its misery** and give it a swift death.*
2. *Would you ever **put me out of my misery** and tell me if she said yes or no!*



Put the record straight

To tell the true story after an incorrect version had been circulating.

*I'm going to **put the record straight** and tell her exactly what happened that night. It's totally unfair that people are telling her things when they weren't even there. At one stage I heard she was told that I crashed a car into a tree! How ridiculous is that?*

Put the fear of God in someone

To really frighten someone, perhaps through threatening them.

*If I tell him about my daily routine as a prisoner in jail, it'll **put the fear of God in him**, that's for sure.*

Put a dampener on

To reduce the enjoyment of something.

*Our horse losing has really **put a dampener on** the day. He was beaten by only a whisker too which makes it even worse.*

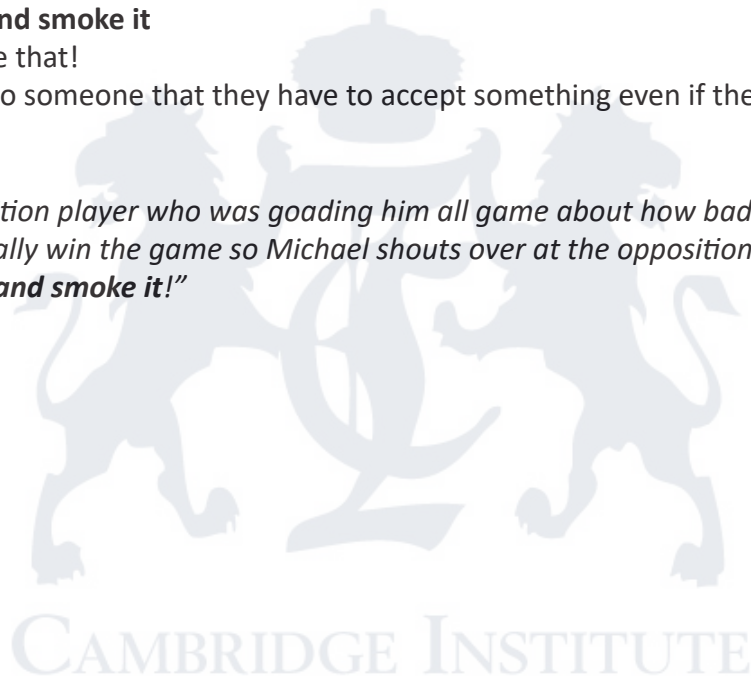
Put that in your pipe and smoke it

Similar to saying, Take that!

To happily point out to someone that they have to accept something even if they don't like it.

Scenario:

*Michael sees an opposition player who was goading him all game about how bad a player he was. Michael's team eventually win the game so Michael shouts over at the opposition player and says: "**Put that in your pipe and smoke it!**"*





READING: FRACKING, VIABLE ENERGY SOURCE OR ...

You are going to read a newspaper article about Hydraulic Fracturing. 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.

Fracking, viable energy source or immature, imprudent and dangerous favour done for Big Gas and Oil?

Water and fire are two elements that are supposed to be diametrically opposed; but what if I were to tell you that such is not necessarily the case. There is a practice for extracting oil and natural gas that is known as hydraulic fracturing or fracking for short. This process has led to a host of environmental dilemmas while its supporters hail fracking as the saviour of the perpetual predicament of dependence on foreign oil.

1. _____

The process, though complex, can be understood quite easily. It consists of drilling a hole down to a shale bed where oil and natural gas are trapped. This can be anywhere between two and a half and three kilometres deep into the Earth's crust. Tubes are then thrust into the opening and a machine is mounted which will blast a mixture of water, sand, and chemicals through the tube which will fracture the rock.

2. _____

The health and the environmental hazards are numerous. In the documentary Gasland, which was written and filmed by Josh Fox, the viewer gets a taste of some of the health and environmental issues that arise in areas where fracking is commonplace. The first, and perhaps most important, is the effect of the volatile organic chemicals (VOCs), methane, and other chemicals that humans are exposed to.

3. _____

Of the hundreds of thousands of litres of water and chemicals, many of which are technically classified as neurotoxins, only 30-50% of these are ever retrieved and even these are usually stored in pits that are not necessarily lined. This malpractice leads to leaching and therefore the chemicals end up in the water-table and streams poisoning all those who drink it, leaving the land barren, and thinning out the wildlife (even some bacterium can have difficulties surviving).

4. _____

Despite the obvious health and environmental perils, governments in the United States are constantly capitulating to the big oil and gas companies. The state and local governments, at best, delay the permits but they do allow the companies to drill exploratory holes which, more often than not, lead to permanent drilling. Even congress, where some politicians are trying to strip the loophole created by George W. Bush and Dick Cheney, known as the Halliburton Loophole, is wary of repealing the privileges that were granted to the companies and hold them accountable for the havoc that has been wreaked.

Europe remained stalwart against the petitions of companies like Repsol, British Petroleum and others however that fight seems to be winding down. Several British authorities are exploring the options that are available to permit drilling in several areas of Northern England. For the moment, Northern Ireland, Wales, and Scotland have flat-out refused any permit and will continue doing so.



5. ____

The governments are not necessarily imprudent in allowing these sources to be tapped, especially in a country like Spain where there is a constant energy crisis and electricity and gas are some of the most expensive commodities. It is obvious that green energy is always preferable to fossil fuels, however, when the country is not set up to run on green energy exclusively, cheap fossil fuels are a tempting option. The main problem with fracking in its current state is that the companies have neither invested the time nor the money necessary to find a clean form of fracking. Had the companies striven for honesty in their business practices, this story might have been told differently.

Several specialists, such as Dr. Benzene* have set forth that the industry possesses more than enough technology to make fracking a legitimate energy source that does not cause irreversible damage to the environment and humans.

6. ____

Fracking has helped many nations manage their energy crisis or their dependency but at the same time, it is an immature solution. Fracking reflects on the society, a society that is self-absorbed and irresponsible. People are not bad, but many are ignorant about this topic and it is one that affects everyone. The chemicals begin in the ground but they end in the bodies of everyone involved. So while hydraulic fracturing is not a truly viable solution today, with a little bit of accountability and a touch of a watchdog demeanour, it may one day serve as a convenient bridge between fossil fuels and green energy.

** These are fictional characters*

A) “The quintessential problem,” he declares, “is that the companies, although in possession of the material, do not want to spend the time and money to redesign or repurpose the critical elements. They have no obligation to do so thus they see it as a mere waste of time. There exist whole corpora of engineering and environmental texts about how to make the changes, so it just comes down to the question of making said changes.”

B) Mr. Fox trod around the country to broadcast the various cases of cancer, asthma, tumours and other ailments that have sprung up along with the gas wells. He relates stories of those who live there about their meetings with the gas officials, all of whom always refused to drink the water. This is because of the high chemical content in the water that is around the area where the fracking is taking place.

C) The issue of fracking has three foci: there are health and environmental hazards involved in the current processes, the government tends to fold too easily to the demands of big oil and gas, and the deposits could probably be safely exploited were the companies to invest in research and development (R&D).

D) On the continental side, the Spanish seem to be adopting a notably English take on the matter. While they defended the ban for a long time, the government finally caved and granted about 70 permits for drilling exploratory gas and oil wells. Most of these will be located in the Cantabrian Mountains in the north and the surrounding autonomous communities.

E) Once the rock is fractured, the gas is able to escape and ebbs out through the same hole and is captured in the tank where it is separated out from the other contaminants that come back up. After it is sorted, the gas and oil wait to be taken away to a refinery where it will be processed further and turned into the products that we use every day. This way of drilling is fairly recent and it has helped countries like the United States become essentially independent of foreign oil and gas.

F) “The problem isn’t the knowledge,” stated Dr. Benzene, “but rather the fact that we’re still about 5-10 years away from being able to do something about all that we know. We know how to solve the problem but not all the technology has been developed yet. Now, is that a reason to hold off on the exploration? Well, this is not necessarily the case. Technology is rarely perfect when you first develop it so if we wait we could lose our energy independence for over a decade until the proper technology is truly ready.”

G) In fact, many species such as geese, moose, trout, salmon, bass, deer, and wolves have all began to steer clear of areas in which fracking has occurred for any significant time. Even cattle and sheep are hard to maintain on land that has been affected. And while the oil and gas companies would have rather dreamt that this was unrelated with their activities, most serious analyses would state differently.



VOCABULARY: ENVIRONMENTAL DISASTERS AND IDIOMS OF 'PROBLEMS'

Lesser-known Environmental Disasters

Forest fragmentation

A form of habitat sectioning where forests are cut down into smaller, more isolated parts in order to provide land for farming, grazing, urbanization, or some other use.

*Many times pipelines that traverse national parks can lead to cases of **forest fragmentation** which, if not handled properly, can have a dramatic effect on local populations.*

Hydraulic fracturing

A process by which rock is shattered to extract oil and gas.

*The Barnett oil and gas field is one of the largest **hydraulic fracturing** setups in the world.*

Leaching

This is the process through which contaminants permeate and seep into the ground and water.

*Fracking waste pools that are not properly lined are almost always responsible for the **leaching** of chemicals into the groundwater that people drink from wells.*

Logging

The practice of cutting trees for timber and other uses.

*Excessive **logging** has turned the once extensive forests in Europe into plains.*

Pesticide drift

This is the unintentional distribution of pesticides to areas where they were not meant to be applied.

***Pesticide drift** can lead to the contamination of many sites and also to the decline of the populations of insects and animals in areas where they are not directly affecting the harvest of crops.*

Urban heat island

When a metropolitan zone is notably warmer than the surrounding area due to humans and the activities they participate in.

*Madrid is almost always a few degrees hotter than Navacerrada and El Escorial; I suppose that it is due in large part to its status as an **urban heat island**.*

Urban Sprawl

The outward growth of an urban center, such as a city or town.

*Despite **urban sprawl** being relatively moderate in European and Asian countries, in ex-colonies such as Canada, the United States, or many countries in South America, it is the rule as opposed to being the exception.*



IDIOMS AND EXPRESSIONS: PROBLEMS, DIFFICULTIES, AND DISASTERS

Unmitigated disaster

A complete failure or a total catastrophe.

*Ignoring climate change is the beginning of an **unmitigated disaster**.*

Without a hitch

When something happens exactly as planned, without any difficulties.

*Although it took a long time to plan, the climate change conference took place **without a hitch**.*

An uphill battle

When a person has to struggle against very unfavourable circumstances.

*The Environmental Protection Agency is trying to pass its latest climate change resolution to congress but it seems to be **an uphill battle**.*

Stumbling block

A problem or obstacle that prevents you from achieving something.

*Moving to Spain was a great idea but my only **stumbling block** has been the language.*

Throw money at

To solve a problem by spending money on it, without using any other methods.

*Some parents these days **throw money at** their children instead of spending quality time with them.*

Half the battle

This expression refers to a significant part of the effort or work needed to achieve something.

*I've only passed the theoretical part of my driving exam but that's **half the battle**. Now I have to focus on the practical part.*

In a quandary

To be in a difficult or confusing situation.

*Environmentalists sometimes find themselves **in a quandary** when it comes to dealing with politicians.*

To be in tatters

To be damaged beyond repair, torn to pieces.

*One would argue that those who believe the environment **to be in tatters** are really pessimistic.*

The thin end of the wedge

The beginning of a harmful development.

*If we can't even do our part to protect the environment by recycling, then climate change will just be **the thin end of the wedge**.*



GRAMMAR: IRREGULAR NOUNS, VERBS, AND SPECIAL PARTICIPLES

Every language is possessed of its special rules and those rules of thumb which allow it to function as a language and English is no exception. While the vast majority of nouns and verbs in the English language are regular, many of those particular nouns and verbs which are used most often are, in fact, irregular and therefore must be learned and reviewed constantly.

On the other hand, but still in line with irregularities in verbs, are what are referred to as special participles. Special participles are those which resemble past participles but are only employed in certain instances, more often than not, as adjectives. While the list of special participles is not long, they are necessarily important to understand and to remember, as using them incorrectly can result in confusion.

Irregular Plural Nouns

Irregularities in nouns are found in the plural forms of said nouns. This must not be mistaken with constructed nouns (those created using prefixes and suffixes) or with compound nouns. Nouns can change their form in two basic ways while still remaining nouns (as opposed to a transformation from noun to verb, adjective, or adverb): they can become plural or they can be given a possessive element. Irregular nouns are, specifically, those nouns which do not follow the formal rules when changing form, in this case becoming plural.

The three types of irregular plural nouns are:

- Those that have vowel or consonant changes
- Those that do not change when plural
- Those that have an irregular ending when made plural

These nouns are taught even in the lowest level English classes but it is important to review the theory behind the changes when studying at the level of Proficiency. This is because these mistakes if they were not already corrected, have the tendency to become automatic. Understanding these rules will help to make the language learner more aware when interacting with the English language.

Nouns that change their vowels

There are many nouns which are irregular simply due to a change in the vowel used in the singular or the plural form. Here are some of them:

Singular	Plural
Foot	Feet
Man	Men
Louse	Lice
Tooth	Teeth
Goose	Geese
Woman	Women

There are also several changes that occur in the consonants of nouns when they are made plural. For the purposes of this lesson, they will be organized into two main groups: those that change their spelling and their pronunciation and those that merely change their pronunciation.



Words that change their spelling

This first deviation is quite common and it consists of changing the ending of nouns that end in the consonant *f* or the letter-pair *fe*. Generally, those nouns that end in one of these two combinations will eliminate said pair and adopt the ending *ves* when becoming plural.

Singular	Plural
Leaf	Leaves
Wife	Wives
Wolf	Wolves
Scarf	Scarves
Hoof	Hooves
Dwarf	Dwarf
Self	Selves

Words that change their pronunciation:

There are two main patterns that can be learned here that will generally hold true. The first of the two patterns concerns those nouns whose final phonetic sound is an “s” as in snake. When these nouns are made plural, the final “s” takes on a “z” sound. So the word “bases” would be pronounced “basiz” to distinguish it from the word “basis”. In other words, the “s” that belongs to the plural ending is pronounced like zed from zebra.

The second pattern involves those words that end in *th* and once again involves going from a softer sound to a harder one. In this case, the majority of words that end in *th* such as “youth” transform the *th* sound when made plural. This is done by lightly vibrating the tongue against the front teeth.

Words that do not change:

There are also those nouns which do not change when they are made plural. Therefore, if you know the noun then there is no extra information that need be learned. Generally, the nouns are some type of transport, animal, or a noun that ends in “s”. Here is a list of some of the nouns that do not change from singular to plural:

Fish	Salmon	Deer	Headquarters
Moose	Offspring	Sheep	Species
Trout	Series	Means	Gallows

Words that change their ending

Finally, there are several nouns that are irregular due to a change in the ending of the noun when it is made plural, an easy example would be the following: *child* > *children*.



Here are lists of some irregular nouns divided according to their endings and the suffixes that they take:

US > I

Singular	Plural
alumnus	alumni
cactus	cacti
focus	foci / focuses
fungus	fungi / funguses
nucleus	nuclei
radius	radii

IS > ES

Singular	Plural
axis	axes
analysis	analyses
basis	bases
crisis	crises
diagnosis	diagnoses
hypothesis	hypotheses
oasis	oases
paralysis	paralyses
parenthesis	parentheses
synopsis	synopses
thesis	theses

IX > ICES

Singular	Plural
appendix	appendices
index	indeces / indexes
matrix	matrices / matrixes

*** > A

Singular	Plural
bacterium	bacteria
criterion	criteria
curriculum	curricula
datum	data
genus	genera
medium	media
memorandum	momoranda
phenomenon	phenomena





A > AE

Singular	Plural
antenna	antennae / antennas
formula	formulae / formulas
nebula	nebulae
vertebra	vertebrae

Irregular Verbs

Verbs are generally very straightforward in the English language when they are not irregular. They receive an *s* in the 3rd person present tense and an *ed* when forming the past participle. However, there are a number of irregular verbs which are commonly misused. To help you remember which verbs these are, some of them are listed in continuation.

Present	Past	Past Participle
arise	arose	arisen
awake	awoke	awoken
bear	bore	borne
bid	bade	bidden
bid	bid	bid
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
broadcast	broadcast	broadcast
burn	burnt	burnt
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
dwelt	dwelt	dwelt
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
grow	grew	grown
lay	laid	laid
lean	leant	leant
lie	lay	lain
mow	mowed	mown
ring	rang	rung
sew	sewed	sewn
sing	sang	sung
spin	span	spun
stink	stank	stunk





strive	strove	striven
swim	swam	swum
take	took	taken
tread	trod	trodden
weave	wove	woven

In addition to these irregular verbs there is one additional layer of complication present and it is in the realm of the participles. There are some verbs that possess special participles for when they precede a noun. One such example is the verb learn. Normally the participle is learnt however we can use learned to describe a well-educated or sage person.

Some special participles are the following:

drunken	sunken	proven	blessed
molten	shrunken	learned	hanged

Remember that the above participles also have other forms which are used with the passive voice or with an auxiliary form. The above participles are used only in certain situations. You can see examples below:

1. **Drunken** sailors used to be a problem in ports where sailors would take their first drinks after months of sobriety.
2. **Sunken** ships often become home to a variety of fish and marine animals.
3. I was never a fan of the collection of **shrunken** heads at the museum.
4. It was a **proven** method of deterring the enemy but the general considered gas to be too cruel.
5. It was a **blessed** day when the second world war finally ended.
6. Dr. Magellan was a **learned** old man but he lacked finesse in some areas that could be classed under emotional intelligence.
7. The **molten** rock streamed from the fissures in the volcano.
8. Jim knew that he was to be a **hanged** man the second that he set foot back in the country where he was falsely accused of murder.

CAMBRIDGE INSTITUTE



LISTENING: LANDSCAPING TO FIT THE HUMAN VISION

Speaker 1 – I think that they're a wonderful idea and even if I loathed pets, how am I really going to go about controlling the situation? There is such a long history of humans coexisting with certain beasts that it really doesn't make much sense that we would even consider changing it now. That said, there are some issues that should be addressed, especially when we talk about the responsibility of owners for the actions of their animals.

When a dog attacks a human the owner is held responsible and many times the dog is put down. This is an extreme position, putting the dog down that is, but it does reflect the amount of responsibility that dog owners are forced to swallow for certain actions. But what about cat owners? I haven't seen a cat owner fined in my life. "What would they fine them for anyway?" you might ponder. Well how about the fact that the animals, in the words of a goodfella, are responsible for whacking a large portion of the avian community. That's right, Sylvester and Tweety are much more than a comic. I no longer hear the doves, larks, or mockingbirds in the morning. When I was a child there were plenty of the critters but about 20 years ago there was a surge in feline popularity and many more cats began to be let out into the streets.

Speaker 2 – It's about time that they reintroduce wolves into the mountains again. I know that it probably sounds somewhat cruel but the reality is that the deer are ravaging the place to the point where there are few bushes and low hanging leaves. After so many decades without anyone to fret about except hunters, the deer have become emboldened and are snagging more than their fair share. You see them and they even look hoggish. Anyway, I was watching this documentary about how they are reintroducing the wolves into Yellowstone in the United States and they said that the reasons were varied but the most important was that the ecosystem had been trashed. The deer had reproduced too fast for the environment to keep up and were wasting the environment and causing the steep decline of other animals that couldn't keep up with them.

I thought that it was a solution that made a lot of sense. I mean there is always the option of releasing the hunters, so to speak, but I think that a natural solution will maintain the environment the longest. If we knock out every apex predator because they look scary then we're going to destroy the place. I mean, don't get me wrong, I know that humans are the real apex predators on a global scale but part of being intelligent is knowing how to delegate and killing off our natural form of population control is not exactly good management policy. So I think that, despite the short-term expenses, this plan could really save us all a lot of headaches. Let's just hope that the team has really been as thorough as they claim.

Speaker 3 – That dotted landscape is just breath-taking but it is also hiding a rather sinister truth. All that area that still has trees is not really viable habitat for the animals that live in the area and many times the butchering and sectioning of forests can lead to the local extinction of certain species due to the land's inability to support the life that is found there. So while this may be seen as a way to try and preserve some of the animals, there are many things that must be thought through when deciding when and where to cut.

Because of the complications of singling out a spot and then the added disadvantage of the side effect where a portion of the forest is still uninhabitable, I really am more prone to the idea of just cutting away a large swath that is connected when farming or otherwise using the land. Therefore, instead of having patches or fragments of forest, one is left with a woodland that is more condensed than it would be with the patches and at the same time provides more liveable space to those animals that reside in the area. So, I suppose I should say that I'm not opposed to using the land but when we have bureaus of land management at several levels, I would really like to see at least one of them do their job with some kind of authority and clear-thinking when talking about conservation efforts.



Speaker 4 – Who doesn't love seeing those prize-winning veggies, I mean come on, they're absolutely gorgeous, way more than what you'd normally find, and they're enormous as well. It really is something special to be able to see them all set out like that. And then when looking at the grocery store, I mean it really is impressive the quantity of perfectly identical produce that just sits in a line. But what about all the pesticides and fertilizer that goes into producing those vegetables? I know there is a whole organic movement to go along with that but I'm not fully convinced of their validity. It was already a shock to find out that the word natural and green mean absolutely nothing. I had been an avid green shopper for quite some time.

That said, I suppose that it is also interesting to consider what we do to our landscape with all the vegetables that we don't put out. I know that many fertilizers are needed simply because the fields are exhausted from too much planting. The levels of nitrogen and other nutrients dwindle and therefore the crop is weaker, infested with insects, and unprofitable. Because of this, many farmers will leave subpar vegetables out in the field to break down and add nutrients to the soil. This is great as it reduces the amount of fertilizer needed but at the same time the rotting can produce quite a bit of greenhouse gas.

Speaker 5 – What do I think of the bay of pigs? Well it's just awful isn't it? Don't get me wrong, I like my bacon as much as anyone and more than quite a few but not at the cost of bad farming practices. To be perfectly honest I had no idea that there were dead zones being created in the gulf, I thought that the British Petroleum spill had been cleaned up. I was under the impression that the gulf was recovering but it would appear that this is far from the case.

According to an article I read the other day, the farmers in the southern part of the United States are allowing animal faeces, especially from pigs, to run into the gulf. Aside from the fact that this is just no fun to swim in, it is revolting what is happening in the gulf. I mean, so much nitrogen in the water, methane in the air, and algae profiting from it all. It's tragic that in many places people can no longer fish and actually catch anything if they dare to fish from the shore. And then there are the swimmers, I'm not sure but I can't fathom that all that would be good for people to wade in.



CAMBRIDGE INSTITUTE



WRITING: NEIGHBOURHOOD OF THE YEAR 2017

Your community centre is taking part in a local competition to see which neighbourhood is most environmentally conscious and sustainable. The competition will last for 6 months, after which voting will take place and the winning neighbourhood will be selected. The prize will be a 20,000 euro fund from the government to help implement improvements in the winning neighbourhood.

As a long time member in your community centre, they have asked you to write a proposal on what you think should be done to win the competition.

When thinking about your proposal, use these ideas to help you:

- Posters to publicize your intentions to create awareness and recruit volunteers
- Recycling
- Donating old clothes and other items to charity
- Cleaning up trash around the neighbourhood
- Building ramps for the elderly with wheelchairs
- Creating a community garden

Using 280-320 words, write your proposal.





VERBS EXTENDED: TAKE

Take after somebody

To be similar to someone else in appearance or personality.

1. He really **takes after his father** with his long blonde hair.
2. She gets her hockey skills from her grandfather. She really does **take after him**.

Take something apart

To dismantle something.

We'll have to **take the whole cupboard apart** if we want to get to the root of the problem. It's as wonky as a swan's neck!

Take something back

1. To regret something you have said.
2. Return a purchased item.

1. He **takes it all back**; he never meant to hurt me. He was just angry at the time.
2. **Take that piece of tacky silverware back** to the jewellers, you've been fleeced!

Take someone in

To allow someone stay at your home and perhaps help them further.

1. I **took him in** like he was one of my own.
2. She was **taken in** by her auntie after being turfed out by her parents.

Take something in

1. To tighten clothing (by sewing it, normally).
2. To allow information you have received to digest in your mind giving yourself a moment so the information registers fully.

1. I just sat there on the park bench and **took in** my surroundings.
2. The excel crash course was so intense that it was hard to **take it all in** at once. I'll definitely need to review it.

Take off

1. A plane leaves the ground.
2. To leave a place.
3. Remove something (e.g. clothes)

1. The plane **took off** but had to make an emergency landing after noticing a leak in the fuselage.
2. You'd want to be **taking off** shortly to make that train.
3. If you don't **take off** that soaking jumper you'll catch a cold in no time!

Take someone/something on

1. To hire someone or be hired.
2. To accept to do a new task / responsibility.

1. I've been **taken on** at Apple. It's only a short term contract but it'll do wonders for my CV.
2. He's **taken on** a lot more work of late. He'd want to be careful not to burn out.



Take someone out

1. To go on a date with someone.
2. To intentionally injure someone in a game so they cannot continue.
3. To kill someone.

1. *I'm going to **take you out** on the town. Bring your dancing shoes, we're hitting the tiles.*
2. *If we're to win this game, we're going to have to **take out** their star player. Do whatever it takes.*
3. *The FBI **took out** the Irish spy in his sleep.*

Take someone through something

To explain something to someone e.g. a document / process.

*I'm going to need someone to **take me through this procedure**. It's like double Dutch to me at the moment.*

Take someone up on something

To accept someone's offer to do something.

*Thanks for the invite to the cinema with your friends next week. I might just **take you up on that!***

Take something up with someone

To speak to someone about a problem you have (normally about someone).

*I'm going to **take your tardiness up with your manager** if you don't start getting here on time.*

Take your hat off to someone

To applaud them for something.

1. *I really must **take my hat off to you** with the way you handled that irate customer. I mean, I would have blown a gasket the way he was speaking to you.*
2. *You've got to **take your hat off to everyone** who made this Christmas dinner for the homeless happen. They could've been at home with their families but instead, they selflessly dedicated their time to helping those in need.*
3. ***Hats off to you sir**, that was a great performance.*

Take the biscuit / cake

Something someone has done that is annoying / bad.

*The fact that he told the principal where to go after bunking off school for five days really **takes the biscuit**. He has no shame that lad.*

Take something on the chin

To accept something bad has happened and move on e.g. losing a final.

*Even though I'm pretty livid with the ref's decision to award them a penalty, which ultimately cost us the game, we'll **take this one on the chin**, learn from it, and come back stronger next year.*



READING: THE RISE OF REALITY TV

Every year, reality TV stars are in the headlines, every week even. We decided that it must be one where people are living together for more than 72 hours in a row. This way, we were able to rule out game shows, cooking shows, and shopping or make-over shows. The reason is that, while these may share elements of reality TV, they don't follow the same pattern as those shows which made us squirm so delightfully inside.

We then searched out different networks and seeing what kind of "reality" shows they produced, we made a list of all of those that matched our criteria. I'm sure that you are able to guess what came next. If you thought popcorn and craft beer, then you are absolutely right. We had to watch and analyze all of those shows. Now we chose a few and we'll be referencing all of them today but between all the seasons, it took about 3 months to get through all the footage and make sure the analysis was correct. Had we known what we were getting into, we would have invested in a better TV screen.

After having the analysis done, we were ready to take off and start part two of the "What is Reality TV" project. This involved watching several of today's most popular series on the side of reality TV that everyone knows so well. This phase took another three months to get through all of the different films. When we finally finished, we couldn't believe what we had found. Defying all odds, the results were crystal clear but they were quite difficult to believe.

The first trend that we saw is that the people actually acted pretty much the same way in both the common reality shows and these alternative reality shows. The real differences came in when we saw what kind of activities were going on. In the common reality shows, money is a central focus, and when it isn't, then parties are the big theme. Other reality shows generally revolve around things like losing weight or becoming more confident with oneself. There was even one about home improvement, where a couple would buy an old home and spend about 3 weeks renovating it, living with a team of designers. In the other reality shows, often things like losing weight or becoming more confident with oneself. There was even one about home improvement, where a couple would buy an old home and spend about 3 weeks renovating it living with a team of designers. The same problems would creep up here as in the other variety, but the reactions were more toned down. There were no massive amounts of money or alcohol to get in the way.

Another thing that surprised us was the element of compassion. In the common variety, compassion was present, especially when motivating a teammate. This would immediately disappear, though, when one was trying to one up another person to stay in the game. This, in the end, was not much different from what was seen in the less common variety of reality shows. The main difference is to be found in that, once again, the reactions are more moderated and thus, seem more sincere. But it must be taken into consideration that, while the actions are more moderated, so is the setting.



VOCABULARY: WORDS TO ADD EMPHASIS

Here is a list of words that can be used to place a greater or lesser amount of emphasis on what is being said.

Begrudgingly

Unwillingly.

*James **begrudgingly** decided to sign up for the football team after being coopted by his mother.*

Categorically

Completely and without a doubt.

*The UFO was **categorically** denied by the government.*

Deeply

With a lot of feeling or sincerity.

*We **deeply** regret the comments that were made last night.*

Enthusiastically

With a lot of energy.

*Jimmy **enthusiastically** leapt from the bed and ran down the hall at Christmas.*

Frankly

In an honest and succinct manner.

*The man **frankly** announced the result of the local elections, there was not a whiff of decorum.*

Freely

With no doubt nor hesitation.

*We **freely** admit that there was an error on the part of the staff but we remind everyone that the TIC services are not free.*

Fully

Completely.

*Janet **fully** understands her contractual obligations.*

Honestly

Sincerely and convinced of something.

*After swearing to tell only the truth, Johnny **honestly** believed what he was telling the court.*

Keenly

With a positive attitude and enthusiasm.

*Tammy **keenly** jumped onto the raft, ready for the adventure.*



Mind-numbingly

Extremely boring, dull and uninspiring.

*The documentary was **mind-numbingly** boring.*

Pensively

In a thoughtful manner.

*Janice **pensively** looked over the different drawings, seemingly absorbed in each one.*

Positively

Absolutely.

*The dinner was **positively** delightful yesterday evening.*

Readily

Easily, something that is there and can be used; quickly.

*John **readily** agreed to go to the concert with Jillian.*

Sincerely

In a manner that one means what he or she says.

*Jack **sincerely** felt that his team was on the right track.*

Strongly

With great conviction.

*Jill **strongly** advised Mark not to travel to such an unstable country.*

Totally

Completely or absolutely (many times this is colloquial).

*Hamsters **totally** make the best pets.*

Truly

Without doubt.

*I **truly** believe in life after death.*

Undeniably

Something that cannot be disputed.

*The sun is **undeniably** a great source of energy.*

Unequivocally

Unerring, very strong and clear, not showing or allowing any doubt.

*Tom Hanks was **unequivocally** genius in *Castaway*.*



Utterly

Completely (can be used with positive words but many times used with negatives).

*The play was **utterly** disastrous from beginning to end.*

Widely

Over a large group or in large measure.

*The populace **widely** believes in the power of man to do great things.*





GRAMMAR: CLEFT SENTENCES PART I, AND FORMS OF EMPHASIS

We use cleft sentences to focus on a particular part of a sentence. This construction is used in both written and spoken English.

Cleft sentences are named as such because we cleave (divide or split into two) sentences using special structures. This division allows a separation to be made which in turn puts emphasis on one or another part of the sentence. There are several ways that one can make a cleft sentence.

The first structure we will examine is one you have surely used before but perhaps have not thought about precisely how or why it works. This structure is called and **it-cleft** because **it** uses the word **it** to introduce the phrase which will be emphasized. The structure is the following:

It + to be + phrase + defining relative clause

Now, in order to see how this works, compare the following four sentences:

John kicked the ball into the net scoring the final goal.

It was John who kicked the ball into the net scoring the final goal.

It was the ball which was kicked into the net by John scoring the final goal.

It was the final goal which was scored by John kicking the ball into the net.

The last three sentences are cleft and emphasize different parts of the first sentence. The emphasis is put on the phrase that follows **it + to be**. When using pronouns, if we use personal pronouns we use **who** and if we use object pronouns we use **that**.

In other structures, we can replace **it** with a phrase ending in **that** or **wh-** followed by a phrase, to be, and then the phrase to be emphasized. In other words, the structure would be:

Phrase ending in that/wh- + subject phrase + to be + emphasized phrase

Read and compare the following sentences:

I've come to talk about our plans next weekend.

The reason that I've come is to talk about our plans next weekend.

This sentence emphasizes the desire to talk about the plans by separating out the phrase **I've come**. There are other common phrases we can use as well such as:

The + time phrase + when/that

The + person/people + who/that

The + group or thing + which/that

The + place +where/that

The + objective or purpose + of (used to give a reason or explanation)

The + reason + why

These phrases are usually followed by **is/was** but can on occasion be followed by **are/were** providing that the word or phrase which follows **the** is plural.

The candy that I ate was of excellent quality that day.

*The **candies** that I ate **were** of excellent quality that day.*



Pseudo-cleft Sentences

There also exists a structure which is referred to as a **pseudo-cleft** sentence. This is created using **what** and **is/was**.

The two ways of using this structure are:

1. **What + emphasized phrase + is+ phrase**
2. **Emphasized phrase + is + what + phrase**

Look at these three sentences as an example:

I want an ice-cream cone.

What I want is an ice-cream cone.

An ice-cream cone is what I want.

What should be noted here is that by changing the order in which we place the phrases we shift the emphasis as well. At first, the emphasis is on what is **wanted** but that changes in the second sentence. There, we place emphasis on **what** is wanted.

Fronting

Another common technique for adding emphasis is what is called fronting. When we front something, we take the object that we want to emphasize and we move it to the front of the sentence.

Look at these sentences:

I'll call you later.

Later, I'll call you.

In the second sentence, we emphasize the fact that we will call the person *later*.

You can front extreme qualities as well using **so** for adjectives and **such** for nouns.

Marta is so intelligent that she got an A+.

So intelligent is Marta that she got an A+.

Marta is such a geek that she built her own computer and software.

Such a geek is Marta that she built her own computer and software.

Inversions

When using negative adverbials such as **never** or **rarely** we can invert the sentence placing these at the front, as though we were fronting. This will emphasize the negative adverbial. We can also do this with limiting adverbials such as **little** or **scarcely**.

*He had **hardly** left when he ran into Shelly.*

***Hardly** had he left when he ran into Shelly.*

He doesn't realize that the test is next week.

***Little** does he realize that the test is next week.*

One can also emphasize the *conditionality* of something by dropping *if* and inverting the subject and verb.



If I had known what lay ahead I might have turned back.

Had I known what lay ahead I might have turned back.

Inversion is often used in formal English, but it also appears in less formal writing and spoken English, to emphasize or contrast something. Inversion is also commonly used after a time adverbial.

No sooner had we left home than it started to pour with rain.

Barely were we into our costumes when it was time to go on stage.

Inversion can also occur at the end of sentences with **neither**, **nor** and **so**.

*Margaret didn't feel like facing the press and **neither** did Albert.*

*The students haven't welcomed the new approach and **nor** have their teachers.*

*Rachel will be pleased to finish work and **so** will I.*

Sometimes a time clause precedes inversion.

Not until a week later did we remember to make the appointment.

Inversion also occurs with some prepositional phrases.

On no account are you to open this door!

Under no circumstances can a replacement card be issued.

At no time did you give me an accurate picture of what was going on.

Inversion can occur with **so** + and adjective.

So loud was the music that we couldn't attempt to chat.

Such is used in a similar way to emphasise the extent of something.

Such is the demand for the new product that they are selling at double their normal asking price.

You can also express emphasis...

In the present simple, the auxiliaries **do** and **does** (in the third person singular) followed by the bare infinitive form of the main verb can be used in affirmative sentences to express emphasis. In speech, the auxiliary is stressed.

We **do** want to help you.

Alice **does** work hard.



LISTENING: WORLDWIDE DELICACIES

Have you ever eaten strange food before? What about black pudding or bugs? Delicacies around the world are shaped by the people that make up the culture, the food that is palatable to them, and the way in which they approach the need to feed oneself. In some cultures, food is seen merely as nourishment for the body; however, in others it is something to be enjoyed and shared with all those around you. This openness in the approach to food has given rise to a form of tourism that is becoming ever-more popular: gastronomic tourism. This means not only are people searching out local, authentic food when they travel but are traveling specifically to try different local delicacies. Such enthusiasm exists that people are even searching out strange and uncommon foods to try for nothing more than the novelty that is associated with them.

In Japan there is a gourmet fish that, unlike 007, does not need a license to kill. This is the exclusive puffer-fish which is possessed with a neurotoxin that will kill a full grown man in less than a day. This fish also has a vengeance though and if it is killed violently by a predator, then suffice to say that it does not go quietly. What makes this happen is that when killed, the toxin spreads throughout the fish's muscle tissue and therefore forces its predator to ingest the toxin, rendering it helpless. This frightful fish doesn't scare off the Japanese though who specially train chefs just so that they can prepare this delectable creature for their famished guests. The chefs have to be careful when killing and cutting the meat to be sure that no meat is tainted with the fish's neurotoxin. Despite their training and care, there are a few puffer-fish fatalities every year, victims of nature's version of Tutankhamen's curse.

In the Mid-Atlantic region of the United States there is in turn another sea-based delicacy. There are restaurants referred to as oyster-bars where the local fishermen's catch of the day rules the menu. What the Chesapeake Bay has been lucky enough to be bequeathed is a staggering array of oysters. People travel the East coast to visit these establishments where on any given day you can find a fare that consists of 15-30 different varieties of oyster. These mollusks require little preparation as they are generally eaten raw with perhaps a little bit of lemon squeezed on top. The catch is always fresh and local law actually guarantees this aspect as the oysters that are not consumed must be discarded at the end of the day. However if raw fish is not your cup of tea, many of the oyster-bars will offer cooked versions with everything from fried oysters to oysters and pasta, much like we find in clam and pasta dishes.

The final gourmet treat which we will look at in this overview comes from the cold, sea-encircled reaches of the northern hemisphere. In a tiny Scandinavian country, Iceland to be exact, we find a delicacy as strange as anyone might expect. It begs the question, had I known what I was chomping on, would I still have eaten it? In this northern country, the heart of a puffin is considered to be a delicacy. Even the famed celebrity chef Gordon Ramsey found himself inquiring and gave the dish a try. A puffin is a small bird that is found in cold climates; it is black with yellow and orange marks and red feet.

We have now seen several dishes from around the world, each considered to be a delicacy in its place of origin and the question must be asked: which of these would you be most inclined to chow down on. Send us your thoughts at WXMZ Gourmet Radio. Until next time my fellow globe-trotting foodies.



VERBS EXTENDED: THINK

Think ahead

To think carefully about what might happen in the future, or to make plans for things you want to do in the future.

*“He is always **thinking ahead**. It is only January and he has already planned his summer holiday.”*

Think back

To remember something that happened in the past.

*“John lost his keys and had to **think back** to what he had done that day.”*

Think something through/out

To carefully consider the possible results of something.

*“Michael was offered an overseas job, but he has to **think it through**.”*

Think tank

Problem-solving group. A group of experts who come together to develop ideas for a particular topic.

*“A government **think tank** are trying to discover a cure for the disease.”*

Not be thinking straight

To not be thinking clearly.

*“After the car crash, she was utterly confused and **couldn’t think straight**.”*

To think better of something

To decide that something may not be such a good idea.

*“He considered telling the truth, but then **thought better of it**.”*

To think up

To produce a new plan or idea.

*“I didn’t feel like going so I had **to think up** of an excuse to get out of it.”*

Think twice

To think carefully about something before taking an action.

*“**Think twice** about quitting your job before having another one lined up.”*

To put on your thinking cap / put your thinking cap on

To start thinking seriously about solving a problem.

*“**Put on your thinking cap** and come up with a solution.”*

