



C2.111

# Global English

2nd  
edition

*C2 level according to the Common European Framework of  
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**GLOBAL ENGLISH  
LEVEL: C2.III**



## READING: THE SEVEN WONDERS OF THE ANCIENT WORLD

The ancient Greeks are renowned for laying the foundations a multitude of disciplines in modern society and culture, namely in literature, politics, mathematics, philosophy, logic and religion. They also are famous for archiving lists of noteworthy people and things related to these fields, such as lists of notable poets, tragic playwrights and talented sculptors. One of their most famous lists recalls seven ancient architectural and sculptural accomplishments, better known as The Seven Wonders of the Ancient World.

One of the original accounts, although it has been altered and modified several times throughout history, is believed to have been compiled by Antipater, a Greek author who lived on the Phoenician coast of Sidon in the first half of the 2nd century BC. Although changes have been made since it was first compiled, it still remains as the most prominent version.

### Statue of Zeus at Olympia

The colossal statue of Zeus at Olympia, in whose honor the Olympic Games were held, was contracted to the reputed Athenian sculptor, Phidias, in the 5th century BC. The seated statue was just over 12m high, almost reaching the ceiling of the Temple. It was made of gold panels and ivory plates over a wooden framework, and the elaborate cedar wood throne was decorated with ebony, ivory, gold and precious stones.

The statue no longer exists and the means of its destruction is not fully known. It is reported to have fallen along with the temple, which burned down in 425 AD.

### Temple of Artemis at Ephesus

The magnificent, marble Greek temple, dedicated to the goddess Artemis, was built at Ephesus (near what today is considered Selçuk in Turkey), in 550 BC to serve as a sanctuary for the goddess who was believed to protect pregnant women. It measured 130m high, 70m wide, and stood on 127 columns that were each 18m high. After being destroyed and rebuilt several times, it was eventually permanently leveled by Saint John Chrysostom in 401 AD. Today, all that remains are the ruins of the marble columns that were typical foundations of the Hellenistic Age.

### Hanging Gardens of Babylon

The Hanging Gardens of Babylon were said to have been built near the modern-day Babil province, in Iraq. These step gardens, located south of Baghdad, Iraq, were supposedly built by King Nebuchadnezzar around 600 BC for his wife, Sémiramis. Surprisingly, there are no Babylonian written records describing it, let alone mentioning when the date of its destruction date was. However, one theory is that the Hanging Gardens are simply a description of King Nebuchadnezzar's Palace. As it had many gardens, a step garden shouldn't be ruled out.

### Mausoleum at Halicarnassus

This grand piece of architecture was built in Bodium, Turkey by Queen Artemisia in honour of her late husband, King Mausolus of Caria after he died in 353 BC. The monument collapsed during an earthquake in the 13th century, but luckily some of its remains can still be found at the British Museum. It was from the Mausoleum of Halicarnassus from which the modern day English word 'mausoleum' was derived.



The towering mausoleum was built using only white marble and is thought to have been about 41m high. The building's complex design consisted of three rectangular layers, mixing Lycian, Greek and Egyptian architectural styles. The mausoleum's structure consisted of a first tier of 18m of steps, a middle tier of 36 Ionic columns and crowned with a 24 level step pyramid roof with a 6m marble sculpture of a four-horse chariot at its peak.

### **Colossus at Rhodes**

The Greek island of Rhodes was a significant economic center in the ancient world where the Aegean Sea met the Mediterranean. To commemorate the victory over the invading army of King Demetrius Poliorcetes in 304 BC, the Rhodians appointed the sculptor Chares of Lindos to build a 100m bronze statue of Helios, their patron Sun God, in the harbor of the capitol, also named Rhodes. Its construction took 12 years and was completed in 280 BC. It stood for 60 years until it was destroyed by an earthquake in 226 BC.

### **The Lighthouse of Alexandria**

Alexandria, Egypt was named after Alexander the Great who ruled over Egypt until his death in 323 BC. Alexander's successor, Ptolemy Soter, was given the role of completing the building of the city. In 290 BC, he commissioned the building of the lighthouse on the island of Pharos, off the coast of Egypt as a symbol and mechanism to guide the many trade ships into its busy harbor. One of the first of its kind, the Lighthouse of Alexandria stood over the Mediterranean coast for more than 1,500 years and for centuries it was the tallest man-made building after the Great Pyramid of Egypt. Sharing the same fate as other wonders of the world, it was demolished by a series of earthquakes between 956 and 1323 AD. In many different languages the word 'lighthouse' takes its etymological origin from the word 'Pharos'.

### **The Pyramids of Giza**

The Pyramids were built between 2700 BC and 2500 BC to serve as royal tombs of the Pharaoh Khufu, (Cheops). The Pyramids of Giza are the only of The Seven Wonders that still stand today. Scientists today continue to ruminate as to how they were built with their perfect symmetry and monumental height. It is widely believed that the Egyptians resorted to log rollers and sledges to handle and position the stones into place. The sloped walls, which were supposed to mimic the rays of the sun god, Ra, were covered with limestone. Inside the pyramids were narrow corridors and hidden chambers. The largest and most paramount of the three pyramids is Khufu, with a base of 13 acres and is found to contain more than 2 million stone blocks that weigh from 2 to 30 tons each. For more than 4,000 years, Khufu prevailed as the tallest building in the world. In fact, it wasn't until the 19th century that a taller structure was built.



## VOCABULARY: PASSIVE EXPRESSIONS

Passive expressions are used to report something being **done / said / thought** in the passive voice.

Verbs that can be used as reporting verbs in the passive voice are:

alleged	expected	reported
assumed	felt	revealed
believed	found	said
claimed	intended	seen
considered	known	shown
declared	observed	supposed
discovered	presumed	thought
estimated	proven	understand

### Uses of Passive Expressions

#### 1. It + to be + passive reporting verb + that-clause

*It is said that vegetarians generally live healthier lifestyles.*

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

#### Compare:

*My mom says that it is dangerous to swim right after eating. (Active)*

*It is found that it is dangerous to swim right after eating. (Passive)*

#### 2. Subject + to be + passive reporting verb + to-infinitive

*The tornado is expected to destroy...*

#### Compare:

*Everyone knows that bears hibernate in winter. (Active)*

*Bears are known to hibernate in winter. (Passive)*

#### 3. Subject + to be + passive reporting verb + past infinitive

#### Example and Compare:

*Everyone knows that my brother was the smartest sixth grader in his school. (Active)*

*My brother is said to have been the smartest sixth grader in his school. (Passive)*



Objects with the Passive

The Passive Voice is used when you want to emphasize the **Object** of the sentence. It means that the author of the action (subject) is not important or we don't know him/her.

**Formula: main object + to be + past participle of main verb**

**Active:** *They eat a lot of meat in this country.*

**Passive:** *A lot of **meat is eaten** in this country.*

The pronoun "they" was eliminated from the sentence and the emphasis was put on the object: **meat**.

In general, the passive form is used when:

- we want to put emphasis on the action being made,
- we don't know who did the action,
- we want to make a statement less direct

**General Formula: It/There/Subject + passive + infinitive  
It + passive + that clause**

Use this structure with the following verbs: *say, suggest, think, understand, believe, consider, decide, arrange, declare, expect, discover, feel, fear, hope, find, know, allege, agree, imagine, presume, assume, observe, report, and prove.*

*It is said that eating an apple a day is good for you.*

*It was assumed that we would each pay separately.*

We can also use this structure: **it + passive + to be + adjective (NOT noun)**

***It is expected/presumed to be sunny** tomorrow.*

**(NOT: *It is expected/presumed to be sun* tomorrow.)**

**There + passive + to be + noun (but not adjective)**

Use this structure with the following verbs: *say, think, understand, believe, consider, expect, feel, fear, find, know, allege, presume, and report.*

***There is reported to be a thief** on the loose.*

***There was believed to be a lot of hunger** amongst the tribe.*

**(NOT: *There was believed to be hungry* amongst the tribe.)**



## Subject first

In passive forms, sometimes the subject comes at the beginning of the sentence.

**subject + passive + (present or past) to infinitive**

This structure can take the following verbs: *say, think, understand, believe, consider, expect, fear, find, know, allege, presume, report, acknowledge, recognize, and suppose.*

*Julia is expected to give birth next week.*

*The escaped prisoner is reported to have stolen a vehicle.*

OR

*A vehicle is reported to have been stolen by the escaped prisoner.*

**Note:** The structure **subject + be said + to infinitive** should not be confused with **subject + be told + to infinitive**.

**Compare:**

*The actor is said to give a speech.* (It is said that the actor will give a speech).

*The actor is told to give a speech.* (They ordered the actor to give a speech).

**In some cases the verb can refer to two objects. For example, 'give':**

**Active:** *The mother gave the children some tasks.*

**Passive:** We have two options:

*Some tasks were given to the children.*

*The children were given some tasks.*

**There are some other verbs which can have two objects, which are:**

**ask / offer / teach / tell / show / pay**

*She was offered a better job, but refused, because she needed time for her family.*

*A better job was offered to her, but she refused because she needed time for her family.*

*My colleague was paid 500 euros more to do the same work as mine.*

*500 euros more were paid to my colleague to do the same work as mine.*

*The new employee was shown the office by one of his new workmates.*

*The office was shown to the new employee by one of his new workmates.*

*I was taught some useful grammatical structures.*

*Some useful grammatical structures were taught to me.*

## Gerunds and the Passive Voice

In other cases we use the structure **being + past participle**.



We usually use it when we talk about specific situations or things that you like, dislike or remember.

**Active:** *I don't like people **shouting** at me when they give orders.*

**Passive:** *I don't like **being shouted** at when people give orders.*

**Active:** *I remember the teacher **punished** me every day.*

**Passive:** *I remember **being punished** (by the teacher) every day.*

**Active:** *Nobody **arrested** the officer that committed a crime.*

**Passive:** *The officer committed a crime **without being arrested**.*

### Other

*She enjoys **being photographed**.* - ('Enjoys' is the main verb. 'Being photographed' is a gerund.)

*I hate **being delayed** for no reason.*

*Her baby loves **being held**.*

***Being served** quickly is important for customers in a restaurant.*

### Infinitives and the Passive Voice

#### To be + past participle

##### Compare:

**Active:** *The mother will feed the baby.*

**Passive:** *He wants **to be fed**.*

*She wants **to be paid** for her work.*

*She likes **to be seen** having pink hair.*

*He needs **to be given** a punishment because what he did was wrong.*

*This guitar needs **to be tuned**. It sounds terrible!*

*They expect their baby **to be born** in January.*

### Not using the passive: transitive to intransitive

A **transitive** verb expresses an action that someone or something does to someone or something else. The verb is used with an object. A passive form can be used.

An **intransitive** verb expresses an action that happens by itself. The verb is not used with an object (does not take an object); therefore, no passive form can be used, and instead, the verb is followed by a prepositional phrase.

Where the Passive Voice focuses on the direct object of the sentence, the verb is considered **transitive** because it has a receiver of the action.

**Transitive:** *A cake was **baked** by mom. (Mom baked a cake.)*

If '**baked**' is the main verb, the direct object and the receiver of the action is 'a cake'.

When we remove the direct object, the sentence cannot be in the Passive Voice, and instead is in Active Voice, the focus is on the subject and the sentence / verb becomes **intransitive**.



**Intransitive:** Mom **baked** for us.

We can find out if the sentence / verb is transitive or intransitive by reading the verb and then asking “what?” (or “whom?”) is receiving the action of the verb. If this question has no answer, then it’s probably an intransitive verb and is followed by a prepositional phrase.

A cake was **baked** for us. (Mom)  
(Mom baked what? or What was baked? A cake.) **Transitive**

Mom **baked** for us.  
(Mom baked what? Not mentioned. ‘For us’ is the prepositional phrase) **Intransitive**

### Other examples:

The pizza was **eaten** by the dog. *The dog ate the pizza.* (The dog ate what? The pizza.) **Transitive**  
*The dog ate.* (The dog ate what? Not mentioned) **Intransitive**

He **ran a mile**. (He ran what? A mile.) **Transitive**  
He **ran** for hours. (He ran what? Not mentioned) **Intransitive**

A joke was **told**.  
(What was told? A joke.) **Transitive**

We **laughed** at his joke.  
(We laughed what? Not mentioned. ‘At his joke’ is a prepositional phrase) **Intransitive**

A transitive verb can be Active or Passive. However, an Intransitive verb **cannot** have a Passive form.

A tsunami **occurred** on the coast in Japan. **Correct – Intransitive / Active**  
The earthquake **occurred a tsunami**. **Incorrect**

A tsunami was **caused** on the coast of Japan. **Correct – Transitive / Passive**  
The earthquake **caused a tsunami**. **Correct – Transitive / Active**

### Common Intransitive Verbs

Intransitive Verb	Comment
To agree	can also be transitive (e.g. to agree a point)
To appear	
To arrive	
To belong	
To collapse	
To collide	
To demonstrate	can also be transitive (e.g. to demonstrate a technique)
To die	
To disappear	
To eat	can also be transitive (e.g. to eat dinner)
To emerge	



To exist

To fall

To go

To happen

To laugh

To nest

To occur

To remain

To respond

To rise

To roost

To sit

can also be transitive (e.g. to sit a child on your lap)

To sleep

To stand

can also be transitive (e.g. to stand a coat hanger)

To vanish

To play

can also be transitive (e.g. to play a game)

To run

can also be transitive (e.g. to run a marathon)

To walk

can also be transitive (e.g. to walk the dog)





## VOCABULARY II: HISTORY IDIOMS AND EXPRESSIONS

### (The) rest is history

Used to imply that the rest of the story is already known.

*My husband and I met at a bar on the beach and as soon as we looked at each other we both fell in love, and **the rest is history**.*

### Ancient history

Someone or something that is no longer present, as to be completely forgotten or no longer important, as a former relationship.

*Mary? I never think about her anymore. She's **ancient history**.*

### Go down in history

Someone or something recorded for history as a significant person or event.

*President Obama **went down in history** as the first African-American president of the USA.*

### History repeats itself

Proverb. When the same types of events that happened in the past happen again.

***History** seems to be **repeating itself** when there are people advocating bringing back slavery.*

### I'm history

Informal. Used to signify someone is leaving.

*I've finished my work so **I'm history**. See you tomorrow.*

### Make history

When someone does something remarkable that will influence the course of, or be recorded in history.

*The Wright brothers **made history** when they invented the first aeroplane.*

### History in the making

Something significant that is happening which will affect the course of history.

*This discovery of new subatomic particles is **history in the making**.*

### You're history

Informal. Used as a threat when you have ill intentions for someone. Also another informal way of saying that someone is fired or dismissed from their job.

*You just broke mom's favourite vase, **you're history!***

*If you keep coming late to work, **you'll be history**.*

(Be) on the wrong side of history

Future public opinion – People in the future will judge someone as a person who was “in the wrong”.



*That politician better change his views because he's **on the wrong side of history**. People seem to disagree with his political views.*

### **Rewrite history**

To select or present past events in such a way so as to make yourself look better than you would if the truth had been told.

*When Steve meets girls, he likes to **rewrite history** by saying he was a soldier in the Marines, even though we all know it's not true.*

### **Those were the days**

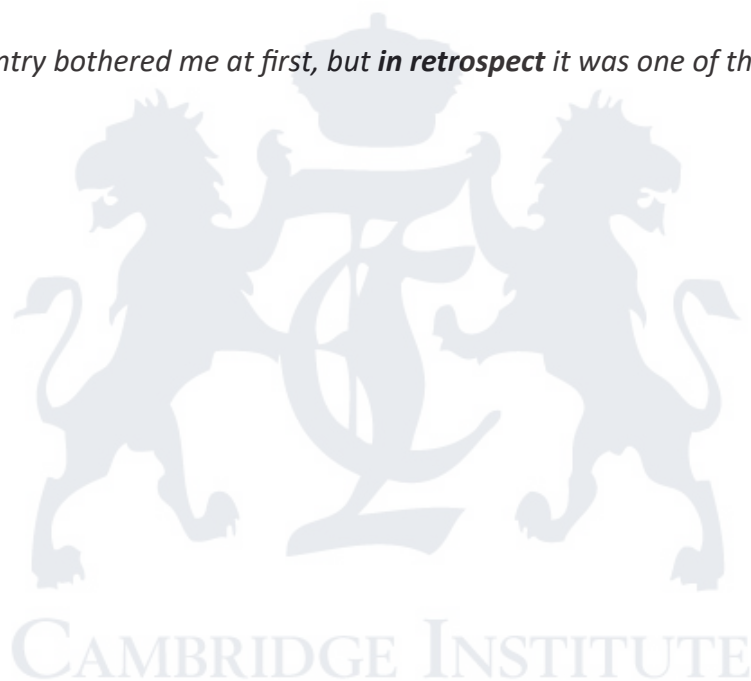
Used for saying that a time in the past was better or happier than now.

*I grew up in a time when crime was so low we could leave our cars unlocked with the windows down any time of the day. **Those were the days**.*

### **In retrospect**

Looking back at past events with contemplation.

*Moving to a new country bothered me at first, but **in retrospect** it was one of the best things that happened to me.*





## GRAMMAR II: ADJECTIVE OR PASSIVE?

Some verbs that are used in the passive without an agent can look similar to an **-ed** adjective.

*The child opened her present and was **delighted**. (Adjective)*

*We were **welcomed** with a fresh juice when we arrived. (Passive)*

### How to differentiate one from the other?

#### 1. Look for the hidden agent

*The truck was loaded with the machines in the morning. **People loaded the truck.***

*The truck was loaded with Christmas gifts for orphans. **The truck was full of Christmas gifts.***

If there is an agent (someone who performs an action), then we can say it is a case of passive voice. If, on the other hand, we can't identify an agent performing an action, or the main focus of the sentence is *how* something was, then we have an adjective.

In the first case, "*The truck was loaded with the machines in the morning.*" we can infer from the context that the author means that someone or some people loaded the truck. We can place a 'by' phrase (...by the workers).

In the second case, "*The truck was loaded with Christmas gifts for orphans.*" the author focuses on *how full* the truck is or the state of the truck.

#### 2. Look at the Context

Take this example: *He's bored.*

In this simple sentence the word "*bored*" is an adjective.

If you want to see how it would act in the Passive Voice, you'd have to change the context to something like: *He's easily bored by the kind of TV shows I'm watching.*

In this case "*bored by something*" is the indicator of the Passive Voice.

The test normally applied is whether the sentence in question denotes an action or a state. If denotes an action, it is a passive construction. If the sentence denotes a state, it is adjectival.

#### 3. Can it be turned into an Active construction?

*I was tired by the journey. (The journey tired me. Correct, therefore it is in Passive voice)*

*I was tired by the end of the journey. (In this sentence it was not the "end of the journey" that tired me, so it is a state of being, therefore "tired" is an Adjective)*



## LISTENING: DR. THOMAS WALKER AND THE LAST OF THE SEVEN WONDERS

**Interviewer:** Good evening everyone. Our special guest with us today in the studio is the acclaimed English archaeologist and Founder of the Alexandria Lighthouse Research Centre, Dr. Thomas Walker. He's here to speak to us about his current excavation works in the port of Alexandria, Egypt. Thank you for being with us Doctor.

**Walker:** Thank you for having me.

**Interviewer:** Well let me begin by asking you this. You and your team have been working incessantly on excavating ancient, above land and underwater artefacts dating as far back as the 20<sup>th</sup> century B.C. After achieving great successes unearthing Roman and Greek antiquities in Europe, what fixated you on Alexandria, Egypt? And can you tell us a little bit more about what you and your team have found in the harbor over the years?

**Walker:** Well I consider myself to be a history aficionado. And ever since I can remember I have always been infatuated with the Seven Wonders of the ancient world. So to go to Alexandria was, in essence, a calling to fulfil something deep-seated within me. We had originally sought out to find the ancient remains of one of the wonders of the world, the Pharo, or the great lighthouse of Alexandria, but what was unveiled to us had surpassed our expectations.

In our underwater excavations in the harbour we've identified and recovered more than 2000 ancient stones, artefacts and remnants of sculptures of various shapes and sizes, including statues of King Ptomlemy! Most of these findings are from other monuments of the city dating back thousands of years.

**Interviewer:** These findings, do they need to be treated to help preserve them once they leave the water? And if so, how do you do that?

**Walker:** Yes, these blocks have high levels of salt underneath their layers. When taken out of the water, these blocks run the risk of being eroded and cracked by the salt so we had to sort of remove the salt gradually.

So what we did was carefully lower the blocks into tanks of water that have the same amount of sodium as there is salt in the sea. Then we went through the process of gradually reducing the sodium in the water as the blocks released the salt they have inside, until there were no more traces of salt in the blocks. It's a very lengthy procedure which could take up to 6 to 7 months.

**Interviewer:** Before the show you mentioned that this year you've made yet another breakthrough discovery. Can you tell us about that and what you plan on doing with the findings?

**Walker:** Certainly. Well it started out as postulation really, a hunch if you will. We had known from ancient scripts that the entrance to the harbour was dangerous because of the shallow waters and the rocks lying just beneath the water's surface so after attaining the appropriate permissions from the Egyptian authorities we decided to survey a 2km radius of the area and see what we could find. Our studies didn't fail us. We came across quite a few Roman and Greek shipwrecks from the 5<sup>th</sup> century B.C. until the 8<sup>th</sup> century A.D.

Most of the shipwrecks seem to have been merchant vessels bearing shiploads of presumably wine-laden potteries imported from all over today's Western Europe; tools of various shapes, sizes and purposes, from construction to cooking to sculpting; along with other ancient relics. Right now we're in the process of documenting and coding everything we find. After carrying out all our research, we will put the relics on display in the country's newly built Museum of Roman and Greek Artefacts.



**Interviewer:** It sounds like you'll be busy for the next century!

**Walker:** One can only hope that these findings help shine more light on our history and, subsequently help bridge the gaps between eras.

**Interviewer:** Dr. Walker thank you very much for your time and good luck in your researches.

**Walker:** Thank you.





### READING: THE CATCH THAT CHANGED THE WORLD

Over-fishing populations has long been touted as one of the most significant pressures that humans place on the environment and possibly the biggest that is placed on the sea. Year after year boats set sail from the coastal regions of our world, making way for waters that sparkle from the sun falling on the sea and reflecting off the schools of fish and other marine dwellers. Making up an integral part of the ecosystem, fish help to regulate many important aspects of our oceans, lakes and rivers such as the populations of other members of the ecosystem, the quality of the water, as well as acting as living indicators for scientists.

Both carnivorous and non-carnivorous fish play an integral role in regulating the ecosystem. The carnivorous fish accomplish such regulation by ensuring that no one population of fish becomes too large and the non-carnivorous regulate the growth of plankton and phytoplankton. Oftentimes, too much plankton can lead excessive to algae, which is detrimental to the overall ecosystem. Generally, algae are good for the ecosystem by providing food and cleaning the water; however, high quantities can be disastrous, blocking out the light and killing off other forms of sea-life. Unfortunately, the trawling nets that are used fish indiscriminately, catching both the fish that are desired as well as other marine animals such as dolphins. This ultimately leads to the death of these animals and if too many are captured, it could alter the migration pattern of a group. A population would then be reduced or removed, causing an imbalance in the ecosystem.

Plagued with reduced amounts of drinking water, humans are constantly seeking new ways to access more. Humans often look to the seas, considering they hold immense volumes of water; however, drinking this water is impossible if it is not properly cleaned. Luckily, many shellfish such as oysters and clams, clean the water recycling extra nutrients. They also remove contaminants and chemical compounds created by humans that leak into the water or that are not fully scrubbed out at the waste water treatment plant. Unfortunately, some of these chemicals are not fully removed, finding their way through the water into krill and other such marine-life. With time, the chemicals work their way up the food chain and end up in the fish that we eat for dinner. A common example is tuna, especially albacore, which has been noted to have high levels of the heavy metal mercury. The levels have reached the point where it has even been advised that women who are pregnant must not consume tuna during pregnancy or lactation.

Speaking of advice from scientists, many of the animals that they track, such as dolphins, sharks, turtles, and even schools of fish have all fallen victim to over-fishing. Those dragged along with the intended catch, are often dolphins and sharks that have died in trawling nets. This means that much time and money invested in research is lost, thrown away due to forms of fishing that need to be changed. This information is valuable in not only tracking the movements but also studying mating and hunting patterns. Studying this information, marine biologists are able to get a better picture of the needs of these animals and how best to conserve the species. After all, it is quite impossible to feast on a species that has become extinct.

These problems will aim are trying to help, very few of them actually have enough funding, manpower, or even public awareness to help them in their cause. In the end, over-fishing affects a lot more than just the actual populations of fish that are caught, extending to the whole ecosystem and thus influencing our lives and interactions with that ecosystem.



## VOCABULARY: ENVIRONMENTAL AWARENESS VOCABULARY

### Acid Rain

Rain that becomes acidic due to the pollutants released into the atmosphere due to human activity such as the burning of coal, factory emissions, transportation, etc.

*The **acid rain** in Lake Wilimington has managed to raise the acidity to a point that the fish can't tolerate.*

### Biodiversity

The different types of plants and animals in a certain environment.

*The **biodiversity** of Monfrague park is quite impressive; there are many types of birds and plants that are not commonly found elsewhere.*

### Catalytic Converter

A device placed on exhaust tubes that through chemical reactions converts those gases into less toxic pollutants.

*In the developed world, all vehicles that produce emissions are required to have **catalytic converters** in an effort to limit the number of greenhouse gases.*

### Deforestation

The act of cutting down a plot of forest, thereby reducing the habitable area for the native fauna and using that area for a non-forest use such as buildings.

***Deforestation** in the Amazon is one of the principle problems of our generation.*

### Desertification

The process by which land turns into desert due to drought, deforestation, etc.

*Many of the areas that were once lakes and rivers have become, through **desertification**, arid bad lands where farming is nigh impossible.*

### Detergent

A product used to clean clothing and other objects made of cloth.

*We should use **detergents** that are environmentally friendly to do our wash whenever possible.*

### Drought

When the amount of rainfall is not enough to replenish what is used.

*The plateau has been in a **drought** for almost ten years now.*

### Dumping Ground

A place where garbage or unwanted material is left even though it isn't a designated space for waste.

*The park looks like a **dumping ground** ever since they removed the rubbish bins.*



### Endangered Species

Species which are close to extinction due to habitat loss, human activity, etc.

*Due to overhunting, the White Rhino is a critically **endangered species**.*

### Environmentalist

Someone who is passionate about the environment and its protection.

***Environmentalists** always come out on Earth Day and encourage people to make the world a better place.*

### Factory Farming

A type of mechanized farming by which all the farming of crops and animals is done indoors in an effort to maximize production and minimize costs.

*I'm not sure I'm comfortable with **factory farming**, especially of animals, so I try to buy organic and free-range when I can.*

### Herbicide

A chemical used to kill plants, weeds, and any other undesired plant life.

***Herbicides** are a common sight at most farms around the world.*

### Over-fertilization

An overuse of fertilizer leading to even higher amounts of detrimental runoff and crops that are not always perfectly formed.

***Over-fertilization** is a persistent problem in many farming communities where farmers are not sure of how best to use the fertilizer.*

### To parch

To become dry due to a heat source.

*Due to millions of years of climate change, entire seas have become **parched**.*

### Sustainable Development

A form of developing where the environmental impact is either zero or very low due to natural resources not being depleted.

*The new buzzword in politics for dealing with the environment is **sustainable development** these days.*

### Sludge

A semi-solid material such as mud or sewage waste.

*It's so sad that **sludge** is such a common sight around factories.*



**Timber**

Wood which has been cut down to be made into boards to build ships, houses etc.

*The rapidly increasing use of **timber** is good as it is a renewable resource so long as it is properly farmed.*

**Trawler**

A fishing boat with a big net that is dragged behind to catch as many fish as possible.

*Big **trawlers** are responsible for much of the overfishing that happens in the world.*

**Urbanization**

The act of growing urban centres at the cost of reducing the environment around them.

*Many capitals across the world are centres of mass **urbanization** leading to initiatives by their inhabitants to increase the amount of parks.*

**Wind farm**

A place where wind turbines harvest wind energy and turn it into electricity.

***Wind farms** are a common sight in the plains a Spain.*





## GRAMMAR: PARTICIPLE CLAUSES

Participle clauses, sometimes referred to as reduced relative clauses, are used to give information more economically than we could without them. They give information about reason, result, condition, and time. In order to use a participle clause we must be sure that both the Participle clause and the main clause share the same subject. There are two main types of participle clauses, those that use the present participle (verb+ing) and those that use the past participle (verb+ed). On some occasions it is appropriate to use the perfect participle as well to form participle clauses. Participle clauses are generally used in written English rather than spoken English.

**Present participle clauses may replace some relative clauses so as to economize on the amount of words written and vary one's writing style:**

*I am friends with the woman **who is opening the café tomorrow**. >> I am friends with the woman **opening the café tomorrow**.*

*The flowers which are sitting on the window sill are my favourites. >> **The flowers sitting on the window sill** are my favourites.*

**We can also use present participle clauses to express the reason why something has happened.**

***Seeing the fish leaping about**, Kelly reached for her camera.*

*Sam decided to hire an English tutor after **failing his exams three semesters in a row**.*

**When expressing a reason, it is possible that the subject of the two clauses be different.**

***Our time being so scarce**, we opted to eat lunch nearby.*

***With the sun being so bright**, the picnickers frantically searched for shade.*

**We can also use the present participle to describe an action that has occurred as the result of another action.**

*Lance Armstrong won seven Tour de France races **causing him to become one of the most celebrated cyclists of our time**.*

*The man roared into the microphone **commanding everyone's attention**.*

**To describe two sequential events, we use the present participle for the first event and the main clause contains the second event.**

***Approaching the welcome desk**, Sarah informed them that she was there for a meeting with Mr. Grimm.*

***Seeking new stories and far-off worlds**, the man entered the library.*

**Finally, we can use this participle to express two events which occur simultaneously.**

***Daydreaming wistfully**, Tom ambled among the flowers at the Royal Garden.*

***Leaving the house quickly**, Jane forgot her keys.*

**Passive participle clauses are used to replace passive voice clauses.**



*Bewildered by the maze, they just picked a random path and followed it down.  
Ridden to exhaustion, the horses collapsed.*

To emphasize that the passive event came first, we can use the passive perfect participle.

*Parker was expecting the nomination to the school student body vice presidency, **having been elected three years in a row already.***

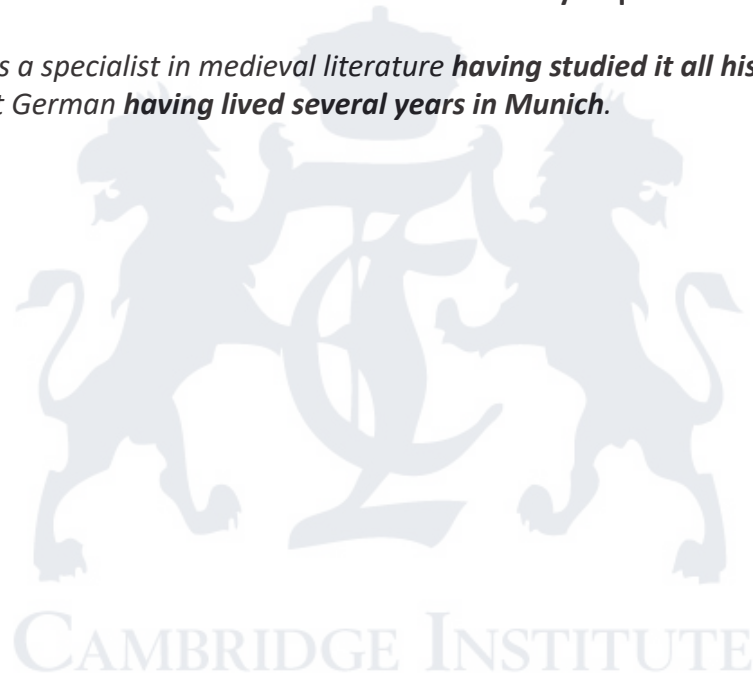
***Having been crowned the winner four years running,** Jane hoped to conquer the ironman for a fifth year.*

Perfect participle clauses are used to emphasize that one action happened before another.

***Having read the Harry Potter books,** Jill and Jack decided to watch the movies.  
**Having already explored the beach,** Tim and Rosy went off to the jungle.*

Or they can be used to show that two events are not immediately sequential.

*Jim was recognized as a specialist in medieval literature **having studied it all his life.**  
Sonny spoke excellent German **having lived several years in Munich.***





## LISTENING: SMALL ENVIRONMENTAL PRACTICES THAT CAN MAKE A BIG IMPACT

Even living in the city, there are many ways that you can help to make the world a better place that go beyond turning off lights that are not being used or recycling your bottles properly. Many of these ways do not depend on having the most luminous apartment or a sprawling terrace either, but rather just dedicating a small space or a bit of time to reducing your impact. Here you will find a list of the top five ways to reduce your environmental impact and improve your life without ruining your wallet. Telling you what they are, we'll also tell you how to do them.

### 1. Terrace-Box Garden

A terrace-box garden will brighten any patio or deck and is extremely easy to construct. All you need are some planks, nails, waterproof lining, a knife, and soil. Once you have nailed the boards together, fixed the lining and punched some holes to allow for drainage, you fill it with dirt and plant what you like. One option which would also help the garden would be to plant some vegetables. Even if you have only a little space, you can still grow some tomatoes or lettuce perfectly well. Making this choice will provide you with fresh vegetables to take dinner that extra mile, provide you with scraps to compost and replenish the soil, and will provide you with a hobby that just keeps on giving.

### 2. Tin Can Pen Holder and Memo Board

Take one of those old tin cans and turn it into a handy ecological way of getting more done. Cut off the top of the can with a saw or a can-opener and then coat it with a little bit of primer. Painting the tin white, coat the tin with enamel when the paint has dried. Fill it with a couple dry-erase markers, finishing it off. This will give you a chic place to store your pens and a surface you or others can leave you short notes and memos.

### 3. Themed Pillow Cases

Pillow cases are really just pretty sacks of cloth that we use to rest our head on so why not make yours say something about you? And what about all those old band t-shirts that are too raggedy to donate but that you just can't seem to give away? Well, why not make them into themed pillow cases? You can cut out the logo in the form of a square and stitch several of them together. Or if you only have a couple, just use the front part of a couple of t-shirts. Creating these pillow cases will save you money and prevent them from taking up more space in landfills that are already stressed to bursting. Furthermore, turning them into cases for couch cushions would be a creative way of letting all your guests know just which bands truly are the greatest of all time.

### 4. Wines of the World Corkboard

Corks, corks, and more corks, what to do with all those leftover wine corks after that crazy dinner party you threw on Friday? Well glue them together to make a wines of the world corkboard. It will serve as a reminder of all those great times you had with your friends and will give you a place to pin your shopping lists to. And supposing that one day someone asks you for a recommendation you will have a library of suggestions right there staring you in the face. Showing off your great taste in wines, it will be a centrepiece of conversation in your kitchen for quite some time.

### 5. Book Covers

Throwing away shopping bags and used wrapping paper is a waste and it contributes heavily to the filling up of landfills. Even if you recycle it, not all that paper can still be used in recycled formats. So, rather than throwing it away, make sure that your books don't become covered in dust and grime. Take that paper and make colourful book covers, protecting your books, protecting the environment, and allowing you to write all over them. You can copy the title onto the spine and on the front cover you can paste a piece of scrap paper to mark who has taken the book out. This will also help you to keep track of your books, knowing which ones you have lent out and which you still have. Awed by your great idea, you may even become a trend-setter among your friends.



## WRITING: COMMUNITY SERVICE FOR STUDENTS

The Ministry of Education is considering proposing a law that, if passed, will require students to complete two weeks of community service in order for them to graduate from high school. Write an **essay** explaining why you agree or disagree with this proposal. Include examples to explain your reason. **Use 240-280 words.**





### READING: THEY SAID WHAT WITH THEIR HANDS?

It has not only been suggested, but now scientifically proven, that humans communicate the majority of their feelings with body language. There are cultures, such as Italian and Turkish cultures, that are famed for their communication with hand gestures. We cannot forget the different sign-languages that have also appeared in order to democratize conversation and help those who cannot speak or who cannot hear, communicate with the rest of the world. In the end, people have come up with numerous ways of using their voices and phrasing in order to distinguish subtle nuances because a simple inflection makes all the difference.

As far as non-verbal communication is considered, there are many signals to which we react on instinct thanks to our upbringing. For example, if someone shrugs their shoulders, it means that they do not know or that they are indifferent. The key then would be to look at posture, if they are assuming a more open posture and their face does not show a negative look but rather confusion, we can take the shrug to mean they don't know. However, if the posture is closed or there is a look of annoyance, even if mild, on our partner's face, we can assume that they are indifferent and if we don't want to annoy them we should move on to a new topic.

Another common gesture is the wink. The wink is rather more subtle than the shrug. Given the situation, as well as the facial features, the wink can communicate a broad range of feelings and sentiments. It can be a sign of complicity or an invitation to approach. A wink can be an acknowledgement of something, such as a practical joke. The wink really serves as a pair along with the smile that accompanies it, to let us know which one of the meanings we should attach to said wink. A big grin can acknowledge a joke or complicity depending on the context, but if the lips are stretched thin into a thin almost menacing smile then the wink can even be threatening.

The manner in which we hold ourselves is also extremely relevant to what we convey as human beings. Those who slouch over project a lack of confidence, possible depression, and seem to have a lower IQ. Those who stand straight when they walk are viewed to be stronger, more intelligent, and more confident. In the end, it may seem silly to dwell on these things as they are all quite superficial; however, we should not underestimate their importance. They contribute heavily to first impressions and the way in which one is perceived in the world. It would be folly to forget the old adage that "a picture is worth a thousand words" and we ourselves offer an entire movie whenever we do anything.

These body movements and postures convey the majority of what we say but they are accentuated and continued by the words with which one chooses to express oneself. The words that we use and the phrasing that we employ are key when considering how we want to be perceived by others. It cannot be forgotten that everything that is said is there to be scrutinized by those who choose. One of the benefits in the way the vocal chords of humans have evolved is that they permit for subtle inflections that can drastically change a tone. A rising tone can be a sign of an inquiry while a falling tone can be assertive, or menacing.

With all these ways to communicate, it is vital to learn the ways in which different people from different cultures express themselves so as to be able to more fully understand said and what is not said, but implied. Words carry weight but so do actions; thus it is important to guard what is said and the posture and hand movements employed when dealing with people who are strangers.



## VOCABULARY: IDIOMS TO COMMUNICATE

### To be unable to make heads or tails of something

To not understand anything about a given topic.

*I can't stand this new regulatory legislation; it's driving me mad and I can't make heads or tails of it.*

### To beat around the bush

This means to talk about something in an indirect way.

*Stop **beating around the bush** and spit it out already!*

### To cut to the chase

This means to speak directly and frankly about something.

*I don't want to waste your time so I'll **cut to the chase**.*

### To drop someone a line

To write a letter or call someone.

*I was sure to **drop Pete a line** during the week to confirm the weekend fishing trip.*

### To get a hold of someone

To get in contact with someone.

*Mark, please **get a hold of** Tina and then pass me the line; I have an urgent item to discuss with her.*

### To get/To give the low-down

To give or receive all the details about a subject.

*That's a shame that you can't come but I'll **give you the low-down** afterward, don't worry.*

### To get (straight) to the point

This is when one speaks directly and avoids extraneous detail.

*John **got straight to the point** and explained he needed financing for a new project.*

### To get the wrong end of the stick

This means to misunderstand someone or something, many times used with *if* statements.

***You've got the wrong end of the stick** if you think that we are ready to start a new campaign a week after finishing the last one.*

### To get your wires crossed

To have a misunderstanding.

*Kim and Connie seem to **have gotten their wires crossed** lately as they are never coordinated anymore.*



**To hit the airwaves**

This is when something is reported for the first time on TV or radio.

*News of the new merger has just **hit the airwaves**.*

**Hot off the press**

This is when something is brand new. It used to refer to printed material but now can be hearsay as well.

*I just heard, **hot off the press**, that Cam is going to Australia for a year!*

**In a nutshell**

This is used to denote a summary of something. It is usually placed at the beginning or end of a sentence.

***In a nutshell**, the meeting was catastrophic seeing as we arrived 20 minutes late.*

**To keep someone posted**

To make sure that someone stays informed of a situation.

*Jake promised **to keep Sandra posted** on the outcome of the election.*

**Megaphone diplomacy**

This is when the media is instrumental in facilitating dialogue between two countries.

*The agreements between North and South Korea have come about largely by way of **megaphone diplomacy**.*

**To play phone tag**

When two people repeatedly call each other but fail to reach one another because they are busy.

*I have been **playing phone tag** with Arthur all afternoon; I know he said he has a lot of meetings but this is insane.*

**To put one's foot in one's mouth / put your foot in it**

When you say something embarrassing or offensive.

*I really **put my foot in my mouth**; I asked her if Jane was her mother, but she said Jane is her sister.*

**To spread like wildfire**

When news travels very fast among a group or groups of people.

*The news of the down-sizing **spread like wildfire** across the company.*

**To be a stool-pigeon**

To be an informant.

*Be careful speaking with George, he's rumoured **to be a stool-pigeon** for the bosses.*



**To touch base**

To make contact with someone, generally to share information or to reconnect.

*It is important to **touch base** with old contacts every now and then to maintain your network.*

**To be on the same wave-length**

When two people understand each other; similar to 'to be on the same page'.

*Let's get together and talk about the wedding, I just want to make sure **we are on the same wave-length**.*





## GRAMMAR: REPORTED SPEECH

Reported speech, or indirect speech, is used to talk about an event that occurred in the recent or distant past in which one was either an observer or is a third-party. Reported speech can also be used if one was directly involved in what was said or done but would like to approach said topic with a certain amount of distance.

In general, when reporting, we can follow the “One Tense Back” rule, where everything is moved into the past by one tense. To better clarify this, please refer to the table below.

Direct Speech Tense	Reported Speech Tense
Simple present	Simple past
Present continuous	Past continuous
Simple past	Past perfect
Present perfect	Past perfect
Past perfect	Past perfect
Present perfect continuous	Past perfect continuous
Past continuous	Past perfect continuous
Future	Present conditional
Future continuous	Conditional continuous

Notable exceptions to this rule are:

1. The reporting verb is in the present or the future. – *He says that he has made dinner already.*
2. The statement refers to something that is still true. – *He said that it will rain this afternoon.*
3. The modals should, would, might, could, and ought to remain unchanged in reported speech.

The structure of the sentence changes most notably in the tense used (discussed above) and in the time phrase that is used. Many times, it is necessary to give a specific time.

*In the next three years we will begin space exploration as a serious endeavour.*

Imagine this was said in the year 2001.

The reported speech would be: *It was stated that between 2001 and 2004 we would begin space exploration as a serious endeavour.*

In this example we have replaced “*in the next three years*” for “*between 2001 and 2004*” so as not to present false information. If we leave the original time phrase, then we would be communicating that the three year period begins at or right around the present moment, i.e. the current year. So if the year is 2015 we are speaking about 2015-2018, which is 14 years later and not at all the same situation.

### Reporting Structures

When we report things in an active voice, we use the following structure:

**Subject + Reporting Verb + that + Reported Clause**

The reported clause refers to that statement or action which we are reporting.

*Mark argued that the calendar should be longer.*



Here is a list of common **reporting verbs**:

accuse	congratulate	growl	plead	splutter
add	consider	grumble	prefer	stammer
admit	cry	guarantee	promise	state
advise	decide	guess	propose	stutter
agree	demand	gush	realize	suggest
announce	deny	hope	recommend	suppose
answer	describe	inquire	refuse	swear
apologize	discover	insist	remark	teach
argue	discuss	instruct	remember	tell
ask	doubt	interrupt	remind	think
beg	encourage	invite	repeat	threaten
blame	enquire	jabber	reply	thunder
blather	estimate	know	report	titter
blurt	expect	laugh	respond	understand
boast	explain	learn	request	warn
claim	fear	mention	retort	whimper
command	feel	observe	return	whisper
comment	forbid	offer	reveal	wonder
complain	forget	order	say	yell
confirm	gabble	persuade	shout	

We can also report things using the passive voice. There are three principal structures for passive reporting and they are the following:

#### **It + Passive Reporting Verb + that + Reported Clause**

*It is thought that John stole the cookie from the cookie jar.*

#### **Pronoun + Passive Reporting Verb + TO-infinitive clause**

*She was understood to be the foremost authority on ancient Egyptian lore.*

#### **There + Is/Are + Passive Reporting Verb + TO-infinitive clause**

*There are felt to be too many senators that just sit on the fence.*



Here is a list of common passive reporting verbs:

agree	estimate	report
allege	expect	reveal
announce	feel	say
assume	find	see
believe	hope	show
calculate	intend	suggest
claim	know	suppose
consider	observe	think
declare	presume	understand
discover	prove	

When we report questions we follow the same scheme as the active or passive structures with the exception of adding a *wh-* clause where the reported clause would be. In said *wh-* clause we must change the traditional verb-subject order of a question to the standard subject-verb order of a statement.

*“Where is Molly?” (asked by Sally) >> Sally inquired about where Molly was.*

We can also replace question words with an appropriate noun such as whereabouts, time, etc.

*“Where is Molly?” (asked by Sally) >> Sally inquired about Molly’s whereabouts.*

*“When will the cake arrive?” (asked by Sam) >> Sam asked about the time at which the cake would arrive.*

These reporting verbs are used frequently with questions as they are followed by a question word:

ask	imagine	see
decide	inquire	suggest
describe	know	teach
discover	learn	tell
discuss	realise	think
explain	remember	understand
forget	reveal	want to know
guess	say	wonder

### The use of ‘should’ in *that-* clauses and the present subjunctive

When we want to report advice, orders, requests, suggestions, wishes or other similar feelings we can use the following structures:

#### Subject + Reporting Verb + *that* clause + *should* + infinitive clause

*It was suggested that Jim should return to finish university.*

We can, however, use the present subjunctive instead of the ‘*should*’ clause in order to make the language more formal. This is mainly used in writing but can also be used equally effectively in speaking. We form the present subjunctive using: **that + subject + infinitive**.

*It was suggested that Jim return to finish university.*



## LISTENING: THE HISTORY OF THE TABLOID

One of the early pioneers of tabloid journalism was the Earl of Northcliffe. He began his tabloid journalism adventure by buying failing half-penny papers and having them report on what people were actually interested in. He also began using his papers to support political opinion and topple the government during the Shell Crisis of 1915. This trend would grow in the time after the Great War and would lead to tabloids gaining an even wider readership and an even more damning reputation. Tabloids have now been relegated to supermarket fair, yet they still have an ever growing readership. This trend is reflected in many of the lifestyle magazines that we see today such as Cosmo or Seventeen. This is due to an increasing acceptance and interest in the sort of fair that these magazines produce. They dig and dig and the result is the most intimate tidbits of information about the rich and the famous. Such information is not always without their own merit; however, as they have revealed scandals such as the Clinton and Edwards affairs before, they were taken on by the mainstream news stations. The tabloids were also the first to break stories like Charlie Sheen's personal excesses or the use of doping and drugs in sports. This illustrates that not all of what is reported is witless banter, although the style may be rather juvenile.

It is suspected that one of the main reasons that tabloids are so popular is that they respond to our desire, or in some cases need, to know about those who we admire and who lead us. Tabloids don't focus on your average Joe because that is the life we all live. They instead choose to focus on those people that, for many of us, are completely inaccessible. They're inaccessibility leads to mystery and toys with human curiosity, which is where the tabloids come in to rip away the shroud and reveal what lies beneath, almost like social versions of the brilliant archaeologist Howard Carter. Then, if we think of all the mystery that was unveiled with the discovery of Tutankhamun and his curse, much of that was also speculated on by the tabloids.

The New York Times wrote on the necessity of the tabloids saying that they not only respond to our natural curiosity but that they are responsible for gritty journalism that normal broadsheets won't publish. As stated earlier, they have uncovered political scandals and forced politicians to renounce their posts. In the end, the article argues that a tabloid in general is no different from a "normal" newspaper. They argue that the point of reporting is to get to the truth and disseminate said truth among the readership and the public at large. Tabloids do this, albeit frequently with topics of less social importance but not always so. They also may be even more persistent and tricky when searching for the truth, willing to get dirtier and dig farther. It is thanks to these efforts that some of the stories that truly are socially important have come to light and have not merely been buried in the annals of history.

CAMBRIDGE INSTITUTE



**WRITING: Actors and Athletes Paid Too Much?**

*A local tabloid has just published a story about how much money actors and famous sport athletes make. They're asking their readers to send in their opinions regarding this question: Are actors and professional athletes paid too much? Write a **letter** to the editor using **280-320 words**.*





### READING: STEM CELLS

Studies on mice in the late twentieth century led scientists to the groundbreaking discovery of stem cells, also known as mother cells, in the human body in 1998. The discovery has been hailed as one of the most important in medical science since the discovery of antibiotics. However, it also is being referred to as one of the most irresponsible acts of medical science committed yet according to extremists because of experimental testing in the 19th century and the early 20th century. There are two broad types of stem cells found in both humans and animals: embryonic stem cells and adult stem cells. These cells are special because they contain two unique properties that distinguish them from all other biological cells, therefore have important implications in the fields of science and medicine.

The first characteristic is that these cells are unspecialized, meaning they do not yet have a specific function. Instead, they have the potential to become almost any kind of cell, including heart cells, muscle cells, and nerve cells, each of which has a specialized function. When a stem cell develops into a specialized cell, such as a blood cell, it is called differentiation. There are signals inside and outside of the cells that trigger differentiation, but scientists do not currently know enough to imitate or control the process. The second property is their special ability to proliferate, or divide and multiply themselves countless times. Although scientists do not yet understand why, stem cells are able to remain unspecialized over long periods of time during the process of self-renewal.

Collection of human stem cells can be done at various phases and scientists often use several methods to identify them. In humans, embryonic stem cells typically emerge in the tissue during an early stage of development when the embryo is five days old. Generally, these embryos are donated from in vitro fertilization for research, and would otherwise be disposed of. However, because it involves the destruction of embryos, embryonic stem cell research is perhaps one of the most controversial issues in society today.

After eight weeks of development, an embryo is called a fetus. Stem cells can also be gathered at this stage from the amniotic fluid of a fetus. It is done during the first months of pregnancy and avoids the ethical concerns associated with embryonic stem cell research. Later, stem cells can also be taken from the blood of the umbilical cord of a newborn baby. This final way of collecting stem-cells is the one which generates the least amount of controversy in terms of harvesting. This is because the umbilical cord is no longer necessary to the health or potential well-being of the child after birth. In fact, the umbilical cord and amniotic sack are generally thrown away today after the birth of a newborn baby. Thus, this process can actually be seen as a form of recycling.

Adult stem cells are taken from adult tissues, most commonly through extracting bone marrow by drilling into the bone. Adult stem cells can also indefinitely self-renew but are different from embryonic stem cells in some ways. Unlike embryonic stem cells, most adult stem cells are restricted to generating cells of their specific lineage, or type of tissue origin. That is, a blood-forming adult stem cell may generate various kinds of blood cells, but usually will not become a muscle or nerve cell. The use of adult stem cells in research and therapy is widely accepted. This is because the harvesting of cells from children is often considered polemic because they are minors more than the health risk to the child (with the exception of embryonic harvesting).

Due to their unique characteristics of proliferation and differentiation, the potential uses for stem cells are important to the future of medicine if scientists succeed in recreating differentiation with



precision. Theoretically, stem cells can provide an unlimited supply for use in regenerative medicine to replace damaged organs and tissues. This would require scientists to be able to control differentiation and determine what specific cells are generated. Known as cell-based therapy, this treatment could be used for numerous diseases such as Alzheimer's, diabetes, and burn injuries.

Stem cells can also potentially help scientists to better understand the genetic processes of human development. This could lead to treatments of medical conditions such as birth defects and prevention of diseases like cancer that arise from abnormal cell division. Additionally, stem cells can be used to safely test new medications and treatments without exposing human volunteers to harmful toxins and side effects. All these potential benefits have led to countries such as the United Kingdom approving temporary testing measures and allowing stem-cells to be harvested and experimented on.

Progress is being made but because the field of investigation is new, the experimental use of stem cells and cell-based therapies can have unknown complications. For example, due to their nature of self-renewal, stem cells can lead to tumor formation. The anticipated control of stem cell proliferation and differentiation still requires further research as there are many unanswered questions and debate surrounding the topic.





## VOCABULARY I: PHRASAL VERBS WITH 'GROW'

### Grow apart

When a relationship becomes less close.

*Peter and I have been together for 7, years but for the past 2 years we've been **growing apart** for some reason.*

### Grow from

To originate from something; result of a certain experience, process or situation.

*Trees **grow from** seeds.*

*I have really **grown from** living abroad.*

### Grow into something/someone

To develop over time and become a particular kind of person or thing.

*I can't believe our little Ricky is running for school president. He's really **grown into** quite a role model for his peers.*

### Grow into

When someone increases in size and is large enough for something, usually clothing.

*The father bought his son a suit that was a little bigger than normal to leave room to **grow into** it.*

### Grow on somebody

If something grows on you, you gradually like it more and more.

*I never really cared much for pets or animals for that matter, but our new kitten is so cute that it's actually **growing on me**.*

### Grow on trees

To be easy to find or to get.

*Do you believe that money just **grows on trees**?*

### Grow back

To grow again after being severed, cut off.

*I hate my new haircut. I can't wait until my hair **grows back**.*

### Grow in

Develop, get better at something.

*I started working in this bank because I want to **grow in** the finance sector.*

### Grow away from

To separate or distance from someone or something as it grows.

*After college, my friends and I each chose a different path in life so we gradually **grew** further and further **away from** each other.*



**Grow out of something**

- 1) When someone becomes too big for a piece of clothing.
- 2) If someone grows out of something, they stop doing it as they get older.
- 3) To develop or happen as a result of something else that happened or existed.

- 1) Most babies **grow out of** their onesies rapidly in the first year.
- 2) Most babies suck their thumbs at first but they usually **grow out of** it.
- 3) My love for cooking **grew out of** my desire to make people happy.

**Grow up on**

To have something as a child or to do something as a child.

*Sammy **grew up on** peanut butter and jelly sandwiches.*

**Grow up**

- 1) To develop from being a child to being an adult.
- 2) To stop behaving in a childish way.

- 1) Children **grow up** so fast these days.
- 2) I wish you would **grow up** and act your age.





## GRAMMAR: SUBJUNCTIVE MOOD

We use the Subjunctive Mood to talk about a contrary fact, a wish or imaginary situation, commands or demands, suggestions, and statements of necessity.

### Structure of the Subjunctive

The structure of the subjunctive is extremely simple. For all verbs except the past tense of 'be', the subjunctive is the same as the bare infinitive (infinitive without 'to'):

Be (past)	Be (present)	All other verbs (past & present)
I were	I be	I work
you were	you be	you work
he, she, it were	he, she it be	he, she, it work
we were	we be	we work
you were	you be	you work
they were	they be	they work

### Examples of uses of the subjunctive mood:

*If I **were** President, I wouldn't start any wars.*  
*I **wish** I **were** good at typing.*  
*She **demand**s that he **leave** immediately.*  
*I **suggest** that he **implement** the project right away.*  
*It **is** essential that they **be** present in the meeting.*

### Subjunctive mood and verb tense:

Verb tense in general consists of two things: time (present, past or future) and aspect (simple, continuous, perfect simple and perfect continuous).

Since time is not a factor when creating the subjunctive mood, the tense applies differently.

In the last four subjunctive mood examples above, the tenses of the indicative verbs (wish, demanded, suggest, is) could change, and the subjunctive verb indicating the imagined action (were, leave, implement, be) would not change—for example:

*I **wished** I **were** good at typing.*  
*She **will** demand that he **leave** the hospital premises.*  
*I **suggested** that he **implement** a budget cut in March.*  
*It **will** be essential that they **be** heard.*

### Verbs followed by the subjunctive

*To advise, to ask, to command, to demand, to desire, to insist, to propose, to recommend, to request, to suggest, and to urge.*

*Dr. Smith **asked that** Mark **submit** his research paper before the end of the month.*  
*Donna **requested** Frank **come** to the party.*  
*The teacher **insists that** her students **be** on time.*



## Expressions followed by the subjunctive

*It is best, It is crucial, It is desirable, It is essential, It is imperative, It is important, It is recommended, It is urgent, It is vital, It is a good idea, and It is a bad idea.*

## Formal commands and requests

*It is crucial that you **be** there before Tom arrives.*

*It is important she **attend** the meeting.*

## Wishes

*I wish I **were** an astronaut.*

*I wish he **were** smarter than that.*

## Negative, Continuous and Passive forms of Subjunctive

### Negative examples:

*The boss insisted that Sam **not be** at the meeting.*

*The company asked that employees **not accept** personal phone calls during business hours.*

### Passive examples:

*Jake recommended that Susan **be hired** immediately.*

*Christine demanded that I **be allowed** to take part in the negotiations.*

### Continuous examples:

*It is important that you **be standing** there when he gets off the plane.*

*It is crucial that a car **be waiting** for the boss when the meeting is over.*

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## VOCABULARY II: BIOLOGY AND EVOLUTION

### Inheritance

Qualities, traits or valuables we receive from ancestors.

*Auto-immune deficiencies are part of our genetic **inheritance**.*

### Cretaceous

Period in the history of Earth in which flowering plants appeared.

*These fossils are from the **Cretaceous** period. Please be careful.*

### Chimps

Short for chimpanzee – an African ape that is small in size.

*Humans and **chimps** share over 98% of their DNA.*

### Weakling

Not physically strong.

*The **weaklings** are easy prey for predators.*

### Puny

Small, weak, not effective in power, size, or importance.

*Compared to a gorilla's strength, humans are considered **puny**.*

### Gut

The internal organs of an animal; the bowels. The inner important parts of something.

*This new species is still not classified. Scientists are examining the animal's **guts** to understand its digestive system.*

### Speciation

The evolution by which new species are formed.

*The **speciation** process is really long and can take thousands of years to be shaped.*

### Camouflage

A method of blending into an environment.

*Chameleons use **camouflage** as a means of protection.*

### Gene Pool

Consists of all genes, including all the different alleles, that are present in a population.

*People shouldn't marry relatives because they add no variation in the **gene pool**.*



### Vestigial Structures

Structures that indicate what animal line a certain creature comes from. It's used as an evidence of evolution.

*Birds have **vestigial structures** linking them directly to dinosaurs.*

### Ontogeny

The study of the origin of any particular species.

*In order to properly study evolution, you need to study the **ontogeny** to understand where each species began.*

### Apomorphy

The name used for a trait which is derived rather than original.

***Apomorphies** are evident because they are not seen in ancestral species or members of a species.*

### Taxon (*Taxa* in plural)

This refers to any named group of organisms.

*There are many **taxa** in the natural world and an infinite number of species waiting to be named.*

### Pleisomorphy

This is an ancestral trait that appears in past generations of a species.

*Traits such as blue eyes are **pleisomorphies**.*

### Genealogical Tree

This is the organization of families of species in chronological and evolutionary order.

*Humans and Neanderthals both share a common **genealogical tree**.*

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## LISTENING: DNA PROFILING

Today we're going to discuss DNA profiling, and hopefully by the end of the lecture you'll understand how it works and why it's useful. As I'm sure you already know DNA is the molecular structure that contains the specific genetic information for each living organism. The encoded information is determined by a sequence of units; the order of these units is what provides the instructions for the development and functioning of every living thing. What you might not know is that all humans share about 99.9% of these sequences! Still, there is enough of a difference in DNA that scientists can actually distinguish one person from another.

The first time DNA sequencing was performed was in England in 1984 by a geneticist named Alec Jeffreys. His method of DNA fingerprinting, as he called it, was commercialized in 1987. Of course, today it's widely used in solving crimes and to determine whether people are related to each other. This is because the test was nearly infallible and therefore could provide conclusive evidence. On top of this, the test need not be completed with a blood sample necessarily and therefore and tissue or follicle was able to close the case.

There are several ways to do this but the most commonly used one today looks at sequences called VNTRs, which stands for variable number tandem repeats; more specifically we analyse the short tandem repeats, or STRs. Simply put, these repeated sequences are unique enough to tell individuals apart because they vary in length. Each variant represents an allele, or pair of genes, belonging to that particular person. These alleles are not necessarily unique to a person in the sense that two different people can share the same genes, however, their combination would be unique.

Unique gene combinations begin with the fertilization process in reproduction. Humans have twenty-three pairs of chromosomes and each of these contains hundreds or thousands of genes. These genes are then combined in the DNA strands and it is this combination which is unique to each person.

However, since the genes and chromosomes are inherited, children will often share characteristics and patterns with their parents and other family members. This is why two males who are 1'80 meters tall, blond, blue-eyed, and of the blood type O+ may have similar genes but not the same DNA. In other words, we expect the VNTRs to be similar among relatives, but it's highly unlikely that two unrelated people would share them.

The method of determining what the alleles are is fairly simple. It begins by adding an enzyme to the DNA and heating it until a reaction is achieved. These reactions cause replicates to form and allows testing for a larger sample base on a sample that, originally, was small. Analysing for STRs is better than older methods because it reduces the required sample size, it's not as time-consuming, and it leaves less room for human error. Using STR analysis, the odds of an accidental match between two people who aren't identical twins is, in theory, about one in one billion, although it's sometimes a little more complicated.

So now that we have a DNA profile, what do we do? Well, that typically depends on how it is going to be used. If we're working with genealogy, as many private companies do, we can determine family relations and ancestry through DNA profiling. This can then be used in genetic testing to help determine any hereditary diseases, but there are always laws restricting this.

These laws were put in place specifically to assure that private companies and insurance companies would not hold bias against those who had a genetic predisposition to one disease or another. The thought-process behind this is that this would make the access of said person to adequate medical care more difficult. Of course, in countries like Germany where health-care is a right, the use of genetic testing to deny coverage or to increase the premium poses serious ethical concerns. And in all developed and developing countries that have a non-discrimination clause in their constitution, the use of genetic testing by employers poses a similar ethical quandary, how do we protect people while not harming businesses and the economy? For many, the answer was simple and this use has been banned.

Secret paternity tests were also a problem. The issue is that while the tests are nearly infallible, they are only that, nearly infallible. This led to a couple high-profile cases of mistaken identity when men



tested positive for paternity tests for children that were not theirs. There is also the necessity to take a sample from the child in question. Were this not enough, for a paternity test, blood is often the required medium to ensure the highest level of accuracy. This means drawing blood from the father and doing so from the infant. This caused moral discrepancies among the general public despite professionals avowing the safety of the system.

On the other hand, if the DNA is for a criminal investigation, the profile is entered into CODIS, a computer database controlled by the FBI. It contains different indexes including convicted offenders, forensic evidence from unsolved crime scenes, and missing people. Using algorithms, thirteen STR regions are compared and the gender of the person is determined. Any matches produced can be used by law enforcement or prosecutors in criminal trials, not only to identify but also to exclude suspects that don't match the profile. DNA profiling is a relatively new technology but it's not just used in recent crimes. Sometimes DNA provides new evidence in old cases and can be used to overturn wrongful convictions.

So DNA is a fledgling technology in the sense that we have much more to learn about its possible applications. Despite the learning curve, however, we have managed to make good use of the technology and help to advance studies as wide-ranged as genetics, biology, evolution, forensics and criminology. For those of you who are interested in this exciting and revolutionary field, do not be discouraged. As you have seen, there is still much to discover and who knows, you may even find the way to turn off the disease gene and help cure patients before they are even ill one day.





## READING: GEEKS RULE

Weak muscles evolved even faster than smart brains in people  
(*National Geographic article - Posted by Dan Vergano on May 27, 2014*)

### We humans may be weaklings by nature

Humans appear to have evolved puny muscles even faster than they grew big brains, according to a new metabolic study that pitted people against chimps and monkeys in contests of strength.

The upshot, says biologist Roland Roberts, is that “weak muscles may be the price we pay for the metabolic demands of our amazing cognitive powers.”

Scientists have long noted that the major difference between modern humans and other apes, like chimps, is our possession of an oversize, energy-hungry brain. (Related: “Human Origins Project.”) It was the development of that brain that drove the evolution of our early human ancestors away from an apelike ancestor, starting roughly six million years ago.

But the question of just why and how we evolved such big brains, which consume 20 percent of our energy, has long bedeviled scientists.

“A major difference in muscular strength between humans and nonhuman primates provides one possible explanation,” suggests the new study, led by Katarzyna Bozek of Germany’s Max Planck Institute for Evolutionary Biology.

The study, published Tuesday in the journal *PLoS Biology*, looked at how rapidly the metabolic needs of various organs, ranging from our brains to our kidneys, have evolved. Some scientists have suggested that the rapidly evolving metabolism of the human gut, for example, drove the brain’s evolution.

Instead, the new study suggests that muscles and brains have essentially traded off their energy use. The researchers found that in the last six million years, people have evolved weaker muscles much more rapidly—eight times faster—than the rest of our body changed.

Our early ancestors likely possessed apelike strength, at least for the skeletal muscles analyzed in the new study. Today our brawn is much reduced, while other body tissues, like kidneys, have remained relatively unchanged over millions of years.

Over the same time period, the brain evolved four times faster than the rest of the body.

Roberts, a scientist with the Public Library of Science who wasn’t involved in the study, called it a “tantalizing preliminary enquiry” in a commentary accompanying the new paper.

He notes that “human muscle has changed more in the last six million years than mouse muscle has since we parted company from mice back in the early Cretaceous.” That was about 130 million years ago.

### Geeks Rule

To confirm their findings, which were based on analysis of 10,000 metabolic molecules, the researchers pitted people, chimps, and macaques—another kind of monkey—against each other in a contest of strength. All participants had to lift weights by pulling a handle.

“Amazingly, untrained chimps and macaques outperformed university-level basketball players and



professional mountain climbers,” Roberts says. Homo sapiens are indeed only about half as strong as the other species. Looking for an explanation, the team also subjected the macaques to two months of a “couch potato” lifestyle: little exercise, high stress, crummy food.

At the end of the two months, a strength contest with the couch potato macaques found that the animals’ strength hadn’t declined much. In fact, the scientists deduced from those macaques that humanity’s “soft” lifestyle accounts for 3 percent of the strength difference between people and monkeys.

That appears to confirm the idea that weak muscles, along with a weakness for the couch—so conducive to brain—intensive exercises like watching movies and reading—could be our evolutionary inheritance.





### READING: SORRY SEEMS TO BE THE HARDEST WORD

These iconic words from Elton John ring true in a way that many would rather not openly admit. Humans are notoriously bad at apologizing and even worse at managing conflict with coworkers, family, and friends. The average divorce rate is around 40%, which is hard to believe that such a high percentage of couples fall out of love over the course of their marriage. What about all that nonsense between baby-boomers and millennials? Where does the Gen X fit in? Then there are those pesky adolescent years, the acts of rebellion and finding oneself in university. In reality, life is full of conflicts managed with varying degrees of success and failure. So, why is it that conflict is such a difficult thing to manage? There is the suggestion that it springs from an overly competitive society and a severely ingrained “us vs. them” mentality.

Unfortunately, Western society has become overly competitive to the point where conflict has become the norm. People are no longer considered individuals but rather they are shown to be numbers, data, and statistics. They are considered obstacles or aids, but not people in their own right. This comes from the enormous pressure to get into the best university or to get that swanky new job. Those people who decide to work for themselves are under enormous pressure to succeed. Statistics show that less than 1 out of 5 first-time entrepreneurs succeed; this constitutes a brutal failure rate. Universities are lauded for their exclusivity, measured by how many valedictorians they reject and how ridiculous their tuition fees are. What about that first job? With the recession, fewer premium jobs are available and young adults have more debt causing intense competition. This competition wears down our nerves and creates friction. This friction then leads to conflicts with everyone who the affected person comes in contact with. It spreads as though it were a virus.

Society has gradually become more deeply divided and intolerant, but at the same time has become more accepting; for example, talks about gender, sexuality, religion and race are less about political correctness and more about understanding and inclusion. There is no paradox here; society in general is drawing new lines that are socio-economic in nature at the same time that it begins to bridge the traditional divides. This is not a pretense for a posterior Marxist struggle of the working middle class but rather a consolidation and reaction to uncertain times. Even in the recovery of countries such as the United States and Canada, or the United Kingdom, there are more part-time workers in precarious positions than ever before. At the same time that company cultures such as that at Google are being touted, workers are being asked to work longer hours for comparatively less pay and security. Families and friendships are under greater strain as university, a prime meeting ground for young people, becomes even more of a privilege than it previously was. A population is being excluded, without those who shun it ever taking note. These are some of the divides that consciously and unconsciously shape the restructuring of the “us vs. them” mentality that engenders so much conflict and misunderstanding.

Situations that strip humanity away while seeming to increase awareness of what being human really is all about are what cause such unmanageable conflicts among people. Ignoring the global plight, observing this on a micro level one will see the same results. Humans are built to react and when they are placed in a pressure cooker, some will achieve mind-boggling success but others might not be as fortunate. Many will be left picking up the pieces of a string of broken relationships that are not only amorous or platonic in nature but also professional and familial. All of this is because humans have not managed, in over 50,000 years, to learn how to properly deal with conflict. This is all because “sorry seems to be the hardest word”.



## VOCABULARY I: PROBLEMS AND SOLUTIONS

### To bolster

To reinforce or support.

*His buddies really **bolstered** him when his morale was on the floor due to the failed test.*

### Crucial

Extremely important.

*Personality issues are **crucial** here and should be examined.*

### Curfew

The specific time at which one is required to be in their house.

*The **curfew** has been set at 11:00pm by mum and dad.*

### Heated

Tense, or angry.

*Due to the sensitive subject, the conversation quickly became **heated**.*

### To marshal

To organize a group. It has military origins, referring to the highest military rank but now can be used as a verb in other contexts.

*Alright guys, lets **marshal** the troops and go clean up the park*

### To mop up

To clean up or attempt to resolve a problem.

*After the argument, Jane had to **mop up** and smooth things over with the relatives.*

### To play down

To make an issue or subject appear not as extreme, important, etc.

*Its representatives **played down** the crisis caused by VO in the oil spill.*

### To pull out

To stop or no longer be involved in the stated situation.

*I **pulled out** of the argument because it was getting too heated.*

### To rally

1. To come back /catch up after being behind due to perseverance.
2. To encourage a group of people to come together to accomplish a common goal.

*After losing 2-0 the team **rallied** and won the final.*

*The leader **rallied** all the supporters together to protest the new stadium decision.*



**To regroup**

To come back together and reorganize oneself or group.

*Mike, Tod, and Sally **regrouped** after the argument and got the project done.*

**To rout**

To defeat completely.

*The opposing team was **routed** in the debate.*

**To scale down**

To make smaller or to make appear smaller.

*We **scaled down** the length of time each opponent could speak due to wordiness in the last debate.*

**Skirmish**

A small battle.

*Many wars are now fought as collections of **skirmishes** rather than the old pitched-tent campaigns.*

**To smooth over**

1. To repair relations.
2. To make an incident less serious or as if it never occurred.

*Publicists have to **smooth over** celebrity scandals many times to make sure that nothing comes of them.*

**To sort out**

To successfully order and resolve an issue.

*We quickly **sorted out** the problem once we identified the cause.*

**Stronghold**

A place or building that is strongly defended either by design, with a lot of soldiers, or geographical elements.

*The mountain **stronghold** was said to be impregnable.*



## GRAMMAR: RELATIVE CLAUSES

**Relative clauses** are non-essential parts of a sentence, which, if removed, will not render the sentence grammatically incorrect. These clauses are used either to join two sentences or ideas or to add information to a sentence. They are introduced by **relative pronouns**, or in certain cases, by **relative adverbs**.

There are two main types of relative clauses: **Defining relative clauses** and **Non-Defining relative clauses**.

### Relative Pronouns

There is a set list of **relative pronouns** which is presented here:

Subject	Object	Possessive
That	That	Whose
Who	Who	Whosoever
Which	Whom	
Whoever	Which	
Whosoever	Whomsoever	
Whichever	Whomever	
Whichsoever		

**Note:** To determine whether the appropriate pronoun is *who* or *whom*, we must first determine if it would be replaced by *he/she* or by *him/her*. If it would be *he/she* then we use *who*; if it would be *him/her* then we should use *whom*.

*John is the man **who** cleaned my chimney. >> **He** cleaned my chimney.*

*It was with John **whom** I went motorbiking. >> I went motorbiking with **him**.*

### Relative adverbs

There are three relative adverbs that replace **which + preposition**

When	In/on which	Refers back to a time expression
Where	In/at which	Refers back to a place
Why	For which	Refers back to a reason

### Defining Relative Clauses

These are named defining because that is exactly what they do. They define a person, place, or thing giving detailed information.

*A sailor is someone **who** works on a ship at sea.*

*I love the park **(in which) where** I met my wife.*

*I prefer the car **which/that** is red.*

*The people **who** live in Spain are very friendly.*

In all these sentences, the relative clause *identifies* the person place or thing that the speaker is referring to. We do not use commas to separate these clauses from the rest of the sentence.



## Non-Defining Relative Clauses

These clauses add information; however, the information is not essential to the grammatical integrity of the sentence. This means that if we were to remove said information then we would be able to leave the sentence as it is. **Non-defining relative clauses do not** use the relative pronoun **that**, meaning we must use **who** or **which**. These clauses must be separated from the rest of the sentence by using commas.

*Yesterday I went to London, **which** is located on the Thames River.*

*I met someone, **who was such a nice person**, yesterday while waiting to get tickets to the game.*

*Yesterday, I met the quaintest farmer, **whose name was Fred**, while buying produce at the farmer's market.*

## Dropping the Relative Pronoun

We can drop the relative pronoun when it is the object of a clause. It should be noted that this may be done **only** when the relative clause is a **defining relative clause**.

*The bike (**which/that**) my parents gave me is awesome!*

*The man (**who/that**) Tom hates lives next door.*

*They liked the gift (**which/that**) I gave them.*

*I recently reconnected with a woman (**who/that**) I went to school with.*

## Nominal Relative Clauses

These clauses function a little bit like noun clauses in that they replace the noun in a sentence.

*My brother is teaching me **how to use Instagram**. >> He is teaching me **the way to use Instagram**.*

These **nominal relative clauses** must agree in number with the rest of the sentence, unlike typical relative clauses.

*What we need **is** a car that works.*

*Who we need **are** people that understand complex modelling.*

Nominal relative clauses must have a relative pronoun or adverb and they must act as the subject or the object of a sentence.

## Prepositions in Relative Clauses

Aside from the relative adverbs (created from a relative pronoun and a preposition) there are many cases in which relative clauses possess prepositions. When writing it is generally **better** to place the preposition before the relative pronoun; however, this changes when speaking. When speaking in an **informal space** (or writing informal correspondence, i.e. letters to friends and family or on social media) it is common to place the preposition **at the end** of the clause, as in the second example. In a **formal atmosphere**, we should follow the first example and place the preposition **before** the relative pronoun.

*These are the woods around **which** I ran as a child. **Formal***

*These are the woods **which** I ran around as a child. **Informal***



## LISTENING: CONFLICT RESOLUTION

Conflicts have plagued humanity since prehistory. What's more, humans have a gift for destroying each other and creating arms that are more lethal every day. As we have evolved, so have our methods of conflict resolution. Shockingly; however, in the first world we do not always have the skills to properly resolve a conflict and thus perhaps we can learn something from those in other cultures. In a bush tribe in South Africa, the bushmen still hunted and gathered until less than 50 years ago. They had venom that they used to cover their darts and it was absolutely lethal; there was nothing that could possibly save one who was struck. So what would happen when there was a conflict? Well, quite simply, someone, usually a child, would be in charge of hiding all the poison darts to make sure that no ill came to anyone in the tribe. They would then all sit down in a big circle and begin to talk. It was this talking that would eventually lead to reconciliation; even if it took two or three days, they would not rest until everyone was reconciled. However, if it came to pass that no reconciliation could be reached then quite simply one of the two parties would be sent away to stay with family and to cool off. Then, once they were calm, they would come back and be reintegrated as though there had never been any conflict in the first place.

Now, sure, perhaps this works wonderfully in a tribe but how could you apply that to the real world and its messy politics? The truth is not that we have to apply the same solution but rather we should look at *how* that solution came about. Why does it work so well? Who makes it work and how do they do so? The answer to the first question is that this tribe can teach you how to solve a problem in the most elementary way possible. And it works so well because it causes everyone else to become a stakeholder in the argument. Like in a family, it doesn't matter if you like the person or not, many times you have a vested interest in what happens to them because sooner or later it will affect you as well. This is why it works.

Many of you I imagine have fretted over the situation in the Middle East for example. Well it's quite understandable only if we look at it from an unconventional viewpoint. The Middle East is far away. Most of us don't have family or friends there. We don't depend on them for our livelihood, yet, we feel that we must fret about what happens there. This is a classic example of the implication we feel because we identify with the people. We become like the rest of the family, a third side. We worry and are stakeholders in the conflict even though we are not directly involved in it. Well by becoming part of the third side and listening we can begin to generate a conversation that may lead to peace...

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### READING: British Data versus German Wheels

BMW, a German luxury car manufacturer, is now designing premium wheelchairs for the British wheelchair basketball team. This headline may sound somewhat absurd if you're not familiar with the Paralympics but it is no jest. This is a top-notch team, with substantial training and professional wherewithal. In fact, it is no different from any other elite sports team. Additionally, they are not the only team that uses wheelchairs to play games that are associated with the summer and the winter Olympics.

Modified wheelchairs are used in everything from handball races to rugby, from football to curling. These modified wheelchairs are not stock get-ups that could easily be found in doctor's offices, but have highly sophisticated designs that are comparable to those Formula 1 race cars designed by BMW. However, in the end, many sports in the Paralympics and the scientific applications involved can be scrutinised from three distinct vantage points: the athletes, the specific games, and the science that is involved.

The athletes that engage in the games are not prone to any single disability; there are many different impairments and there are even participants that have mental, visual, or hearing impairments. The International Paralympic Committee (IPC) classifies the participants according to the disability which the participant has and its effects. This assures that the competitors are all starting on a level playing field. Where this can become very interesting is with technologies such as wheelchairs, which are used to play many different types of sports.

The athletes who participate using wheelchairs have injuries related to their spinal cord, amputations and a number of other disabilities. However, these athletes compete against others using technology to overcome the quandary that would prevent them from otherwise participating. In this case, the hitch affects mobility and serves as a case in point of guts over misfortune for all who are lucky enough to see them play. Moreover, an analysis discovered that Paralympic and Olympic athletes are completely equal; even though their situations are vastly different, their needs are the same. Modern day athletics relies heavily on science; however, not until recently did Paralympic athletes receive the same scientific resources and attention as their Olympic counterparts. Like any other elite athlete, the basis for being a Paralympic athlete is: sweat, dedication, drive, and indomitability. Wouldn't it be an injustice to treat them differently or hold them to a different importance?

Regarding the games that most commonly see wheelchair use, there are several. Team sports such as basketball and rugby are the most popular, but more individualized sports such as tennis and track sports also do exist. Myriad sports use many of the same rules as their stand-up or able-bodied versions. This allows not only viewers but, more importantly, players to get a quick understanding of the game. Hence, when playing or watching wheelchair basketball, those who are familiar with the traditional game will be able to recognize the unique facets. For example, there is even a travelling law in wheelchair basketball. It consists of touching the rims of the wheels twice without dribbling. And yes, you must also dribble in this version. If anything, this modified version of basketball can be perceived as more difficult due to the physical limitations and the additional rules.

Unlike most sports, the wheelchair version of basketball includes peculiar aspects and rules such as collision that add to the game. More specifically, in regards to the collision aspect, they are permitted to collide but not allowed to make certain manoeuvres in the collision. One such manoeuvre would be swatting an opponent's arm. The defender is expected to block his adversary, however, he is not



allowed to physically assail the offensive player. Other restrictions concerning the chairs are relevant to the players on offense. For example, players are forbidden from lifting when they are in possession of the ball. Now this may seem strange considering that the players are bound to a wheelchair, however, many are capable of balancing the chair on a wheel or using their weight to lift the chair slightly. In doing so, a little more height to the player is unfairly added, hence when shooting or passing it is not allowed. Also, regardless of if they are on offense or defence, pushing a teammate into an opposing player is not permitted. Wheel chair basketball has many different facets to the game that create a competitive atmosphere for both the spectators and the participants.

Up until just a few years ago, there was limited scientific input related to disabled sports. However, this fortunately has changed drastically and now specialists in all fields are heavily involved in the development of the athletes. One Ph.D. student, Barry Mason, focuses his research primarily in the field of wheelchairs, helping the British team to find designs that are increasingly ergonomic and agile. The main challenge that this developer, and others in the field, faces is that he cannot design a wheelchair that is solely quick or simply manoeuvrable, but rather, he must design wheelchairs that are appropriate to the game being played as well. What this boils down to, is the fact that there is no chair standardization; a wheel chair used to play rugby is not the same as the one on the track or on the basketball court.

One of Mr. Mason's key interests are wheels. With a lab, many years of study, and passion, Mr. Mason applies the concepts of ergonomics with his designs; he tests designs with bigger and smaller wheels to minimize the effort and maximize the agility of the wheel chair while still maintaining it within the limits of usefulness for the application selected. By changing the sizes of the wheel, Mason can affect not only the amount of energy that needs to be expended in an explosive start but can also play with the turning radii and the pivot speed allowing the players to be more responsive. Another benefit of the ergonomic design is that it can also help to reduce injuries or discomfort.

Fortunately, Mr. Mason is not the only person who has realized that wheelchairs are an area that can be developed both scientifically and commercially. BMW has also tapped into this area, lending its extensive research and development experience from other wheel-bound sports to create an exceptional chair for the British basketball team. The seat is made out of a special moulded foam which is used in their Formula One cars and provides an exceptional level of support to the person who is seated in it. The main idea that is behind the seat is that its use eliminates the divide that exists between the player and the wheelchair. The extra support is designed to mould to the player's body and, therefore, effectively moulds their body to the wheel chair. This allows a quicker response time, by a few fractions of a second, and at the professional level that can be the difference between making or missing the rim.

In conclusion, even though wheel chairs appear to be simply constructed, wheel chairs used in sports are extremely complex and demand high-technology. The wheel chair industry has evolved and led to funded doctorates, fortune 500 company interest, and, most importantly, providing a level playing field for everyone so that those who are disabled are no longer disadvantaged on the sports field. Therefore, it is safe to say that sports once more can be alluded to as the nexus between human efforts and sacrifice and the benefits of sophisticated technology.



## VOCABULARY: PARALYMPIC AND SPECIAL OLYMPIC VOCABULARY

The vocabulary below is defined within the confines of the Paralympic Games and Special Olympic Games and therefore may differ from standard and daily use.

### Able-bodied

This is the term that should be used for those people who do not have a disability.

The majority of the population is **able-bodied** and does not have an impairment of one type or another.

### Athlete with an impairment

An athlete who has a disability, either physical or visual.

All those who participate in Paralympic and Special Olympic sports, in or out of the actual games, can be classified generally as **athletes with an impairment**.

### Athlete with a physical impairment

An athlete who has a physical disability.

Amputee athletes such as Oscar Pistorius are an example of **athletes with a physical impairment**.

### Athlete with a visual impairment

An athlete who has a visual disability.

Omara Durand is an inspiration to all as an **athlete with a visual impairment**.

### Blades

This is the name for the long, flat, curved piece of metal that is a substitute for legs so Paralympic athletes can complete track events.

There are strict regulations about the size and rigidity of the **blades** that the runners use to ensure that the competition is even.

### Boccia

A precision sport similar to lawn bowling or bocce ball but it is played in a wheelchair.

**Boccia** is a sport that the Nordic countries brought back with the intention of adopting the game to be compatible with physically impaired athletes.

### Brackets

A competition where teams or individuals are matched up.

When the **brackets** for the Special Olympics are made, the utmost care is taken to ensure a level playing field.

### Delegation

A group of people from a specific region that act as representatives of a larger group.

The Spanish **delegation** to the Paralympics will include many new athletes this year.



**Disability**

A condition that prevents full use of one's physical or mental capacities.

*A prerequisite for participating in the Paralympics is that all the athletes participating must have a **disability** of some kind.*

**Healthy Athletes**

A programme in the Special Olympics which provides medical screening for the athletes who participate in the games.

*Athletes who are to participate in the Special Olympics must pass a medical screening process called **Healthy Athletes** to ensure that they are not injured while competing in the games.*

**Ice-sledge Hockey**

A modified version of hockey that allows those with disabilities to play. It is played very similarly to regular ice hockey, but in this version every player has a sledge and two sticks.

*After Will was injured in the car accident, he didn't know what he would do without hockey. Fortunately, his friend Samantha found out about **ice-sledge hockey** and so Will was able to keep playing.*

**IF sport**

Any sport which is governed by an International Federation.

*Many sports that are played in the Paralympic Games and Special Olympic Games are **IF sports** and therefore are governed by a body outside of the Paralympic and Special Olympic committees.*

**IPC sport**

Any sport which is governed by the International Paralympic Committee.

*Goalball is an example of an **IPC sport** because it is not governed by an international federation.*

**Impairment**

A damaged or weakened function of the body that prevents or restricts people from certain actions.

*Someone who is blind suffers from a **visual impairment**.*

**Limb**

An extremity such as an arm or leg.

*To 'risk life and **limb**' is an old adage expressing the purposeful endangerment of oneself for a determined purpose.*

**Maximum Effort**

A team is required to compete to the best of its ability in every round. If it is found that a team has not competed to the best of its ability due to strategic reasoning, then the team is subject to a possible sanction.

*All the teams make a special effort to ensure that they're not found guilty of violating the rule of **maximum effort**.*



## Olympics

Modern incarnation of international games which began in ancient Greece. This modern interpretation has 120 years of tradition. These games are participated in by professional athletes.

*The **Olympics** began in Ancient Greece but were then revived various times in the 19<sup>th</sup> century until finally, in 1896, the first Olympic Games in the modern succession of games were held.*

## Paralympian

An athlete who has participated in the Paralympic games.

*Even those athletes who have not medalled are considered **Paralympians** as long as they have participated in the games at least once.*

## Paralympic Athlete

An athlete who has a disability.

*Jamie plays wheelchair basketball and therefore can be considered a **Paralympic athlete**.*

## Paralympic Games

Olympic-style games for athletes who have a disability which is generally, though not exclusively, physical in nature. These games are participated in only by professional athletes with disabilities.

*The next **Paralympic Games** will begin in 2016.*

## Paralympics

This is the informal term for the Paralympic Games that can be used in sources where formality is not required.

*The **Paralympics** are an integral part of the international sporting committee fomenting participation in sports across all barriers.*

## Social inclusion

Where people who have a disability are included in their social environment, accepted for their unique talents, and given the opportunity to become more confident and build relationships.

*One of the main goals of the Special Olympics is the promotion of values such as **social inclusion**.*

## Special Olympics Athlete

An athlete who has participated in the Special Olympics.

***Special Olympics Athletes** are amateurs, novices, and professionals.*

## Special Olympics

Olympic-style games especially for athletes who have intellectual disabilities and the games are participated in by professional, amateur, and novice athletes.

*If you have an intellectual disability, the **Special Olympics** may be the opportunity you were looking for to participate in sports on an international scale.*



**Torch**

The burning light which symbolises the spirit of the Games and burns throughout the length of the competition.

*The lighting of the **torch** is an extremely important ceremony and once the **torch** is lit, the games have officially begun.*

**Torchbearer**

This is the word used to denote the athlete who carries the torch in the opening ceremony to the Paralympic stadium to light the torch that will burn throughout the games.

*The **torchbearer** has the honour of officially inaugurating the Games on the day of the Opening Ceremony.*





## GRAMMAR: FINITE AND NON-FINITE SUBORDINATE CLAUSES

Finite and non-finite subordinate clauses are clauses that you will have studied before or discovered intuitively. Despite the fact that the examples will seem familiar, it is important to pay attention because, as we say in English, the devil is in the details.

Firstly, if you find yourself wondering what a subordinate clause is, then the simplest way to understand it would be as a verb phrase. The difference between the two types is that a finite subordinate clause possesses a verb that denotes a tense whereas a non-finite subordinate clause does not give any indication of tense. While this may seem simple, and in practice it should be, it can get tricky if you are not paying attention due to modals, participles vs. past tense and gerunds versus present progressive.

### Finite clauses

So we have established that a finite clause must have a verb that shows tense, as you can see in these examples:

*We **had** sushi for lunch.*

*I **ate** six pies during the pie eating contest.*

*I **would have gone** to school, but I was sick in bed.*

*Jessica **will be turning** 30 next month; we should plan a surprise party for her!*

As we can see in the examples, the clause is the main clause, but this does not necessarily have to be the case. Here is an example where the *finite clause* is the *subordinate clause*.

*You passed your driving test when you **went** the fifth time.*

*I made it to high school after I **had** successfully **completed** elementary school.*

*Where would you have gone if you **had decided** to run away for real?*

*Sally is going to Spain where she **will participate** in many internationally renowned festivals.*

Finite verbs include the present, past, future, conditional and modal forms of the verbs.

*John **would have eaten** the spaghetti but he was feeling bloated.*

*Jane **goes** to school from Monday to Friday.*

*Farrah **watched** Spongebob Squarepants everyday afterschool.*

*Karim **may reach** the mathlete finals yet.*

Therefore, a finite verb clause will establish the temporal window for an action or an event helping to inform when said action occurred and how long it lasted.

### Non-finite clauses

Non-finite clauses are all those verb clauses where the verb does not denote a tense. In these cases we find that the verb is in its gerund, past participle, or infinitive forms (note that it can be infinitive with *to* or the bare infinitive) or a combination.

*After **losing** the championship match, Sarah found life to be unbearable.*

***Blown** off course in a nasty swell, the ship was finally located floating next to pristine islands about 50 kilometres south of where it should have been.*

***To be** or not to be? That is the question.*



**Having experienced** the horrors of war first-hand, John knew the dangers of jingoism.

Non-finite clauses do not have to be preceded by anything, but that is not to say that there can't be signal words. When 'after', 'although', 'though', and 'if' are used in a sentence, the following phrase will be composed of a non-finite subordinate clause.

**Although found** guilty, Jason will be freed from prison early.

**After eating** too much pie, I just wanted to crawl into bed and sleep.

**If proven** to be conclusive, the study would have leave an indelible mark on genetic science.

Jason will be freed from prison early **though found** guilty.

I just wanted to crawl into bed and sleep **after eating** too much pie.

The study would leave an indelible mark on genetic science **if proven** to be conclusive.

In addition to those non-finite clauses listed above, one other type of non-finite clause exists, which is called the **verbless clause**.

**Whatever the circumstances**, a policeman must always be ready to help those in need.

Sally always considered **John a steadfast friend**.

Samantha was deemed a responsible and trustworthy person by her peers.

**Whenever the contest**, we will be ready.

The property in English known as an ellipsis is responsible for both sentences above lacking a verb. In the first sentence, the missing verb is the modal *may* and the bare infinitive *be*. In the second sentence, the infinitive *to be* is lacking.

You might logically think that the first sentence should be finite as modal verbs do make a clause a finite clause; however, this is not the case. In English, when a clause like this is verbless because the verb is implied, the result is that the clause is considered to be non-finite.

In regards to functionality, finite and non-finite clauses differ immensely. Finite clauses generally give essential information as to when and how something was done. Non-finite clauses are, in turn, generally used to add additional details to the finite clauses that make up the sentence.

*The water is red, stained with grape skins from the harvest.*

*The water is red* is a finite clause, it states that at present, the water is dyed the colour red. *Stained with grape skins* is a non-finite clause and it is describing the causality for the red water. There are grape skins in the water, therefore it is red.

Non-finite clauses are much more versatile in their use than are the finite clauses. Here we will examine various ways of using a non-finite clause in order to achieve one effect or another.

Non-finite clauses can be adjectival clauses. When they are structured as adjectival clauses, they replace an adjective and describe a noun.

John, **pumped up and jumping around**, clearly had drunk too much of his favourite energy drink.

The idea **to take the long way round** was by far the best that came out of that camping trip.

I was given a manual **detailing the method of construction** when I bought the shelf from Ikea.

We saw the many vistas with mountains, **standing imposingly on the horizon**, rise from the valley floor, a tsunami of rock and earth.

What I most treasure from university is what I learned about myself, **to always decide according to**



*my own moral compass, and not that of society.*

*The motorcyclist retrieved his bike, **newly detailed in chrome and Ferrari red trim**, from the body shop.*

In addition to adjectival clauses, non-finite clauses can also take the form of adverbial clauses. In this form, they replace an adverb and function in all the same ways that an adverb can.

***Bursting with rhythm**, Jackson and Janet let loose wicked duelling guitar riffs.*

***Satiated at last**, Jeremy excused himself politely from the table and retired to his room for a nap.*

*Kelly and Jamie were excited **to try out their new skis**.*

***Confused by the various road signs**, Kevin took a wrong turn.*

***Exploding confidently onstage**, Lily stole the show.*

*Jim couldn't wait **to go to Seaworld** for the first time.*

Finally, as far as syntax is concerned, there is one final function of non-finite subordinate clauses: the ability to function as a noun. Non-finite subordinate clauses are capable of being nominal clauses and functioning in a sentence as a noun would.

***Filling in the blanks** can be tricky as detectives are often searching for clues.*

*The real challenge was **holding steady long enough** to get that perfect shot, but it was worth the extra effort.*

*It is hard **to be the best** sometimes.*

***Getting back up** can be difficult when you've been knocked down so many times, but it is absolutely necessary if you want to be successful.*

*It is comforting **to know that we can count on each other** even when we live so far away.*

*We came together as a team despite being upset about **being thrown out of the finals**.*

After examining the variety of ways in which non-finite subordinate clauses can be used, their importance, and the importance of understanding how they work, cannot be understated. A prime example of this is that the non-finite clauses may be used to construct the adjective, noun, adverbial or relative clause (it is important to note that these clauses may also be finite, in that the verb denotes tense).

CAMBRIDGE INSTITUTE



## LISTENING: 3 EXTRACTS ON OLYMPICS, SPECIAL OLYMPICS, AND PARALYMPICS

### Extract 1: Olympics, Special Olympics, and Paralympics

**Lucy:** Hey John, I was reading this article the other day and I read about the Olympics, the Paralympics and the Special Olympics.

**John:** Wait a minute Lucy; are you telling me that the Paralympics and the Special Olympics are two different things? That doesn't sound right though. I mean, I was always under the impression that they are the same, that they take place at the same time as the regular Olympics and that it's a sort of grouping for all those athletes who are disabled.

**Lucy:** Well, I'm sorry to burst your bubble John but that is definitely not the case. So the Olympics is its own setup that is held every two years in four year cycles, winter and summer. The Paralympics mirrors these cycles but it is not the same nor organised by the same committee. They share many activities but not all. The Special Olympics are also held every two years in four year cycles however they are neither the same as the other games nor do they have the same objective as the Paralympics.

**John:** Ok, well that's fine and dandy to say that they are different, but what are the actual differences between the Special Olympics and the Paralympics. Is there really much of anything that separates them? I mean, they are just other versions of the Olympics meant to include everybody right?

**Lucy:** Not at all! Let's start with the basics, shall we? The Special Olympics are geared toward those participants whose disability is intellectual in nature and these games are organised to be inclusive for all participants, from beginners to those who are more advanced. They also begin with finals which is another distinguishing factor. In other words, no one is eliminated right from the get-go. Now the Paralympics are quite different. These games do have qualifiers and the athletes must be competing at a certain level in order to participate. In addition to the qualifiers, the games are eliminatory in nature so not all participants will make it to the final rounds of the Paralympic games. The athletes who do make it into these games are every bit as capable and competitive as those who make it into the Olympics. It is also worth noting that while it is not exclusive towards those who have an intellectual disability, it is geared more towards those who have physical disabilities, such as Chuck Aoki and Oscar Pistorius.

**John:** Oh wow, that's really neat. I had no idea that the games were so different!

**Lucy:** It's incredible when you think about it. A lot of time and attention has been put into organising these games so that they're as close to the Olympics as possible in many ways. There is even a torch in the Paralympics.

**John:** Yeah, it's crazy. Look! Here's a fun fact as Sheldon Cooper might say: the Special Olympics are the only games outside the biannual Olympics that are allowed to have the word "Olympics" in their title.

**Lucy:** There you go! So now you can go and look up the information on your own.

**John:** I could do that, but you seem to know so much already I'm not sure what the point is. Surely I can just keep asking you.

**Lucy:** Oh John, you're never going to learn anything for yourself are you?

**John:** No, Lucy, I don't think I will. It's so much easier just to get it from you.



## Extract 2: Hand biking – European Handcycling Federation and the European Handcycling Circuit

Welcome back to our coverage of the Majorca Handcycling tour. This tour is part of the official European Handcycling Circuit, run by the European Handcycling Federation. Now let's go back to the race. Today has been a brutal day under the hot Majorcan sun and our riders are looking dreary but they have all made it. The course ran and wove its way along the coast for one hundred kilometres before the bikers finally reached their destination today. It was the inaugural day of the three-day tour and our bikers are definitely feeling the summer sun however they have the two hardest stages to come.

Quickly, we're going to run through the results. Quintana has been the first to arrive followed by Smith and Dagers in second and third place. Johnson came in fourth, the last of all the breakaways while the peloton moved in about three and a half minutes behind Johnson, three and three quarter minutes behind Quintana. This has left Quintana with a comfortable twelve second lead over Smith and thirty seconds ahead of the peloton. That's quite a good start for the young man. This is his third tour of Majorca but it's the first time he has had such a strong start.

Now, back to the course today for those of you at home who were unable to watch the race. Despite being the shortest course of the tour, today has been the most gruelling in terms of elevation. The handcyclists had to ascend Puig Major twice, reaching an altitude of one thousand, four hundred forty-five metres on two separate occasions. They then ascended other minor peaks around the island returning to the coast to finish the ride. The riders had to rough it, ascending more than two thousand meters in total today.

Tomorrow the riders are looking at a less gruelling mountain stage but they are looking at a significantly longer route. They will have only one thousand meters to climb in total but the bikers will have to go one hundred and eighty kilometres around the island snaking along the coast and the interior.

Thank you for listening to this quick recap of the race today. As always, we would like to thank the European Handcycling Federation and the rest of our sponsors. The EHF was founded back in 2001 and has since grown to include countries all over Europe, both western and eastern. The United Arab Emirates also form part of the Federation and have done so since 2009, hosting a yearly tour there as well. The EHF is the official body governing the European Handcycling Circuit and they are, incredibly, a not-for-profit federation. This means that everything that they make in the concepts of profits are used to keep the federation running. If you or anyone you know is interested in joining such an inspiring and illustrious group of cyclists, you can find out more on their webpage. That's all the time we've got. Thanks again and we'll be back tomorrow to cover the second stage of the tour, here in Majorca.

## Extract 3: Interview with Chuck Aoki

His name is Chuck Aoki and he is an inspiration to millions. No, I know what you all are thinking, he is not related to the DJ Steve Aoki, but he is someone you probably have more reason to know. Chuck and his team received the bronze medal in rugby at the Paralympics in London. But he wasn't always a Paralympic athlete.

Chuck was born in 1991 in Minneapolis, Minnesota in the Mid-Western United States. He was born with a genetic condition which left him without feeling in his legs and in his elbows. This means that he has been forced to use a wheelchair since his early childhood. He never let that limit him however. He started playing wheelchair basketball until he got to high school. He went to Southwest High School where he started playing rugby and he attended Metropolitan State University. There he studied to be a teacher and finished last year. A rugby player turned teacher! But teaching and educating is at the heart of Chuck's personality, much like rugby.

Chuck played eleven years of basketball before he would eventually fall in love with rugby. That doesn't seem to matter though for this Johnny-come-lately, as he is rated as one of the top scorers

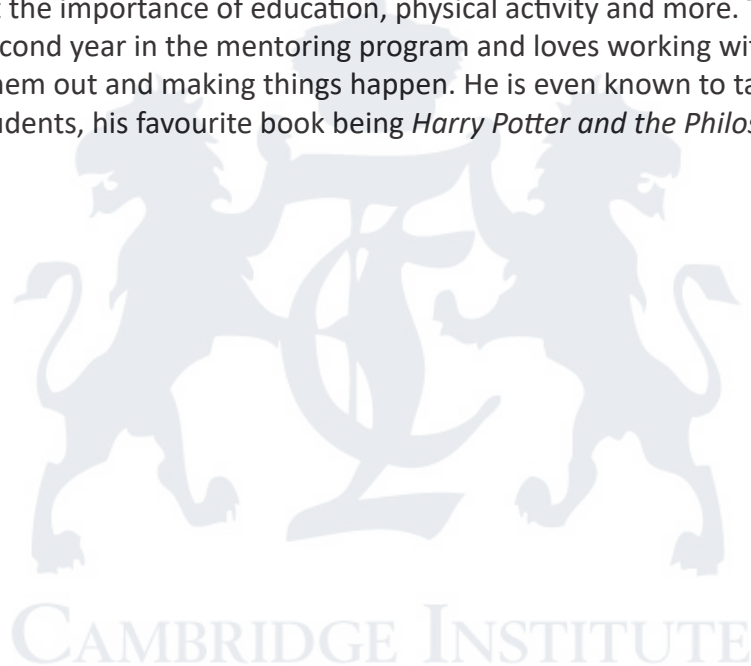


on his team. He began rugby after having seen the film *Murder Ball* in 2005. With a name like that, it might seem like it's a flick that's halfway between an inspirational sports movie and an action thriller. One can almost imagine it being in the same line as *Deathrace* with Jason Statham.

The film, however, has nothing to do with that. It is a documentary about the Canadian and American wheelchair rugby teams. They are both fierce and titles and tackles fly back and forth routinely. This is the film which inspired Chuck to leave basketball and join the hard-hitting sport. He now plays for the Minnesota wheelchair rugby club and in addition to the Paralympic games, he has won the silver medal in the ParaPanAmerican Games in 2015.

Chuck is not just a fan of wheelchair rugby and is a firm believer in the power of mentoring youth and giving back to the community. For starters he is featured as a blogger for the International Paralympic Committee, the umbrella organisation worldwide for Paralympic sports. On his blog he discusses what it is like to play wheelchair rugby and what it is like to be a Paralympic athlete. An important reason for this is his passion for expanding sports and physical activity to more people who are disabled, helping in this way to overcome boundaries and limitations, oftentimes self-induced rather than external.

As if this weren't enough, feeding off his vocation as a teacher and his training in university, Chuck participates actively in the program, Classroom Champions, and has created many videos which go over a wide range of topics. Some of the videos cover topics similar to his blog but then there are others which are about the importance of education, physical activity and more. This big-hearted Minnesotan in in his second year in the mentoring program and loves working with the students that are involved, helping them out and making things happen. He is even known to talk about literature and culture with his students, his favourite book being *Harry Potter and the Philosopher's Stone* by J.K. Rowling.





### READING: EBONICS AND COCKNEY RHYMING SLANG

Many minority groups, foreign and native, in English speaking countries are often described as assimilated or not, as integrated or not, and as normalized or not, based on their degree of fluidity and usage of the English language. This is because many English speaking countries are perceived to be predominantly comprised of Caucasians who were born in the country, have grown up there, and have a standardized version of their language. This belief leads to certain social norms being enforced which later play a role in language, ostracizing dialects and accents that are not considered to belong. In addition to the social criterion, due to the fact that many in English speaking countries only move around a limited amount, their accents and speech patterns will generally belie their origins. Finally, these same speech patterns and accents are used to discriminate among members of this group of people and at the same time are used as a measuring rod to compare to other ethnic, racial, or social groups to judge their level of inclusion in the society.

However, the question that must be asked is whether or not this is really an accurate way to gauge the level of integration of a group. There is a strong case for the answer being no, which is neither accurate nor just, but it is simply prejudice and bigotry aligned to distinguish natives from foreigners. This is due to the wide variety in accents among this so-called model group that is really a social invention in the first place. Therefore, there are concepts such as Standard English which exist in the news and in linguistics but that are much less relevant once outside these particular domains. This claim can be viewed through the examples of Ebonics and of Cockney Rhyming Slang, examining not only the dialects or speech patterns but also the way in which they are portrayed.

Ebonics grew out of a movement of pro-black language activists. The desire was to redefine the way that black language was studied and understood in the sixties and in prior decades by redefining the term for the language. The old term Nonstandard Negro English which was used in the 1960's was one of the main reasons for the coining of the term Ebonics in the 1970's. This is because the term from the 1960's was felt to be charged inherently with a racist and supremacist attitude not appropriate for scholastic endeavours and therefore a more adept term, Ebonics was proposed. Ebonics comes from the words ebony and phonics and is also known as Black English (BE), African American Vernacular English (AAVE) and Black Vernacular English (BVE). What makes Ebonics so unique is that it is a dialect, so it is more than just a series of words that are used to replace standard terms, like one might expect from slang or other vernacular.

Linguists actually have come to agree that Ebonics is a dialect in its own right due to the fact that it complies with the requirements to be considered a dialect. It has complex grammatical structures that are recurring, and, while unique many terms, such as "homie", appear in hip hop, many others, such as "kitchen" (referring to hair at the nape of the neck) or "ashy" (referring to particularly dry and peeling skin), do not. These terms are known primarily in black communities. The double negative is common throughout the language and is actually deemed similar to English in Shakespearean times and before according to some social linguists. The lack of the verb "to be" and its general infinitive use is another aspect of the language that makes it a dialect. This is important because if it is analysed as a dialect, the conversation in topics like education changes.

As a result of teachers viewing AAVE as a series of mistakes, the community that speaks this language initially suffers at school. However, when teachers treat and respect it as a dialect, it helps the students who speak it to progress rapidly. The most effective teachers do not fail the pupil for using their own dialect, nor encourage the pupil to use it, they merely correct them when the dialect



is used in a class setting. By doing so, it allows the child to progress quicker than with earlier systems, and as a result develop at the same rate of study as their classmates. Oakland was a pioneering city in this sense, but it caused a lot of problems because AAVE is usually perceived as being erroneous, lazy speech used by ignorant people who are poorly educated and socially isolated.

Cockney Rhyming Slang (CRS) is exactly what it sounds like; it is related to slang and its associated accent. Despite being slang and not an actual dialect in the same sense as AAVE, it is no less important and its speakers are no less marginalized. CRS is a series of words and phrases that are used to replace standard words or expressions used in British English. For example, the expression “bread and honey”, is a synonym for the word money. It is here that we can see how CRS has gotten the second part of its name. The last word, if not the entire phrase, must rhyme with the word that is meant to be replaced. In the example above, it is the word “honey” which rhymes with “money”.

The first part of its name, Cockney, actually has a long history which boils down to the Bow Bells area of London. At first, it is thought to originally be related to a mythical city famed for its wealth, but the word was later appropriated to refer to Londoners from the Bow Bells area of London who were seen as rich and effeminate. After passing through this phase, the term came to represent the working class Londoners who lived in this neighbourhood and in the general vicinity of the Thames River and the estuary, not differing much from the accent and terminology gathered in the term “Estuary English”. Since then, Cockney has evolved to include the accent not only of East London but has become a general catch-all term for the typical London working-class accent.

The real similarity between CRS and AAVE, however, lies in the way they are exploited by the media. AAVE is often used to stereotype black people as well as spread black culture through poetry, hip hop, film and more. CRS is a staple in crime films shown in London where the gritty underbelly of the city is meant to be seen. In both cases, the language is appropriated and quite often it is poorly communicated. As a result, discrimination in real life against these groups becomes more prevalent. The example has already been shown for AAVE with the schools however with CRS, this is just as true.

People who speak CRS can be seen as violent, ignorant and poor when there is no valid backing to these claims. This generally negative perception is a fiction promoted as a result of the viewing of films such as Eurotrip; Lock, Stock, and Two Smoking Barrels; Snatch, and more. Similar use of AAVE in film and hip hop has created stereotypes that are often difficult for those affected to break. The result of all of this is a vicious cycle, with the media always instigating a certain point of view and then constantly reproducing it due to consumer demand.

In the end, these issues are neither new nor being effectively resolved. Dialects and accents have always been around, yet it is becoming too frequent that they have been used to inaccurately and unfairly judge people. The principle of assessing a group of people’s level of integration in society based on their dialect or accent is simply absurd. The accent and vocabulary that most people associate with a dialect is not necessarily the true dialect or the true accent, but it can more likely be attributed to the media appropriation of the accent or dialect of a group of people. By continuing to use this as a method of quantifying social cohesion, one is actually tearing at the vibrant social fabric that makes an area so attractive to live in in the first place. Unfortunately, this only accounts for accents and dialects that are “native” to an area, not for those which were brought there from another geographical region and add another layer of texture to local landscapes, furthering linguistic evolution.



## VOCABULARY: GROOMED LANGUAGES

### Assimilate

This is when a person or group of people becomes a part of a different society. It is usually used with immigrants.

*One of the questions asked about dominant cultures is if it is really appropriate to **assimilate** other cultures or if it is better to integrate them.*

### Belie

This means to give away a false appearance or to show something to be false.

*Her soft manners **belied** her rough exterior.*

### Bigotry

The mind-set of a person who actively and belligerently dislikes people based on their own opinions and prejudices.

***Bigotry** is often a problem in small towns and areas where progress comes slowly.*

### Chuckle

The act of emitting a small laugh that is sincere and rolling.

*In every story of St. Nick it seems that he must be **chuckling** for at least fifty percent of the time.*

### Estuary

The area of a river where it flows either into the sea or into another body of water which is larger.

*The **estuary** is a very important part of the river that gives life to many different animals.*

### Fumble

To hold or grab something in an awkward manner so that one does not have full control over the object being held.

*He somehow managed to **fumble** the ball right as he was about to make the winning touchdown.*

### Gaffe

A gaffe is a word to describe a mistake that is committed when one is participating in a social event of one kind or another.

*If I could stop making **gaffes** every two seconds I might be able to eventually finish this project.*

### Gaffer

This is the British term for an old man or for the boss.

*My old **gaffer** used to tell some of the best stories about growing up in the South of London.*

### Gritty



This describes somewhere or something that is harrowing, unpleasant, or otherwise suspect and dirty.

*Stephen King is famous for writing **gritty** horror novels.*

### Groomed

This is used to describe an extreme care taken with respect to appearance, image, speech or another aspect which one shares with another person.

*To see stars today that are not highly **groomed** is like trying to find a unicorn, they just don't exist once they have a manager.*

### Incessant

When something is done in a never-ending or continuous way.

*Jack Stone was able to finally get the leading role thanks to having a knack for **incessant** badgering.*

### Mockery

This describes ridicule originating from one person or one group of people and extending towards another person or group of people.

*As magazines like MAD, Charlie Hebdo, and El Jueves have shown, **mockery** can indeed be a powerful tool.*

### Native

This describes a person or thing which comes from a determined geographic region or location.

*Many times, **native** species have problems fighting against more competitive exotic species.*

### Pioneer

This is a verb used to describe the action of crossing frontiers and making breakthroughs or discoveries in a particular field.

*Social media companies can often be seen **pioneering** concepts on their platform.*

### Pun

A pun is a type of a play on words that is made. It is meant to be obvious and they are usually done as a type of deliberately bad joke.

*Being stuck by lightning was a completely **shocking** experience!*

### Rod

Similar to a stick except that this is meant to be perfectly straight. Rods can be made generally out of plastic, wood or metal.

*I got out a meter-long **rod** to measure the new one I had created and it turned out I made it a centimetre too short.*

### Spin (a) yarn



A colloquial way to say that someone is telling a story. The story is usually exaggerated and is usually false as well.

*Your grandfather always was good at **spinning yarns** but how much of it actually ever happened is anyone's guess.*

### **Underbelly**

The literal definition refers to the underside of an animal's stomach, however, figuratively it refers to the seedy or dangerous side of a city.

*When looking at the **underbelly** of a large city, one should always be prepared to find both some pleasant surprises and a host of nasty ones.*

### **Undertone**

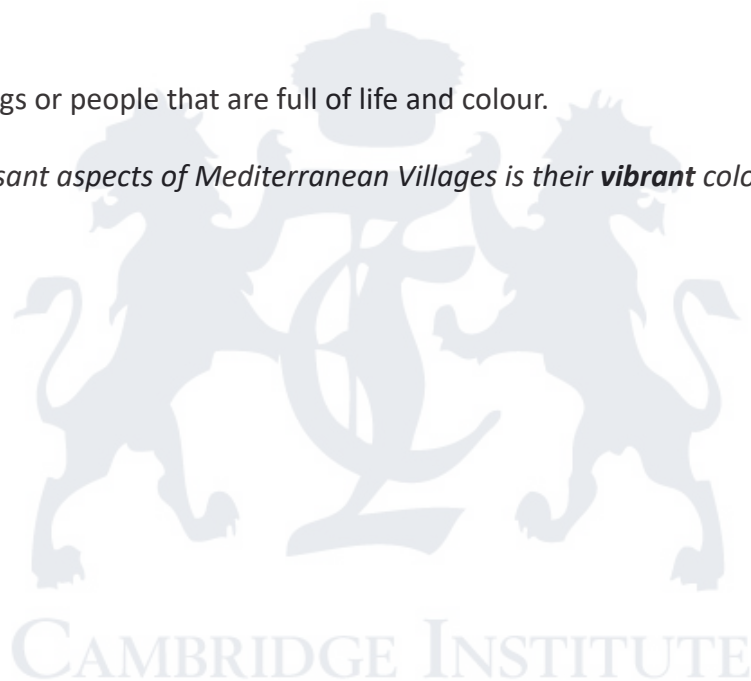
A subtle note of something that underlies its general aspect giving off suggestions of whatever it is but not standing out.

*There is an **undertone** of melancholy to his new album but it is good nonetheless.*

### **Vibrant**

Used to describe things or people that are full of life and colour.

*One of the most pleasant aspects of Mediterranean Villages is their **vibrant** colours.*





## GRAMMAR: DANGLING AND MISPLACED MODIFIERS

Misplaced modifiers are modifiers which are separated from the modified word or phrase in such a way that they invite a certain level of ambiguity into the sentence which can make it difficult to communicate effectively. Here is an example:

*I styled my hair after showering with my new L'Oréal mousse.*

In this example, the sentence is stated in such a way that the implication is that the mousse was used in the shower, not afterward to style the hair. In order to present the information in a clearer way, it should be shown like this:

*I styled my hair with my new L'Oréal mousse after showering.*

When written in this way, the modifier is now where it should be and the sentence is unambiguous and therefore easy to read.

There are several types of misplaced modifiers and they are misplaced adjectives and adverbs as well as misplaced phrases and clauses. Each of them is described below.

### Misplaced Adjectives and Adverbs

Misplaced adjectives and adverbs are very common in everyday speech and they do not necessarily cause difficulty when communicating with others. The reason for this is that when you are communicating, in general there is a context and other elements that are not necessarily present when writing.

There is also the added aid of being able to correct oneself in the moment to assure that one is understood. This luxury does not exist for those who write; if you are not clear the first time, you do not have a second chance to be understood. It is for this reason that it is so important to place your adjectives and adverbs correctly.

### Adjectives

Adjectives should always be placed directly adjacent to the word that they modify. In this way, the reference can always be made and the reader is not left guessing at the meaning of a sentence.

*Green, he stared at the car. vs*  
*He stared at the green car.*

In this first sentence, at best we can think that green describes he and therefore that the person is naïve or not experienced. In reality, he was staring at the car, a point which only is made evident in the second sentence.

Another example can be seen with the adjective **beaten**:

*The beaten man poured the eggs into the omelette. vs*  
*The man poured the beaten eggs into the omelette.*

In the first sentence it seems that the man has been savagely attacked or defeated in some manner, which, if he is making an omelette would not make much sense. On the other hand, pouring in beaten eggs is a different story considering that it is a necessary step to make an omelette.

The two examples above are simple examples but said in the wrong company and they can lead



to embarrassing moments, much like what you will hear about in the listening exercise later. It is important, therefore, to remember that the adjective should always be next to the noun.

### Adverbs

Adverbs must generally be put in exactly the right place in a sentence. If they are misplaced it will almost always change the meaning and can, at times, lead to a ridiculous sounding sentence. The big catch with adverb misplacement is that the sentence will almost always be correct but will not always reflect what the writer wanted to show.

**Just** *I have eaten lunch.*

Here it states that the speaker is the only person who has had lunch.

*I have* **just** *eaten lunch.*

Here the only thing affirmed is that the lunch has been eaten very recently by the speaker.

*I have eaten* **just** *lunch.*

This last sentence is affirming that the speaker has eaten nothing more than lunch.

However, if you are looking for an example where the result can be ridiculous, read the same sentence above but with a new adverb.

**Almost** *I have eaten lunch.*

*I have* **almost** *eaten lunch.*

*I have eaten* **almost** *lunch.*

Given these three examples it becomes clear that the only feasible option is the second. The first option makes absolutely no sense whatsoever. The third sentence, on the other hand, could possibly enter in a contest for some type of fantasy meal similar to what one might expect in Alice in Wonderland, but is nonsense otherwise.

Only, nearly, and merely are three more adverbs that are commonly misplaced in sentences, therefore complicating their comprehension.

### **Misplaced Phrases and Clauses**

#### Phrases

When phrases are misplaced, the general result is that the sentence sounds awkward or makes little sense. This occurs most often when a phrase is used to modify a noun. When we use phrases as noun-modifiers, it is extremely important that we place the phrases next to the noun that they are supposed to be modifying.

*The ice cream was bought by the child* **with strawberry toppings.** *vs*

*The ice cream* **with strawberry toppings** *was bought by the child.*

This is equally true for all types of phrases, not just prepositional phrases. For more examples, look at the following sentences:

*I saw a ship floating on the sea* **made of wood.** *vs*

*I saw a ship* **made of wood** *floating on the sea.*

*The chipmunk rushed Joan,* **flying from the bush.** *vs*

*The chipmunk,* **flying from the bush,** *rushed Joan.*



As you can see, each of these situations is considerably different and therefore it is important that the modifying phrase is correctly placed.

### **Clauses**

Clauses are very similar to phrases when they are misplaced; they make a sentence sound awkward many times and can even change the meaning. Once again, this problem occurs most frequently when dealing with nouns. It is important to make sure that the clause is always next to the noun it is meant to be modifying. Here is an example of why this is important:

*The cake was eaten by the woman **that was well baked**. vs  
The cake **that was well baked** was eaten by the woman.*

Here there is a clear difference in meaning. In the first sentence, it appears that the speaker is using a slang term to state that the woman in question is under the influence of mind-altering drugs. In the second sentence the idea that the cake was prepared well is much more evident. This mix-up, while harmless, will at least cause amusement and, if the speaker becomes aware of the mistake, can even cause mild embarrassment.

### **Dangling Modifiers**

Dangling Modifiers are words or phrases which do not connect properly with the word or phrase which they are meant to be modifying. They are found in newspapers, books, and other professional publications at times because they are easy to miss. They usually occur at the beginning of the sentence and so the train of logic is broken midway, usually by use of a comma. Because a comma implies a natural pause, we are often not aware of the dangling modifier as we switch from one part of the sentence to another.

It must also be stressed that the main difference between a misplaced modifier and a dangling modifier is that a misplaced modifier is that, misplaced. The error stems from its location in the sentence but not from the actual words that are used in the modifier. A dangling modifier actually goes one step further. The word or words to which it is meant to refer many times are not even found in the sentence, thus the modifier is left “dangling”, or hanging, in the sentence with no support. This is especially common when the modifier is followed by the word “it”

***Testing the water**, it was decided that it would be better to not go in.*

In this sentence you can observe a very common example of a dangling modifier. By using the passive voice, the normal subject of the sentence (the person who made the decision) has been eliminated and thus the modifier no longer modifies anything in the sentence. To fix this sentence, it would be necessary to add in a person or subject who was able to both decide and test the water.

### **Ways to Fix Dangling Modifiers**

#### **Expand the main part of the sentence**

This is often times one of the quickest and easiest ways to resolve the problem of a dangling modifier. It consists in altering the main part of the sentence so as to insert the necessary word or phrase so that the dangling modifier ends up modifying something.

***Testing the water**, it was decided that it would be better to not go in. vs  
**Testing the water**, Suzanne decided that it would be better to not go in.*



As you can see, in the second sentence the only modification has been to be more specific and answer the question of **WHO** tested the water. However, there are other methods of solving this predicament if you decide that this is not the most viable option.

### Creation of a subordinate clause

This second way is slightly more involved but can have advantages as far as style and the transmission of information are concerned. In this case, a subject is added to the modifier so that it is directly transformed into a subordinate clause and therefore is no longer referring to nothing.

***Testing the water, it was decided that it would be better to not go in. vs***

***Once Suzanne had tested the water, it was decided that it would be better not to go in.***

As we can see, the modifier still cannot stand on its own in the sense that it is not independent, but, it does form a coherent part of the sentence. This type of solution is particularly interesting if the person or subject committing an action is less important than the action itself. By burying the person in this subordinate clause, the action stands out in the independent clause.





## LISTENING: MEDIA GAFFES AND THE IMPORTANCE OF GROOMED LANGUAGE

Malapropisms will almost always elicit a chuckle at the very least and when taken too far, can even instigate a stream of incessant mockery from one's peers. Nowhere is this truer than it is with our politicians and celebrities. Constantly under the focus of a microscope, they are criticized for everything that they do and say, requiring a great degree of grooming by agents, speech writers, campaign directors and more, to ensure that the fumbles are as small as possible. If the oral bumble is miniscule, then it is likely that that will be the end of the story. It is when a powerful figure makes a rather important mistake that this is no longer the case.

A divine example of a powerful politician fumbling through a response to national security and terrorism was bequeathed by a certain Ex US President, George W. Bush, when he said, *"Our enemies are innovative and resourceful, and so are we. They never stop thinking about new ways to harm our country and our people, and neither do we."* Surely he did not mean that Americans are always thinking about new ways to harm themselves!

Mr. Bush has become so well known for his malapropisms that they are referred to as *Bushisms*. In fact, his entire presidency was branded full of malapropisms. Let's look at some more. *"Oftentimes, we live in a processed world, you know, people focus on the process and not results."* He was also reported to have said: *"It takes time to restore chaos and order"*.

Let's take another gaffe example from recent US election campaigns. *"All of 'em, any of 'em that have been in front of me over all these years."*, was the response given by US Politician Sarah Palin in an interview with Katie Couric when asked what specific newspapers she reads, to which she was unable to name a single newspaper or magazine.

Now, two US presidential terms into the future, we're introduced to *Trumpisms*, or famous lines branding Republican front-runner Donald Trump: *"And we're not going to lose, we're going to start winning again, and we're going to win bigly, believe me."* How a presidential candidate can misuse the simple three-lettered word, big, is beyond thinkable. Let's move on and see why we focus on these people so much.

First of all, and perhaps most importantly, it is the visibility of these people. They are extremely visible and this makes them easy targets. But it is a double edged sword in many ways. It is their visibility which allows others to mock them in that we hear them speak constantly. But, let's not forget that this is this same visibility that allows them to keep being mocked. If you tell a joke about a neighbour's malapropism, there is a very limited audience. Nevertheless, when you mock a public figure, the audience grows exponentially.

Furthermore, these gaffes can also create a discussion area for morality in the sense that citizens can discuss what kind of people they really want leading their country. In the case of Bush, his slips, not different from those that a child might make in school, invite one to question the credentials of his speech writer. Those from Palin or Trump are not much better and many of them have corporate leaning undertones, and not the kind that one might expect to find at the headquarters of a Fortune 500 company but rather the kind of romanticized Wolf of Wall Street type of vibes. This openness and vulnerability of political leaders and celebrities is something that is rarely seen in the groomed elite of the twenty-first century. It is this vulnerability which a large amount of the public desires to see but they desire a professional demeanour at the same time and this leads to conflict and disappointment. The media, both social and traditional, pick up on this habit and they exploit it. The returns are obvious and the stories tend to do very well. This is especially true on the comedic news programs and outlets such as Comedy Central, The Onion, College Humour, and more. So the bottom line is that the media will exploit whoever they can but when that person is famous they are examined in detail and it is that same fame which keeps the scrutiny on them until interest eventually fades slowly.



### READING: HISTORY OF MEASUREMENT SYSTEMS

Before the advent of the metric system, the imperial system of measurement was in use in English speaking countries, colonies and territories. Other countries adopted different systems of measurement, France was said to have had as many as fourteen different systems at one time. However, since we are studying the advent of the metric system and the resulting general loss of the imperial system, we will stick to English speaking countries. As for the rest of the world, suffice it to say that they all switched, with the exception of two countries.

Originally, the metric system was invented and adopted in France in the height of the revolutionary time period. It was in 1799 that the country standardized the system of measurement and this measurement system spread primarily in two fashions. The first way of disseminating the metric system was to demonstrate the ease and benefits of the system. Thanks to the ease with which one could calculate in this system, it proved to be useful for sciences and mathematics. Humans have developed mathematics systems that are based on the idea of 10. There are ten numbers, zero, one, two, three, four, five, six, seven, eight, and nine and then these numbers combine to make new combinations of ten. The metric system allowed for weights and measurements to align with the system of mathematics and that allowed for increased scientific initiative.

The second was through the conquests made by Napoleon. Just as he brought French language, culture, and political ideals to the countries that he conquered, he also brought science and the metric system. Napoleon would have little other lasting effects on the metric system, however, and after he was deposed and locked away to weep on Saint Helene, the metric system continued to grow. A significant contributing factor for this was the first reason for which the system was spread.

In the mid-nineteenth century, there were several countries, mainly European, which came together to standardize and update the metric system. The secondary motive for this conference was to promote the adoption of a standardized system of weights and measurements by all countries. The idea was that if the system was standardized, then international scientific cooperation would be easier. Additionally, when the conference was called in 1875, there were many European nations that were in the full swing of their industrialization; they were looking for the easiest way to conduct business between themselves and export the surplus products that they were creating.

Furthermore, they believed that a standardized system of measurements would make it easier to trade across borders because even if one did not speak the same language, the weights and measures would be the same and therefore there would be no need to make pointless and tiresome conversions. Before the standardization process, three main problems at the time of trade were: a) language and culture issues, b) currency exchange issues, and c) issues in converting weights and measures of raw product like iron, cotton, wheat, and gold. This raw product was extremely hard to find in Europe and therefore was imported from all over the globe.

This internationalization would continue in 1960 when the Olympic committee adopted the metric system for its lengths and other measures. This allowed them to use a system that was already being used in many parts of the world and therefore would help bring the participants together rather than confuse them. By doing so, it was hoped that countries that had not previously used the system would adopt it and therefore keep facilitating science and trade.

It is rare that in an international context one will see a scientific report written outside the metric



system (with the exception, at times, of temperature). This is a result of one of the key tenets of science stating that the experiments must be repeatable to exclude the possibility of the results being a fluke, or a one-off deal. This once again plays into the idea of the metric system crossing borders and helping to complement the universal language of math, being a universal way of quantifying physical phenomena.

Today, there are only three countries in the world that don't use the metric system and all of which have had some sort of contact with or influence from the United Kingdom. The three countries are Myanmar, Liberia, and the United States of America; however, the United States has dabbled with the system before, but there has been no significant step forward taken to ensure the use of the metric system. One president, Jimmy Carter, is famous for attempting to move the USA towards the metric system. He believed that it would both help align the USA with the rest of the world and help to expand the influence of the country; unfortunately, the significant public outcry resulted in him being unable to enact the change.

In conclusion, the metric system has been a tremendous success but there are still some places that are reluctant to adopt it. The system that is based on ten, makes it freely scalable and therefore it is difficult but by no means impossible to make the conversions between the imperial and the metric systems. The question as to whether or not the metric system will win in the end is a rather easy one, having only three countries left to conquer. However, if the remaining countries decide to adopt it, many will be curious to see if it will serve its original purpose and facilitate further collaboration.





## VOCABULARY: IT'S ALL ABOUT THOSE SWAPS

### Asset Base

All the physical and capital assets that give value to a company, investment or loan.

*The company used its buildings as the **asset base** for the collateral for their loan.*

### Capital Expenditure

Money or other financial instruments used by a company in order to acquire physical assets (buildings, equipment, property, etc.).

*The company used various forms of **capital expenditure** to secure a new location in the Bahamas.*

### Cash Flow

The money that flows into and out of a company.

*The **cash flow** is one of the key aspects to examine when deciding whether or not to buy a company.*

### Earnings

The total amount of money that a company generates in a given time period.

*Company **earnings** dropped in the third quarter due to rising oil prices.*

### EBITDA

Earnings Before Interest, Taxes, Depreciation, and Amortization. These are the gross earnings of a company before its obligations are taken into account.

*Only tech companies can hope to sell their company for more than five or six times their **EBITDA**.*

### Factoring

A method of payment where you sell your accounts receivable (money that you are expected to receive due to sales on credit) to a bank and they pay you the amount minus a commission. This transfers ownership to the bank which then handles the document. Companies do this to receive immediate capital.

*Many businesses use **factoring** as a way of filling their coffers when they are getting over a dry spell and need liquidity rather than multiple short or medium term assets.*

[The bank has just purchased an invoice from Company XYZ who had an invoice of \$1,000,000. The bank paid XYZ \$720,000 up front and applied a 4% discount to the invoice for their commission and fees. When the bank receives the \$1 million invoice, they will pay XYZ the remaining \$240,000 (-\$40,000 for commission).]

### Forward

This is an agreement where a buyer and seller determine a fixed price for a commodity (stock, commodity, currency, etc.) at a given point in the future.

*Many companies use **forwards** when they deal with foreign currencies so as to be able to plan and secure a portion of their earnings.*



### Free Cash Flow

This is the cash flow minus the spending conducted by a business. Whereas normal cash flow only contemplates debts and such flowing out, free cash flow also contemplates extraordinary expenditures.

*Analysing the **free cash flow** of a company is a good way of seeing just how profitable it is on a daily or monthly basis.*

### Futures

The same process as a forward but used with physical commodities such as corn, wheat, oil, or some other physical asset.

*Big airline companies frequently use **futures** to plan their budgets while budget lines such as Ryan Air avoid them so as to try and provide the most competitive prices.*

### Interest Coverage Ratio

The profit to debt ratio to determine if a company is capable of paying off all the debt that it has accumulated.

*Thanks to the crisis, banks began paying even closer attention to the **interest coverage ratio** before considering a loan for a bank.*

### Options

A financial tool that is used to secure the right to buy or sell a certain asset at a certain time but only obliges one side, not both.

*Combining futures, forwards, and **options**, a company can gain a competitive edge through their financing strategy.*

### Price Multiple

This refers to the operation in which a share price is measured with another financial metric in order to determine the financial situation of a company (positive or negative).

*It is always wise to study the **price multiple** of a company before investing in its stock too heavily.*

### Receivable

The term used to describe any debt or unfinished transaction between a company and the people or entities which owe it money.

*Even though it appeared that the company had racked up a lot of debt, when examining its **receivables**, the accountants realized that in fact it was soon to become extremely profitable.*

### Swaps

This is an agreement in which one party's financial instrument is switched or exchanged with another party. These financial instruments include things like cash flows and interest rates.

*Many times people will use **swaps** to trade variable interest rates for fixed rates when interest rates rise.*



## 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 personal pronouns, if we use a personal pronoun 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.*



## GRAMMAR: CLEFT SENTENCES PART II

There are several ways that emphasis can be expressed in English but one of the most common is the cleft sentence. While these sentences may sound strange to English language learners based on what they have previously learned, they are very common. Below you'll find examples of cleft sentences and rules on how and when to use them.

**It-cleft:** *It is Sarah who cares for the cats.*

The *it-cleft* is structured the following way: **It + is / was + emphasized clause + relative clause**

*It is Sarah who cares for the cats.*

The most common relative pronouns when spoken are *when* and *where* informally; however, formally, you may use no pronoun at all, *who*, *which* or *that* when writing and speaking generally. It is also worth remembering that the emphasized clause after it in an *it-clause* should be a noun phrase. *It-clefts* are used to emphasize a noun by excluding other possibilities.

**There-cleft:** *And then there's the car that he wants to buy.*

The structure for a *there-cleft* is similar to an *it-cleft*: **There + is / was + emphasized clause + relative clause**

*And then there's the car that he wants to buy.*

A *there-cleft* has the exact same function as an *it-cleft* in that it emphasizes a noun or a noun phrase. The most important difference is that the *it-cleft* limits the range of the emphasis while the *there-cleft* does not. For example, in the *it-cleft* example, there is only one possible person who cares for the cats, therefore it is limiting. In the *there-cleft* example, it states only that there exists a desire to buy a car, not that there exist no other desires, and is therefore not limiting.

**Wh-cleft/Pseudo-cleft:** *What she chose to rent was a Harley.*

The structure for the *Pseudo-cleft* is generally: **Wh-clause + is / was + emphasized clause**

*What she chose to rent was a Harley.*

*Wh-cleft* sentences are used to emphasize actions. Whereas *it-clefts* emphasize a noun or a noun phrase, *wh-clefts* are used to emphasize what happens to the noun or the noun phrase. Therefore they are often used as compliments or to shift emphasis away from a specific person or thing.

### Compare:

*It is Sarah who cares for the cats.*

*Who cares for the cats is Sarah.*

In everyday spoken English, this distinction would be made tonally but in writing we must use devices such as these clefts to shift emphasis instead of tone.



**Reversed *wh*-cleft/Inverted pseudo-cleft:** *A Harley is what she chose to rent.*

The structure of a reversed *wh*-cleft sentence is generally the following: **Emphasized clause + is / was + *wh*-clause**

*A Harley is what she chose to rent.*

Many times, we can use an inverted *pseudo-cleft* sentence to replace an *it* clause. This is because when the *wh*-cleft is reversed, we emphasize the noun that is in the emphasized clause.

**All-cleft:** *All she chose to rent was a Harley.*

The structure of an *All-cleft* is as follows: **All clause + is / was + emphasized clause**

*All she chose to rent was a Harley.*

The *all-cleft* is used generally to exclude information. Whereas a *wh*-cleft is open-ended, allowing for extraneous possibilities, the *all-cleft* is not. *All* in English is an absolute term that can refer to the concepts of everything and only. So in the anterior example we say she rented a Harley however in this example we say she only rented a Harley, meaning she rented absolutely nothing else. It is valuable to be aware of this difference so as to be able to play with explicitness of a sentence.

**Inferential cleft:** *It isn't that he's boring. It's just that he is weird.*

The structure for *inferential cleft sentences* is: **It + is / was + not + relative clause. + It + is / was + just + that clause**

*It isn't that he's boring. It's just that he is weird.*

*Inferential cleft sentences* are often used for two purposes. The first is to make a clarification about something as it allows for direct contrasts. The second is to make what are referred to as back-handed comments. These are comments where one does not necessarily say what they mean.

If using the first case with the example, then the speaker truly believes that the man in question is strange. If assuming the second case, then the speaker is saying that the man in question is boring and possibly strange. The gap between these two ways of using inferential clefts allows a lot of room to play with the meaning.

**If-because cleft:** *If she wants to sing it's because she loves music.*

The structure of the *if-because cleft* is: **If + noun phrase + verb phrase + (object) + it + is + because + noun phrase + verb phrase + (object).**

*If she wants to sing it's because she loves music.*

*If-because clefts* are used most often to provide reasons for certain actions or behaviours. They are more often used in spoken English rather than written English, a difference when compared to the other types of cleft-sentences. These are also often employed in media such as film when there is a mild argument or difference of opinion being had between two people and one of them would like to end it.



## VOCABULARY II: A TALE OF TWO MEASUREMENTS

Look at the following table showing the common measurements in the USA and the UK. Pay attention to the abbreviations of each unit. Then read the definitions below.

USA	UK		
<b>Size and Length</b>			
Sixteenth Inch (in)	1/16 in = 1.5 mm	Millimetre (mm)	1 mm = 0.039 in
Eighth Inch (in)	1/8 in = 3.18 mm		
Quarter Inch (in)	1/4 in = 0.635 cm		
Half Inch (in)	1/2 in = 1.27 cm		
Inch (in)	1 in = 2.54 cm	Centimetre (cm)	1 cm = 0.39 in
Foot (ft)	1 ft = 30 cm	Decimetre (dm)	1 dm = 3.9 in
Yard (yd)	1 yd = 91.44 cm	Meter (m)	1 m = 39 in
Acre (ac)	1 ac = 4046 m <sup>2</sup>		
Square (in, ft, yd)		Square (cm, m)	
<b>Capacity</b>			
Fluid ounce (fl oz)	1 fl oz = 3 cl	Millilitre (ml)	1 ml = 0.033 fl oz
Pint (pt)	1 pt = 0.47 l	Centilitre (cl)	1 cl = 0.33 fl oz
Quart (qt)	1 qt = 0.95 l	Litre (l)	1 l = 33.8 fl oz
Gallon (g)	1 g = 3.78 l		
<b>Distance</b>			
Mile (m)	1 m = 1.6 km	Kilometre (km)	1 km = 0.6 m
<b>Weight</b>			
Dram (dr)	1 dr = 1.77 g	Gram (g)	1 g = 0.035 oz
Ounce (oz)	1 oz = 28.34 g	Kilogram (kg)	1 kg = 2.2 lbs
Pounds (lbs)	1 lb = 453.6 g	Metric Ton (t)	1 t = 1.1 t
Ton (t)	1 t = 907 kg	Stone* (st)	1 st = 14 lbs
<b>Temperature</b>			
Fahrenheit (°F)	32°F = 0°C	Celsius (°C)	100°C = 212°F
<b>Speed</b>			
Miles per hour (mph)	1 mph = 1.6 kmh	Kilometres per hour (kmh)	1 kmh = 0.6 mph

\*Some uses for imperial units are still found in Britain, with a person's weight, for example. Many people will express their weight in stones, a unit not used in the USA. So, while technically there has been a shift to the metric system, one should not be surprised to see imperial units every now and again in everyday conversation.

### Acre

A measurement from the imperial system equal to 4,046 square meters.

*Just as hectares in countries with the metric system, in countries with the imperial system, acres are often used to measure property.*



**Baker's dozen**

A dozen comprised of 13 instead of the typical twelve originally to make sure that there were twelve quality pieces.

*As an insurance policy, many people will give a **baker's dozen** in Anglophone countries instead of only 12.*

**Carat**

A measure of the purity of gold.

*Always inquire as to the **carats**, or karats, when buying gold.*

**Decimetre**

A tenth of a meter

*Ten centimetres is a **decimetre**.*

**Dram**

The sixteenth part of an ounce

*Although rarely used, if needed, **drams** can provide a smaller unit than the ounce.*

**Fluid Ounce**

A unit of measure for liquid in the imperial system which is equivalent to 29.57 millilitres

*A **fluid ounce** is a measure used to break down pints and quarts.*

**Foot**

Twelve inches or thirty centimetres, this is the intermediate length measurement in the US system

*People are often measured in **feet** and inches rather than meters in the USA.*

**Gallon**

A unit of measure in the imperial system which is equivalent to 3.785 litres

*A **gallon** is the largest measure used daily for liquids in the imperial system.*

**Hectare**

A unit of measure in the metric system that is equal to 10,000 square meters

*Property is often measured in **hectares** when the property is an estate.*

**Knot**

The equivalent of one nautical mile per hour. This is equivalent to 1.852 kilometres per hour

*Ships measure their speed in **knots**.*

**League**

A unit of measurement corresponding to about three miles on land or three nautical miles at sea

*A famous book is 20,000 **leagues** under the sea.*



**Nautical Mile**

How distance is measured at sea according to the imperial system. The equivalent is 1.852 kilometres

*Sea distances are measured in **nautical miles** according to some countries.*

**Ounce**

A weight measurement in the imperial system equal to 28.349 grams

*In a pound, there are sixteen **ounces**.*

**Pint**

Generally accepted as the smallest fluid measurement regularly used to package fluids such as milk.

*Milk is often sold in **pints** for immediate consumption.*

**Quart**

A quarter gallon in the imperial system and equal to 0.946 litres

*Milk is commonly sold in pints, **quarts**, half gallons and gallons.*

**Stone**

The equivalent of 14 pounds and used in Britain to measure people commonly along with kilograms

*Martha weighs nine **stone** six according to her last medical report.*

**Ton**

The largest unit of measurement for weight in the imperial and metric systems (though the metric ton weighs more than the imperial ton)

*Cars often weigh several **tons**.*

**Troy ounce**

An imperial unit of measure for precious metals. A troy ounce is equivalent to 31.103 grams

*Gold is weighed in **troy ounces** instead of regular ounces.*

**Yard**

An imperial measurement equivalent to three feet

*Standard American football fields are 100 **yards** long.*



## LISTENING: THE SIX O’CLOCK NEWS

### FTSE 100 Update

Hello everybody and welcome to Futsy’s FTSE 100 report. The market has fallen 37.29 points today for a total of 0.6% negative growth. After opening at 6,203.17 points, it rose 0.22 points to a high of 6,203.39 points before plummeting to where it is located at the moment. Oh wait, now reports are coming in that it has fallen further, having lost a new total of 41.73 points today, adding almost an additional tenth of a percent. It looks like it’s going to be a bad day for the market. For those of you are new to investing, the points are proportional to the percentage of growth or shrinkage in the market, and today is not a good one to be seeing the points rolling out. If there is a silver lining it would be that the FTSE100 is not at a yearly low but rather in the middle. The highest point was when it hit 7,122.74 and the lowest was nearly 5,500 points.

But let’s look at the top performers today. Touristik Union International is killing the market having gained fifty-one points for a total of 4.96% positive growth. Paddy Power Betfair has grown ninety points however it has been unable to reach the 1% growth mark for the day so far. The folks over at TUI are surely celebrating what a good day it is to be in the tourism sector. But even those at Compass Group should be happy that they’re stagnant on such a difficult day for the market.

As for those who are having a worse day of it, Pearson and Old Mutual are the two companies who are performing most poorly today. Each one has lost over three percent and do not show signs of recuperating today. If they are lucky, they will be able to hold out and keep from losing any more points.

That’s all we have time for but tune in at 6PM for the closing bell update. I’m Jane Smithers and this is the Bamburg Update.

### Disaster report

Tornado Alley has been blown up once more as a massive twister has torn through Kansas throwing farmhouses every which way. Gusts of up to 200 miles per hour have left many of Dorothy’s fellow Sunflowers clicking their heels and repeating there’s no place like home. The tornado is proceeding across the state at a rate of about 50 miles per hour, moving fairly slowly, however, this in turn is amplifying the damage being caused. Evacuation efforts are facing logistical issues as the highway is crawling at a mere 15 mph and so those who are in the direct path are being encouraged to stay indoors, to get in the tub and to cover themselves and their children with a mattress. Those who do not have a tub on the first floor are being advised to pick the most secure corner of their basement and again huddle under a mattress and blankets.

In other news, Hurricane Delilah is storming up the Gulf of Mexico at 150 miles per hour. It is expected to make landfall at about 6pm this evening along the entirety of the coast from Texas to Mississippi. Louisiana is slated to get hit the hardest and the whole southern part of the state is being evacuated. New Orleans is on lock-down although the city has state of the art flood protection and therefore should weather this storm fairly well, the government has been unable to avoid having to displace over half of the state’s population. The governor has already called on the Federal government to help and the President has sent the emergency services down along with a contingent of marines and another of the army to aid in search and rescue missions for those who have ignored the evacuation order.

### The Rugby Union Update

As Rugby Union winds down we are left with a close line-up between three teams with a total separation of only four points between the first and the last team. The Saracens are topping the charts with thirteen wins, one draw and only four losses this season. They are followed by Exeter who



has won twelve games, nil in the draw column and has lost a total of six games. Following the runner-up are the Wasps with the same record however they lost one point in the bonus points section. Too bad for them but it has left us with an extremely close table. Saracens are only up by three points and so with two games left to play it could spell the end if they lose. At a minimum, they must at least win one and draw the other.

As far as the tournament goes the table is pretty evenly spread which should make for some very interesting initial rounds to the tourney. Northampton has no spot on the podium in the league tables, but they didn't miss out by too much and they will be looking for vengeance come next Saturday. Northampton trails behind the wasps by only seven points and their mission is clear. It is blood that they are looking for. Those waspy stingers is what they are looking to nullify. Exeter itself is looking to knock the Saracens down a peg or two as well from what they are saying at the press conferences.

Either way, this promises to be one of the more spectacular tournaments in the history of Rugby Union. Stay tuned for more sports news and we'll be back after this brief word from our sponsors.

### **The Rising Cost of Living in the UK**

Temp jobs are up 50% and so are food prices compared to a decade ago. It seems that while the recession has caused a much needed change in the labour market concerning how people work and how they are expected to work and to act, it has also brought about its woes. Prices only dropped so far during the crisis and there has been a significant price to pay for the uptick in the economy. Food is now where UK citizens spend the largest portion of their pay checks after housing and transportation. With the inflation and the higher demand due to migration to the cities, many are finding it difficult to cope with their new reality.

This difficulty coping has in turn forced many to live in the outskirts of London or in towns that border the capital. The ensuing domino effect has essentially left the citizens with hour-long commutes that, while proportioning reading time, cost significantly more than before and shorten the time they spend at home. The lack of leisure time and the general 3% rise in prices has created an atmosphere where things like the cinema are reserved entirely for the rich and powerful. Film professor Martin Shineman finds this ironic considering that film began as popular entertainment, below even the bourgeois standards of the rising middle class at the end of the 19<sup>th</sup> century. Many economists are debating what percent of the current population will be able to enjoy what was considered the traditional measure of success in the near future but the jury is still out on the subject. That's all for now but come back tomorrow at 11 for another look at life in the UK.

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### READING: MEDIA IN THE 21<sup>ST</sup> CENTURY

*Read the following article about the Media. Eight paragraphs have been removed from the article. Choose from paragraphs A-H the one which fits each gap. There is one extra paragraph which you do not need to use.*

The media flourished throughout the 20th century to become one of the most powerful forces in society. Its ability to reach large swaths of the population and influence their ideas and opinions set them up as the fourth power. This power then increased exponentially with the advent of social media. Now, events such as the Arab Spring, are studying the viewed effectiveness of social networks.

1. \_\_

This year (2015), traditional newspapers have been exhibiting negative growth, which is surprising considering their steady growth since it first took off in the mid-2000s. In the past year alone, sales have managed to fall by an astonishing three percent. The newspaper's current status has been constantly pushing them to try and reinvent themselves to try and retain their readers.

2. \_\_

Reports have shown that at least 20 percent of readers get their news from exclusively digital sources. After the digital revolution, many news companies reacted by putting much of their content online for free, gaining money from online advertising, but also giving a base product. The next step is to charge for special pieces that not all stations or networks can or will report on.

3. \_\_

On the other hand, radio has been more effective at conserving its target audience. A research bureau conducted a survey concluding that over 90 percent of the people questioned had listened to the radio via the typical AM/FM waves. Therefore, radio remains a strong contender for news, entertainment, and, of course, advertising. It can also be inferred that many stations also enjoy a fairly dedicated audience. Despite having options such as Spotify, Grooveshark, and Pandora to listen to music online, more than half of listeners had actually listened to the radio online. This shows that aural media is still overwhelmingly popular.

4. \_\_

Ideally, the media must adapt by having shorter and more attractive headlines for their articles on the mobile site and longer more detailed articles on the standard site. Those that are unable to adapt to this new way of doing things must decide whether to optimize for their mobile or desktop viewers or give them both the same content and hope for the best results.

5. \_\_

For those directing networks, they must also be cautious of analyzing these users correctly. For example, those who access the news through a mobile device are more likely to be waiting for something or someone. Additionally, a large portion of people use their mobile devices to use social media at work, clicking through on links to discover news stories, without being detected by the company's IT department. As far as the radio is concerned, those using it online are probably listening to the radio while they work or go about chores. Being aware of what these listeners are doing can help the station provide them with more relevant music, which can boost their ratings.



## 6. \_\_

This is due to the drastic changes in advertising budgets. Print remains the largest revenue maker in absolute terms, while digital is a distant second; however, this is not going to be the case for much longer if current trends continue. In the past year, the advertising budgets for printed media have fallen by about 20 billion euros, to roughly 140 billion euros total. However, digital advertising has soared, climbing more than ten billion euros to a total of more than 50 billion euros. In the advertising world, budgets are not the only aspect of digital advertising that is changing.

## 7. \_\_

As seen, the digital media has a greater effect than just the simple question of whether we read online or do we actually sit and buy the newspaper. It filters down and begins to affect what kind of advertising is shown and to whom it is shown. It has an influence on the future job market and what kind of prospects the people in those jobs have. This is all a grand drama that is played out every time you pick up a smartphone and log into The Financial Times or the Daily Mail.

A) However, all is not lost yet for traditional papers. There is still about 55 percent of newspaper's readership, which accesses content through by buying a broadsheet every day. Although this fall is not signaling the death of news sources, it is signalling a change in the way news sources reach their clients.

B) The traditional or digital debate is not the only question plaguing the media as it fights to transform itself and stay relevant among a world of tweets, Instagram shots and blog posts. The fight for the console has become increasingly more important over the past few years. The trend is that there are more people who access media from a mobile device but this is not necessarily good news. The media sources have realized that while their mobile sites need to be top-notch to keep receiving views, they cannot replace the traditional desktop views. This is because those who access from a desktop computer tend to spend more time per article thus leading to a longer amount of time on the media site.

C) As far as trends go, it has been observed that while the banner ads that work on a click-through motive are the most popular without contest, there is a second type that in the next few years could turn into a serious contender. With the rise of visual media on the internet such as the videos found on news websites, Youtube, and other such sites, videos are becoming more and more popular. Short ads just as you might expect to see on the internet are quickly becoming a way to advertise in more areas outside of the traditional websites. They still have a long way to go because they are more expensive than the typical banner advert, but they have increased by over 50 percent in the last year alone.

D) However, the news is more than a political tool. On the other side of the coin is the advent of late-night comedy shows becoming a major source of news for young folks, especially in combination with non-traditional sites such as BuzzFeed and Vice. All of this being the product of the growth in digital media, the power of mobile media versus desktop media, and the advertising revenue that is being paid out to different companies in the sphere of informative media sites.

E) As a result of all those readers, listeners and viewers tuning in largely for free, one of the main concerns is how to turn that into successful revenue streams. More advertising would seem to be the simple answer, but it is far from being simple. Many ads are only paid based on click-through data. A click-through is when a viewer clicks on the advert and is taken to the advertiser's website where they are presented with the product or service publicized. These kinds of advertisements are not generally the most lucrative and therefore in order to sustain an industry as big as a news bureau or radio station, it is absolutely necessary that a critical mass of readers is reached and maintained.

F) Another option that some follow is to give a certain amount of free articles, generally between 10-15 per month, to any specific IP address and then charge for the remaining readings. This allows a news bureau to offer more exclusive stories, to pay their reporters more, and therefore increase the quality of the journalism. This is popular especially among papers with a lot of clout such as The New York Times which is sold internationally.

G) For bigger news bureaus, such a decision is not difficult to make, they optimize their site and its information according to the viewer. However, this is one area where some of the smaller alternative news companies will face slightly more difficult circumstances. As they are smaller, they have issues rewriting everything and therefore they have to plough a middle ground.

H) Additional ways include giving away free copies of the newspaper in the hope that the free copies will increase readership. This helps companies that advertise get to know about the people that they are selling to and it helps them avoid paper becoming irrelevant. Papers that are small such as the New York Times often use this other strategy whereby they give a special edition with coupons away for free and then you can use the coupons to get discounted rates on earlier purchases.



## VOCABULARY: MEDIA TERMS

### Advent

When not capitalized, this word means the coming into being, use or popularity of something.

*The **advent** of digital media has forced the traditional news companies to adapt to the new users to avoid risking all that they have constructed.*

### Aggregate

A number or total that is formed by adding various numbers, amounts or totals together.

*The **aggregate** number of viewers can be estimated by conducting a poll of different people in different areas and then applying an algorithm.*

### Antics

A scheme or act which is performed with the sole intention of drawing attention in an immature fashion.

*The anchor's **antics** were absolutely appalling and were not becoming of a professional.*

### Back Issue

An old issue of a newspaper or a magazine, this can also refer to an issue which is out of print.

*My grandfather has a collection of **back issues** that go weekly all the way back to the second world war.*

### Banner Adverts

These refer to the typical advertisements that are used to lure someone to click through to a site. They occur at the top or the bottom of a webpage in general.

*One of the ways that Google makes money is by selling **banner adverts**.*

### Broadsheets

These refer to the traditional British papers that are very large and tended to be the more serious papers when they were first published.

*Although they only exist in a few places now, **broadsheets** were once viewed as the most informative papers that you could buy.*

### Bureau

This word means office but in a news context it refers often to the entire station and at times the entire paper.

*The European **bureau** of the New York Times is made up of few full-time staffers.*

### Clout

This refers to the power of someone or something to control the behaviour or outcome of another person, thing or event.

*The presidential candidates must start with a certain amount of **clout** or they will never be elected into office.*



### Extra

This refers to a smaller publication made in the evening by a paper so that the breaking news of the day can be spread. The term 'Extra' was first used to assure a newspaper's status as the first to break a story, in effort to gain readers.

*I always make sure to buy the evening **extra** because the writing frankly tends to be more engaging than the morning editions.*

### Fanzine

This is a magazine that is published for the fans and followers of a group, thing, or event. Many times it is published by a group of fans rather than the actual group that they follow.

*I always read the Marvel **fanzines** because often times the artwork is amazing and makes for good posters to pin up on the wall.*

### Folks

This is another term for people that is used to address the whole of a community in a broad stroke. It usually is associated with a more amicable or less formal manner.

*The saying, "plain as **folks**" has been around for a long time as a way of saying that there is nothing special about someone.*

### Gazette

This is an official magazine, which tends to publish lists and information about governments and state agencies, including universities. It is also used in the title of some modern papers.

*The Washington **Gazette** is one of the oldest papers in the area.*

### Glossy Magazine

This is a magazine that covers issues that are generally deemed less serious such as fashion.

*Without his **glossy magazines** like GQ and Esquire, Kyle was unable to stay fashionable like his girlfriend who made it seem effortless.*

### Heavy

This is a slang term for the more serious news and the papers that publish these stories.

*The London Times is a **heavy** and should be read only when one is in the mood to think and feel intellectual.*

### Mouthpiece

This is a term used to denote newspapers, magazines, or other types of media that are used to exclusively spout one opinion or one person's opinion.

*I find it entertaining to read the **mouthpiece** because people always have an opinion about everything.*



**Red-Top**

The name for a British magazine that reports on celebrities and other frivolous news events that are not often reported in mainstream media.

*I read about that new movie star having an affair on his wife in last week's **red-top**, The Daily Star.*

**Sensationalism**

This is when a newspaper or other media outlet takes a story and blows it out of proportion in order to strategically attract readers or an audience.

*Red-tops, or tabloids as they're known in the US, are famous for their constant **sensationalism**.*

**Station (radio and television)**

This refers not only to the frequency on which one can listen to the radio or watch the television but also to the physical station from which it is broadcasted.

*Many TV **stations** have lots of sensitive equipment, much of which is fully automated, that they use to broadcast twenty-four hours a day.*

**Swath**

Generally refers to geographic regions and a large area. When used metaphorically, it refers to a segment of people or of a topic.

*A large **swath** of the population enjoys watching reality TV even though many will criticize it to no end when in public.*

**Tabloid**

This refers to a publication that is printed on paper that is half the size of the broadsheet. In the United States, it refers to a cheap magazine of celebrity gossip.

*Many European papers have a tradition of using **tabloids** instead of the typical broadsheet characteristic of Anglophone countries.*

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## GRAMMAR: INFORMATION STRUCTURE IN DISCOURSE (A BRIEF INTRODUCTION)

Information structure in discourse is a broad field of linguistics that deals with the way in which we give, receive, and interpret information that is presented to us through language. Using words and structure correctly is pivotal to enjoying a clear and effective use of the English language. For this reason, you will be introduced to several concepts from this field of linguistics and then shown how and why they are useful to understand when transmitting information.

### Familiar and Unfamiliar Information

There are two main types of information present that we transmit when communicating. The first type of information is **familiar** or given information and the second type is **unfamiliar** or new information. When speaking, the speaker assumes that the listener knows any information deemed familiar, while unfamiliar information is deemed to be unknown.

**Pronouns and definite nouns** (proper nouns, nouns with “the” or “this”) are considered to be old information, also known as familiar information. This means that the speaker assumes that the listener knows what the noun phrase is referring to when he uses a noun phrase made up of these items.

**Indefinite nouns** (those preceded by “some”, “a/an” and those nouns that are lacking an article) are considered to be new information and, therefore, unfamiliar. This means that the listener does not have a well-defined idea of what is being said based solely on their hearing this noun phrase. In order to have context, this noun phrase must be preceded by given information.

*I was sitting on **a bench** when **a dog** appeared out of nowhere; **it** began playing with **a ball** which was lying in **the park** on **the other side** of me.*

By the second sentence, the listener is expected to know which park the speaker was in, which dog they are speaking about, and which side of the speaker the ball was originally on. What is not defined is which bench the speaker was sitting on and which dog approached him or her. When speaking this ambiguity can be quickly cleared up should the listener care about which bench, which ball, or which dog approached the speaker. However, when one is writing, the opportunity does not exist to provide immediate clarification and therefore it is important to pay attention to the way in which we present new information. Special caution must also be taken as to how new information is presented in a text.

### The Topic and the Comment of a Sentence

The **topic** of a sentence is similar to the grammatical subject of a sentence but not always the same. The topic refers to what the sentence is talking about while the comment refers to the rest of the sentence. The comment is where we learn whatever information the speaker or writer is trying to transmit about the topic.

There are some phrases that will specifically point out what the topic of a sentence is. Here you can see a list of some of these phrases that signal the topic of a sentence.

#### According to x

*According to Margaret Thatcher, **Britain** should maintain sovereignty of the Falkland Islands.*

#### As for

*As for **nutrition**, it is a topic that needs to be taught more in schools.*



**As far as**

As far as **traditional recipes teach us**, apples are the only ingredient in apple sauce.

**Concerning**

Concerning **late night television**, it's better to watch when you are already informed.

**Considering x**

Considering the backlash from the campaign, **Jack and Jill** came out looking pretty good.

**From where I stand**

From where I stand, **ratings** is the only thing that really matters anymore.

**In my opinion**

In my opinion, **beef** is tastier than lamb.

**Personally**

Personally, **my opinion** is that they should have tried the curry.

**Speaking about**

Speaking about **cheeses**, did you hear about that awesome goat cheese from the Pyrenees?

**Speaking of**

Speaking of **rainbows**, I love how they're essentially tiny crystal streams due to the light refracting off water droplets.

**While on the subject of**

While on the subject of **whales**, it is critical to ensure that they are properly treated if they get beached.

These are only some of the ways to signal the topic of a sentence but they should be recognized when they are seen.

In addition to these phrases, when answering a question, the topic of the sentence generally coincides with the answer.

Where did you go for study abroad? – **We went to Spain** and it was fantastic.

The topic is important because while it normally coincides with the subject this is not always the case. In the passive voice, the topic of the sentence may be completely different.

I cut my hair at Mount Orion Barber Shop. >> **My hair was cut** at Mount Orion Barber Shop.

In this example, the topic is the cutting of hair regardless of where it was actually cut.

Topic is important because while most of the time this process is supposed to be innate, “most of the time” isn't good enough for effective communication. This is because if you are clear on your topic, you can choose to make it easier to see (in the case of a signalling phrase) or more difficult (as might happen with certain cause and effect statements). Knowing what the topic is versus the subject will also help to allow you to play with words and perhaps affect the impact of your topic upon your reader.



### **What is Focus in a Sentence and How Do You Use It?**

Focus is the stress on an important word in a sentence. Speakers do this to communicate to the listener what information they want them to retain. In English, focus is projected primarily through speech. In writing it can sometimes be made using italics, causing the word to jump out at the reader.

He is a *writer* by profession.

In this example, we emphasize that he is a writer. If the stress were on “profession” then we would be emphasizing that he makes a living as a writer, which is slightly different.

The opposite of focus is called background and it is the part of the sentence that is always true, or in other words applicable.

He is a writer *by profession*.

Here we know that he has a profession of some kind, but without the focus of the sentence his exact profession is not made abundantly clear.

*Only, merely, just, and solely* are all adverbs that show that the background of a sentence is meant for a specific focus. This allows the emphasized part of the sentence to remain clear and allows the rest of the sentence to support the focus.

Jessica only wanted *sushi* for lunch.

There was no other food besides sushi that Jessica wanted to eat for lunch. If the focus had been on wanted or lunch, then sushi would stop being the focal point of the sentence and would form part of the background.

*Also, likewise, additionally, and further* all play the role of showing that the background of the sentence applies not only to the focus but also to other parts of the sentence or implied foci.

Elsa also learned how to control *anger*.

Elsa did learn how to control anger but she learned how to control other things as well and these other foci are implied rather than stated. This allows speech to be necessarily vague at times where it would be uncomfortable or impractical to list all the foci of a particular part.



## LISTENING: PERSONAL OPINIONS OF MEDIA

### Speaker 1

I suppose I never really thought too much about where our news comes from and how it is presented. I mean, I am well aware of the ideological lines that many media sources will take but I don't really know why that has to affect me necessarily. Anyway, I'm young and I like to laugh and, to be honest, I can't be bothered with serious news stations all the time. I already spend so much time studying that I don't want to have a serious news reporter showing me all the evil in the world. Stephen Colbert is fantastic but I find that his antics go a little too far over the top for my taste.

The other aspect that I like about watching these shows is that they give you the bad news with a smile, so to speak. For instance, these comedy news programs generally attack tough stories that are not always comfortable to talk about. Despite this fact, they do so in a tongue-in-cheek manner that gets you thinking about the issues rather than thinking about how much you want to change the channel. A good example would be when Jon Stewart quizzed Barack Obama on the issue of Veteran Affairs, an issue he holds dear, and put Obama through the ringer. The topic is a tough one in that the USA is failing people it promised to help, a topic most would rather just look away from. But Stewart talks about it in such a way and makes sure to throw in a joke or two and the result is that the topic becomes much more palatable and I find myself intrigued and wanting to learn more.

### Speaker 2

Personally I cannot see why anyone would think that these comedians are a trustworthy source of news. At best they let a few headline stories break onto their show but they do not ever really discuss the issues in depth, do they? That's what I think the main issue with these comedians is, they pretend to be news anchors and some people believe them and we end up with an ever more misinformed public. Anderson Cooper for example, is a wonderful journalist who gets reports on subjects that matter and makes them known to the wider world. Christiane Amanpour is another fantastic journalist. I know some people think that their material is dry and depressing but then again, that is the world we live in and we need to know what is going on in it.

I also think that it is important on a personal level to watch the real news and not just a bunch of comedy show hacks. If you are constantly watching these comedians you will get two things: first, you will only have an extremely cursory knowledge of what is going on in the world, that won't serve you for anything; and second, you will miss out on all the cultural richness that news reporting can provide. To begin with, reporters use a specific style of English to communicate clearly, something that is wanting on shows these comedians host. So the shows are fine for comedic purposes but as long as they are recognized as such. So when these shows are taken seriously and this becomes an example of good reporting, then we are risking great loss on a cultural and social level.

### Speaker 3

I haven't watched these shows enough to really comment too much one way or the other. I think Jon Stewart and Stephen Colbert are fantastic comedians and Noah Trevor is really coming into his own as well. Jon Stewart in particular is a master of sarcasm and never left his, at times, biting opinion unheard, but he was always well informed so I can't complain. And Colbert's theatrics only added to the richness of the American comedic landscape. Trevor is refreshing after so many years of Stewart on the Daily Show but it took him a little while to fully break into the role.

As far as using these shows as a source of news, I think that this is a little misleading. I mean, they do cover some good topics and that is very important but they don't cover everything in the same amount of depth as a traditional news source. To put it another way, if you use them as a news source every now and then I don't think that there is any problem with that. The problem begins when they are deemed to be the only necessary news source. I actually work with the Pew Research Centre and according to a study we did recently, the majority of the audience is young, liberal men. This is a very narrow demographic but it does beg the question, "What is it about these shows that appeals to this audience so much?"



**Speaker 4**

I think that this type of news is the best thing to have happened to mainstream media since the advent of the colour TV. The traditional news sources are much too ideological but they mask this ideology in so-called “objective reporting” and therefore if you don’t know who they support to begin with, then it is really difficult to find out at times. The comedic sources are often very left-leaning but they make no attempt to hide their stance. Even Colbert, who parades as a republican, is conspicuous with the fact that it is a stunt as he constantly ridicules the party in one way or another. And then on a political level, they don’t dumb down politics or skip important stories, what they do is make use of a bad situation. Everyone is so fed up with the government that we need to laugh once in a while when we are being informed. These comedic shows respond to that need.

Then you have the fact that the comedy shows are just that, they are comedy shows, but they also inform. So to look at it from another perspective, they serve a dual purpose. On the one hand, they make those who are already informed laugh and smile, while on the other, they inform those people who are averse to traditional news outlets or who have neither the time nor the inclination to tune in to traditional news sources. We can’t forget that politics is meant to be inclusive, and these shows level the playing field considerably. While most of the loyal audience who considers these programs as a source may be college educated males, that doesn’t mean that others are not benefiting as well. As the saying goes, “comedy can stare into depths that tragedy dare not acknowledge” and those shows help us to do the same.

**Speaker 5**

I love watching the Colbert Report every night because it gives me the chance to relax and to disconnect. I don’t think that it is a serious news source at all, far from it in fact, but it does do a good job of poking fun at politicians and bringing attention to one point or another. That is not to say that there is never a news story on the show, but that it can’t be relied on as a news source; after all, that’s not its *raison d’être*. However, when there are certain issues that need to be highlighted because they’re being swept under the rug, this show does a fantastic job of doing so. I really think that they should try to expand their line-up of stories and maybe increase the credentials a little because it is getting the reputation of being a reputable news source.

Along the same line, I don’t think that people should be getting their news from the comedy shows available but that doesn’t mean that comedy in news is a bad thing. One of the issues with the news is negative sensationalism so, adding comedic relief could be a breath of fresh air. This is especially true for topics such as politics which can be stifling due to the sheer cattiness of the politicians. They always seem to be looking out for number one and many times it’s just too much to watch for very long. So I strongly believe that taking one of these comedy shows and introducing more news would be a good thing, provided they don’t treat absolutely everything as a joke either, because that can set a dangerous precedent and foment an unhealthy attitude towards life.



## WRITING: TRUCK CRASHES INTO LIVING ROOM

Write an **article** on the following topic: *Truck Crashes into Living Room*  
Include a headline, background introductory paragraph and 3-5 paragraphs about the development of the incident. **Use 280-320 words.**

*Points to include in the article:*

- How did it happen?
- Who was the owner of the home?
- Was anyone killed or hurt?
- What happened to the driver?
- Was there compensation?





**READING: A TALE OF TWO CITIES**

*Read the following excerpt from the final chapter of the famous work by Charles Dickens, A Tale of Two Cities. Once you have read the excerpt, fill in the blank spaces with the letter of the paragraph which best fits written with uppercase letters.*

The clocks are on the stroke of three, and the furrow ploughed among the populace is turning round, to come on into the place of execution, and end. The ridges thrown to this side and to that, now crumble in and close behind the last plough as it passes on, for all are following to the Guillotine. In front of it, seated in chairs, as in a garden of public diversion, are a number of women, busily knitting. On one of the foremost chairs, stands The Vengeance, looking about for her friend.

“Therese!” she cries, in her shrill tones. “Who has seen her? Therese Defarge!”

“She never missed before,” says a knitting-woman of the sisterhood.

“No; nor will she miss now,” cries The Vengeance, petulantly. “Therese.”

“Louder,” the woman recommends.

1. \_\_\_\_

“Bad Fortune!” cries The Vengeance, stamping her foot in the chair, “and here are the tumbrils! And Evremonde will be despatched in a wink, and she not here! See her knitting in my hand, and her empty chair ready for her. I cry with vexation and disappointment!”

As The Vengeance descends from her elevation to do it, the tumbrils begin to discharge their loads. The ministers of Sainte Guillotine are robed and ready. Crash!—A head is held up, and the knitting-women who scarcely lifted their eyes to look at it a moment ago when it could think and speak, count One.

2. \_\_\_\_

The supposed Evremonde descends, and the seamstress is lifted out next after him. He has not relinquished her patient hand in getting out, but still holds it as he promised. He gently places her with her back to the crashing engine that constantly whirrs up and falls, and she looks into his face and thanks him.

3. \_\_\_\_

“Or you to me,” says Sydney Carton. “Keep your eyes upon me, dear child, and mind no other object.”

“I mind nothing while I hold your hand. I shall mind nothing when I let it go, if they are rapid.”

“They will be rapid. Fear not!”

The two stand in the fast-thinning throng of victims, but they speak as if they were alone. Eye to



eye, voice to voice, hand to hand, heart to heart, these two children of the Universal Mother, else so wide apart and differing, have come together on the dark highway, to repair home together, and to rest in her bosom.

“Brave and generous friend, will you let me ask you one last question? I am very ignorant, and it troubles me—just a little.”

“Tell me what it is.”

4. \_\_\_\_\_

“Yes, yes: better as it is.”

“What I have been thinking as we came along, and what I am still thinking now, as I look into your kind strong face which gives me so much support, is this: — If the Republic really does good to the poor, and they come to be less hungry, and in all ways to suffer less, she may live a long time: she may even live to be old.”

“What then, my gentle sister?”

5. \_\_\_\_\_

“It cannot be, my child; there is no Time there, and no trouble there.”

“You comfort me so much! I am so ignorant. Am I to kiss you now? Is the moment come?”

“Yes.”

6. \_\_\_\_\_

“I am the Resurrection and the Life, saith the Lord: he that believeth in me, though he were dead, yet shall he live: and whosoever liveth and believeth in me shall never die.”

The murmuring of many voices, the upturning of many faces, the pressing on of many footsteps in the outskirts of the crowd, so that it swells forward in a mass, like one great heave of water, all flashes away. Twenty-Three.

They said of him, about the city that night, that it was the peaceullest man’s face ever beheld there. Many added that he looked sublime and prophetic.

7. \_\_\_\_\_

“I see Barsad, and Cly, Defarge, The Vengeance, the Juryman, the Judge, long ranks of the new oppressors who have risen on the destruction of the old, perishing by this retributive instrument, before it shall cease out of its present use. I see a beautiful city and a brilliant people rising from this abyss, and, in their struggles to be truly free, in their triumphs and defeats, through long years to come, I see the evil of this time and of the previous time of which this is the natural birth, gradually making expiation for itself and wearing out.

8. \_\_\_\_\_

“I see that I hold a sanctuary in their hearts, and in the hearts of their descendants, generations



hence. I see her, an old woman, weeping for me on the anniversary of this day. I see her and her husband, their course done, lying side by side in their last earthly bed, and I know that each was not more honoured and held sacred in the other's soul, than I was in the souls of both.

"I see that child who lay upon her bosom and who bore my name, a man winning his way up in that path of life which once was mine. I see him winning it so well, that my name is made illustrious there by the light of his. I see the blots I threw upon it, faded away. I see him, fore-most of just judges and honoured men, bringing a boy of my name, with a forehead that I know and golden hair, to this place—then fair to look upon, with not a trace of this day's disfigurement—and I hear him tell the child my story, with a tender and a faltering voice.

"It is a far, far better thing that I do, than I have ever done; it is a far, far better rest that I go to than I have ever known."

A) "But for you, dear stranger, I should not be so composed, for I am naturally a poor little thing, faint of heart; nor should I have been able to raise my thoughts to Him who was put to death, that we might have hope and comfort here to-day. I think you were sent to me by Heaven."

B) "I have a cousin, an only relative and an orphan, like myself, whom I love very dearly. She is five years younger than I, and she lives in a farmer's house in the south country. Poverty parted us, and she knows nothing of my fate—for I cannot write—and if I could, how should I tell her! It is better as it is."

C) "Could you imagine:" the heart-wrenching stare of the seamstress seemed to ask him, "that we will rest in glory and peace? Might I ever see she who I love and leave behind once more or will this revolution deprive her of the chance to be with me? Might I not be mercifully sheltered by she who is omnipotent for these thoughts?" However, Carton could not find the words to assuage the silent screams pouring from her eyes, from the depths of her very soul.

D) She kisses his lips; he kisses hers; they solemnly bless each other. The spare hand does not tremble as he releases it; nothing worse than a sweet, bright constancy is in the patient face. She goes next before him—is gone; the knitting-women count Twenty-Two.

E) One of the most remarkable sufferers by the same axe—a woman—had asked at the foot of the same scaffold, not long before, to be allowed to write down the thoughts that were inspiring her. If he had given any utterance to his, and they were prophetic, they would have been these:

F) "I see the lives for which I lay down my life, peaceful, useful, prosperous and happy, in that England which I shall see no more. I see Her with a child upon her bosom, who bears my name. I see her father, aged and bent, but otherwise restored, and faithful to all men in his healing office, and at peace. I see the good old man, so long their friend, in ten years' time enriching them with all he has, and passing tranquilly to his reward.

G) "Do you think:" the uncomplaining eyes in which there is so much endurance, fill with tears, and the lips part a little more and tremble: "that it will seem long to me, while I wait for her in the better land where I trust both you and I will be mercifully sheltered?"

H) Ay! Louder, Vengeance, much louder, and still she will scarcely hear thee. Louder yet, Vengeance, with a little oath or so added, and yet it will hardly bring her. Send other women up and down to seek her, lingering somewhere; and yet, although the messengers have done dread deeds, it is questionable whether of their own wills they will go far enough to find her!

I) Awaiting the scaffold and eyeing the razor which would shave his neck for the last time, he thought only on those that he would leave behind. But he thought not of them despairingly, for he knew that what he was to do would be in service to them all. He thought, instead, of them lovingly; he thought of how finally he may have achieved a life worth living and dying for and, therefore, would not witness the extinguishing of a melted candle in vain.

J) The second tumbrel empties and moves on; the third comes up. Crash!—And the knitting-women, never faltering or pausing in their Work, count Two.



## VOCABULARY: A TALE OF TWO CITIES

### Assuage

To make an undesirable feeling or situation less painful or severe.

*Ben and Jerry's is the best way to **assuage** a broken heart.*

### Blot

A spot of ink that is spilt by accident. This can also refer to a general stain, either physical or not.

*No amount of scrubbing could clean the **blot** from the shirt.*

### Falter

To decrease in either strength, conviction, momentum or will. This generally implies a lack of sufficiency and can imply the notion of being side-tracked.

*Few are those who do not **falter** on the way to becoming prime minister.*

### A fast friend

A trustworthy friend. Using this term implies a great deal of confidence between two people.

*Tolkien and C.S. Lewis were **fast friends** until the day that they died.*

### Frieze

A piece of artwork that depicts a scene, generally in stone. It is in many ways the predecessor to the still life and the photograph.

*The Parthenon in Athens is famous for its **friezes**.*

### Furrow

A long row carved into the ground by a plough. Furrows are created in order to plant seeds and cover them again easily in farms and gardens.

Also refers to any surface with a trench-like depression such as a wrinkle on one's face.

*The oxen had not finished ploughing the **furrows** but it was time to go home for the evening. He was embarrassed at all the **furrows** on his face.*

### Heave

The act of pulling which elicits great strength from he or she who pulls. Generally used to convey the heaviness of whatever is being pulled.

To vomit.

*The man **heaved** the mattress onto the bed after dragging it up the stairs. He **heaved** over the side of the boat.*

### Linger

To remain in the same place longer than is expected or desired. Usually implying a sort of fading away and staying beyond a specified time.

*After dinner, the party **lingered** in the parking lot before heading for their cars.*



### Mindboggling

This is a colloquial term that is commonly used when something is considered to be confusing or unexplainable.

*I heard this **mindboggling** story about a blind dog that was led by a cat.*

### Penchant

A strong preference for something or a tendency to act in a certain way. This is oftentimes used to describe habits, good or bad.

*Johnny had a **penchant** for going on too long in his stories. The poor guy never learned how to cut his words down.*

### Petulantly

In a spoiled or childlike manner. This is used to describe immature activity where impatient irritation is present. Usually is associated with children and teenagers.

*His daughter was insulting guests **petulantly** when her father told her that she was not allowed any more ice cream.*

### Press on

To continue onward. This is often used to imply continuing on despite adverse conditions.

*They would not be stopped by the wind and rain and they **pressed on** as though their life depended on it.*

### Oath

A solemn promise. An oath is considered one of the most solemn promises that one can make. Once made, it is expected to be as though it were written in stone.

*All officials who hold public office must take an **oath** when they are sworn in to office.*

### Soak up

To absorb in a literal or metaphorical fashion. Often used metaphorically to denote the idea of basking in fame, attention, etc.

*New stars generally **soak up** all the paparazzi attention but then they tire of it and they try to run.*

### Scaffold

This is the platform on which one is executed in the manner chosen by the authorities. Traditionally, they were built of wood because they would be set up and taken down for each execution.

Also refers to the temporary structure that allows workers to stand and repair, build, or renovate a building.

*Up on the **scaffold**, many have spoken their last words.*

*The **scaffold** wasn't very sturdy, so the workers repairing the outside wall were always scared of dying.*



**Scorn**

Contempt that one person holds for another. Often used for someone who feels disdain towards the actions or the general presence of another person

*Many would prefer banishment rather than public **scorn**.*

**Throng**

A tightly packed crowd. This term may be used to describe either humans or animals. Refers to a large grouping of things that are together.

*I tried to move through the **throng** of people but it was impossible to get close to the stage.  
My girlfriend and I have made a **throng** of memories.*

**Tumbrils**

A small two wheeled cart that would open at the back.

***Tumbrils** were used extensively during the French Revolution to carry prisoners to the guillotine to be executed.*

**Weep**

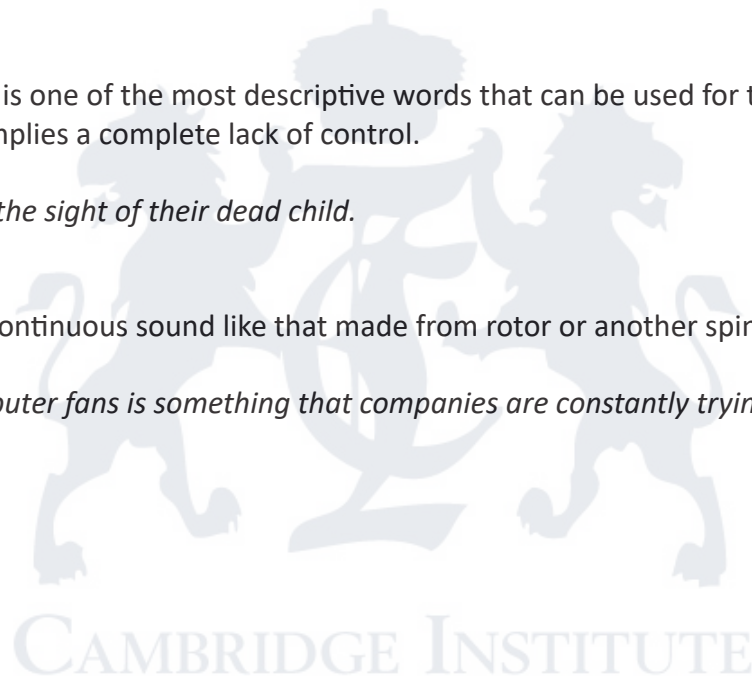
To cry profusely. This is one of the most descriptive words that can be used for the emotional state of crying and usually implies a complete lack of control.

*The parents **wept** at the sight of their dead child.*

**Whirr**

This denotes a soft, continuous sound like that made from rotor or another spinning part.

*The **whirring** of computer fans is something that companies are constantly trying to improve.*





## GRAMMAR: PREDICATE PHRASES AND THEIR FUNCTIONS

The predicate of a sentence is rather easy to understand but, as always, the devil is in the details. To try and make this subject more interesting and less pedantic, series of questions have been posed and we will answer each one of them separately. Once you can answer these questions, you will understand the predicate and its uses. The questions are as the following:

1. What is the predicate of a sentence?
2. What does the predicate phrase do in a sentence?
3. What are the parts of a predicate phrase?
4. How does each part of a predicate phrase function?
5. What is the difference between the predicate and other types of phrases?
6. Can you join two predicate phrases?
7. What is the most important aspect of predicates to consider when speaking or writing?

Now that you know the questions and have become acquainted with them, let's begin to answer them one by one.

### 1. What is the predicate of a sentence?

The predicate is the part of the sentence which contains a verb and describes the subject. It is composed of a maximum of three parts (the verb, the direct object, and the indirect object) and it is meant to answer either the question of what is the subject doing, how is it doing it, or both. To get a better understanding, look at the following examples:

- *He **laughed at the joke.***
- *I **cooked linguini.***
- *Sam **cycles.***
- *Margaret Thatcher **will rule again.***
- *The Muppets **aired for a decade.***

Specifically, the predicate is the verb and the rest of the sentence in bold is the adjacent predicate phrase which adds depth and detail.

### 2. What does the predicate phrase do in a sentence?

The predicate provides the information concerning the action taken by the subject or the subject's state of being. The predicate answers what is being done and how it is being done. It can also answer why, when or where an action takes place. To put it another way, the predicate provides all the information transmitted except that information which answers the question, "who is the author of the initial act of a sentence?" Look at the following examples to get a better idea of what the predicate phrase does in a sentence:

- *I **play the piano at night.***
- *Samantha **is the greatest concert pianist of our time.***
- *Samuel **is her brother.***
- *Samuel and Samantha **play duets after lunch.***
- *Samuel **sings to appease his soul.***



### 3. What are the parts of a predicate phrase?

A predicate phrase is made up of three distinct but intertwined parts. The first is the **verb**; in order for the predicate phrase to be a predicate phrase there must be a verb (the verb is referred to as the predicate).

- I **dance**.
- You **think**.
- We **fight**.
- They **drink**.
- You **smoke**.

The second part of a phrase is the **direct object**. The direct object is usually a noun phrase that is related to the predicate and can be identified usually by answering the question, "who or what was affected by the subject?" Despite being a noun phrase regularly, it can also be a clause, either finite or infinite.

- I dance **reggae**.
- You think **about space**.
- We fight **for food**.
- They drink **coffee**.
- You smoke **cigarettes**.

The **indirect object** is the final piece of the puzzle and it is almost always accompanied by the direct object. The indirect object generally says what or who undergoes an action by the subject. It is also important to note that the indirect object will always come before the direct object.

- I told **Martha** the plan.
- You bought **the children** a cake
- She wrote **her boyfriend** a letter.\*
- We dealt **the man** an accidental blow.
- They will promise **us** not to ski without helmets again.

*\* There are some instances where, when speaking colloquially, the direct object is not necessary. In this case, it would be acceptable to say, "She wrote her boyfriend" and the meaning would be understood by the recipient of the communication. Nevertheless, this is not standard English nor is there a hard and fast rule for when this may be done. Therefore, when you hear an example of this, be sure to make a note of it and to remember that it is a special case.*

### 4. How does each part of a predicate phrase function?

The **verb**, or the predicate, is the most basic part of the predicate phrase and its function is two-fold. On one hand it describes the action or the state that is being communicated in the sentence. On the other hand, it signals to the recipient of the message as to whether or not an object will accompany the verb. If the verb is monotransitive or ditransitive, then it will have an object.

The simplest sentence pattern is the following:

S + V

This is critical because without these two elements, you cannot have a sentence. This is referred to as a simple sentence and the verb used in this type of sentence may be neither monotransitive nor ditransitive. Verbs that are neither monotransitive nor ditransitive are referred to as being intransitive.



The **direct object** is used when we use a monotransitive verb. A monotransitive verb is a verb that requires an object to make sense. Some examples are the verbs to be, to write, and to drink.\* The sentence pattern for using a direct object is as follows:

S + V + DO

The direct object informs the listener or the reader of what or who is affected by the subject of the sentence. While it is normally a noun phrase, several clauses can also be used. Relative clauses may be used as the direct object when they are nominal relative clauses. That-clauses may also be used as direct objects. In addition to the aforementioned types of relative clauses, infinitive and participle clauses may also be used to create direct objects.

*\* It is worth nothing that some monotransitive verbs are also ditransitive. A good example of this is the verb to write.*

The **indirect object** is used when the predicate is a ditransitive verb. A ditransitive verb is a verb that requires both an indirect object and a direct object. The indirect object states who or what is undergoing the action from the subject. The sentence pattern for indirect objects is the following:

S + V + IO + DO

Here it is important to note that the indirect object always comes **before** the direct object in a sentence. Indirect objects are usually noun-phrases but they can also be nominal relative clauses on occasion.

### 5. What is the difference between the predicate phrase and other types of phrases?

The predicate phrase is a construct made up either of a lone verb, a verb and a direct object or a verb, an indirect object and a direct object. The most important part of a predicate phrase is that it has a verb that can act as a predicate. It is also essential to the construction of a sentence. This is an important difference with other types of phrases such as noun phrases and adjective and adverb phrases which are not inherently essential to the grammatical structure of a sentence. Another inherent difference is that these other types of phrases do not specifically need to have a verb although they can have one. A predicate phrase by definition must have a verb.

### 6. Can you join two predicate phrases?

Two or more predicate phrases may be joined with the standard coordinating conjunctions which are “and”, “but”, “or”, and “nor”.

- I walked to the park **and** ate an ice cream in the shade of an oak tree.
- Jim sat on the step **but** couldn't relax at all.
- For graduation, she could choose the iMac **or** she could travel Europe.
- They did not study Chinese **nor** did they travel to China.

### 7. What is the most important aspect of predicates to consider when speaking or writing?

The most important aspect of predicate phrases when speaking and writing are the concepts of clarity and precision. Clarity because the predicate phrases are what moves a sentence and what give the bulk of the information and if unclear, they can cause more disinformation than information. Precision is important because while some ditransitive verbs can be understood if treated like monotransitive verbs, if you are not precise in their use, the sentence can become confusing very quickly and can cause misunderstandings.



## LISTENING: ASSASSINATION, BETRAYAL AND EGO

Well, I first heard of this story when I was quite a bit younger. The idea had been ruminating in my head for the better part of two decades before I actually ever sat down to study and write it. So, I was a girl studying literature and of course I had to read both *Manhattan Transfer* and *The Sun also Rises*. Remember, I was in high school studying American literature and Spanish in the 1960s and if anything, it was a time of change and of radical ideas. The country had just suffered McCarthyism and communism was a dirty word, but I had a progressive English teacher who didn't want us to be ruled by the monotony of the mass media. He told us that we must think for ourselves and encouraged us to read Keynes, Marx, Adam Smith and others when thinking about economics and the government. But to get back to the point, when we were studying the greats of the 1920s and the 1930s, naturally, we had to read both John Dos Passos and Hemingway. We were shocked to learn that they had written many novels based on experiences that they had outside the United States and that they knew, and were fast friends, with many of the vanguard artists of the European scene. So that is when our teacher stressed that just as we know our fellow students, these famous writers and artists all knew each other intimately from their years abroad and then visiting at home.

I was entranced and so I decided that at university I would study the importance of foreign experiences and travels on the American novel of the 1920's, 1930's and 1940's. I learned that Hemingway and Dos Passos were intimately acquainted with Spanish culture at several points in history in the early and mid-twentieth century. Dos Passos first visited when he graduated from Harvard in 1916 and there he met a young gentleman with revolutionary tendencies named José Robles. José, just like John, came from a wealthy and influential family that afforded him many comforts that he would come to scorn. Anyway, José took John all through Spain, introducing him to his friends and showing him what José considered to be the true Spanish soul: its music, art, architecture, and, most importantly, its people.

It is the romanticism and the idealism in John that I most identify with and which helped to push me to investigate this story further to eventually be able to write a book about it. It was just so much and it was just so powerful that I couldn't let it go, much like what happened to Dos Passos and his relationship with Spain. He would forever hold on to an image which never really congealed in the end. A frieze from the history of a country and a culture that kept evolving and moving on until eventually it would rip itself apart and put itself back together again.

Hemingway, on the other hand, had an experience much more similar to that which the average tourist has come to expect in Spain nowadays. He came and did some reporting in the country in 1921 and 1922 but it was the Festival of San Fermín in 1923 which would entrance him permanently and cause him to fall in love with the country. He fell in love with bullfighting and would visit the city of Pamplona again in 1924 and a third time in 1925. These trips are the fountain of inspiration that would inspire his novel, *The Sun also Rises*.

At the same time that Hemingway was in Paris, John Dos Passos was soaking up the "moveable feast" as Hemingway would come to call it. It is here that the two met. Curiously enough, they were both writers, they had both fought in the First World War, and they both were attracted to communism on one level or another. Dos Passos was ideologically attracted to communism and for Hemingway it was much more convenience than anything else, but it was a commonality nonetheless. These commonalities, which at the same time were so diametrically opposed, is another point which I found fascinating. In fact, these same opposing views would help to plant the seeds of strife between the two friends.

Hemingway was a jealous man and Dos Passos had frequently worked for the Soviet apparatchik in New York after his stint in Spain. A convinced and ardent communist, views he held before travelling to Spain and whose convictions he strengthened through his friendship with Robles, Dos Passos rose quickly in the ranks of the Intelligentsia in New York. His book, *Manhattan Transfer*, was a critically acclaimed piece that would make him even more interesting to the Soviet apparatchik. Hemingway, meanwhile was in the Florida Keys and was too busy having one affair after another and getting drunk



to get much writing done.

He was an excellent host in that he loved to entertain and loved to drink and party in a style that was beyond lavish, things that were more difficult for Dos Passos as he had a more modest income and hadn't married into money like Hemingway when the latter married Pauline Pfeiffer. Despite this, he always seemed to be uneasy by Dos Passos' success, even when he would eventually eclipse Dos Passos. When I found this out, it was quite interesting, and disappointing since I knew Hemingway had a penchant for egocentrism but I was hoping that it was just rumours. Especially when you consider that nowadays most people don't know who John Dos Passos is but everyone is acutely aware of who Hemingway is.

Anyway, with the advent of the Republic in Spain, José Robles left his teaching job at Johns Hopkins in Baltimore as a Spanish teacher and returned to Spain. He would work there for several years until the outbreak of the Civil War. He was recruited due to his knowledge of Russian which he had learned thanks to the time he spent studying at Moscow. He saw this as his chance to make a difference, something that everyone can relate to regardless of political ideology.

Dos Passos was very vocal of his support of the communist and republican agenda during the war and was involved in many propaganda efforts meant to spread awareness for the Spanish cause as it was referred to. The German support sealed the fate of the General Franco as a fascist usurper in the eyes of many. Yet a great many journalists did not become immediately involved until the war had been raging for several months. It was as though they could see the evil brewing on the horizon but thought that if they closed their eyes for long enough it would all disappear. Hemingway and Dos Passos couldn't have been more excited about the war though. Dos seeing it as a way to defend communism and help the liberal cause and Hemingway viewing it as a brutal fight against fascism in which men were men and sacrifices, though they had to be made, would win the war leaving the Republic with a saga of glory.

What I found quite mindboggling, and it does sound like something that would be cooked up by Sir Ian Fleming or Tom Clancy, is the way in which the NKVD, the Soviet Internal Affairs division, and the Soviet Media Apparatchik functioned together to get many American cultural icons on board with them. Hemingway and Dos Passos both worked for the soviets and it is with their propaganda film supported by the apparatchik and the NKVD that they would get the necessary paperwork to get into Spain and get interviews and shots that others would have killed for.

And die many did. When Stalin wanted to eradicate some layers of opposition, there was a series of purges throughout Russia that would spill over into Spain. About three to four weeks before Dos Passos hit the Valencian port, his friend, José Robles, more likely than not in direct contact with the Kremlin, was executed by specialists from Moscow. Hemingway was informed of the situation upon arrival due to his friendship, though souring at the time, with John. Ernest only became more arrogant and, something I must admire, John as soon as he got to Spain and learned that his friend had been shot for treason, after much questioning (at first it was as though nobody had heard of José Robles), did all that he could for the family. He also spent time trying to learn the truth of the death of José Robles, a task that would take up the extent of his time in Spain. In fact, he only learned the true details because a defector needed his help to get out of Madrid to avoid the same fate as Robles. Despite knowing that Hemingway lied to him, Dos Passos did eventually forgive him and tried to make amends several times. Unfortunately, Martha Gellhorn, both lover and later wife of Ernest, would come in between them at first. Later Hemingway would be so blind due to his depression, alcoholism, personal insecurity, and jealousy that he would never again have an amicable relationship with Dos. A fact foreshadowed by how the knowledge of the death of an intimate friend of Dos Passos made Ernest feel special. Ernest would lord this feeling over Dos Passos during the extent of their stay in Spain at the Hotel Florida.



### READING: THE POWER OF WORDS

The power of words is something that should not be taken lightly whether they be written or spoken. What you say impacts the way in which people will perceive of you and can build or destroy relationships in the blink of an eye. C.S. Lewis, a British novelist, once gave the opinion that the use of the correct word at the opportune time is the hallmark of a great writer. This skill is not just limited to those who teach or write for a living but is one which should be acquired by all those who aspire to effectively communicate with others. The three most important things to consider when writing or speaking are: the audience with which you communicate, the purpose for which you communicate, and the lexis which you employ to communicate.

The audience are all those who will receive your communication; whether it be it via a written or oral venue. The audience can be subdivided into two different categories: those members who form your target audience and those who make up the rest of your audience. It is naïve to assume that everyone who reads your essay or hears your words is your target audience; trying to appeal to such a diverse group while still saying anything relevant is nigh impossible. The target audience, whom you will direct your communication, must have something in common that transgresses the mere reception of your message. The remainder of the audience must neither be forgotten nor prioritized. We must assume that they will receive your message due to an interest or link to you or the topic, but they will not feel as close as those forming your target audience.

Additionally, the other consideration which must be thought upon concurrently is what the purpose of your communication is. This will in part determine your target audience by refining the type of people that you include in it. It will also determine the lexis that you use discussing certain topics or when you are trying to achieve a certain effect. Not all purposes were created equal and if you are trying to persuade someone to act on something, for example, there are many nuances to consider. This idea, persuasion to act, covers a host of different intents. In this case, you will not structure your communication the same way if you are trying to sell something or convince someone of an idea. Even though there will be similarities in place, each one yields a different goal and included in that goal is the quantity of people with which you wish to communicate. When you try to communicate with a group versus with an individual that you know well, there are two separate situations. This is why purpose in many respects is intertwined with the audience to be reached and both of these decisions will then bear in on your lexis.

Word choice happens to be the last, but possibly is the most important decision you will make. This is because it will determine the way in which your message is perceived. Also, it is important to note that whatever the basic communication was intended to say is irrelevant once your message has been transmitted. At that point, it is the message that was perceived by the target audience. Their perception is what will decide if your message transition has been fruitful or not, which is why one's choice of words must be made with exceeding caution. A message bears not only definitions but also connotations based on the frequency and use of the lexis among your target audience. This is the reason that every group must be studied to determine how they use words and what those words mean to them.

In brief, these three ideas are the cornerstones upon which you will build the message that you wish to relay. Without them, the foundation of any communication is shaky and thus doomed to the probability of failure. These pillars of communication will lead you to effectively transmitting your message, and when properly practiced, it can turn any drab message into one that will receive standing ovations.



## VOCABULARY: LINKERS

Linkers are an integral part of the English language that even many native speakers have trouble with. Therefore, here are some transition words that will help to both improve overall writing style and make it more effective.

### At this time

Now. This is used mainly in reports, press releases and articles where we want to contrast the present with the past or future.

***At this time**, poverty is all but eradicated however that is not good enough; we must go the extra mile.*

### Balanced against

Considered alongside something.

***Balanced against** the changing climate, we must promote a realistic alternative to fossil fuels.*

### Concurrently

Simultaneously.

*I studied and worked **concurrently**.*

### Consequently

Shows sequence and causality.

*I have eleven toes. **Consequently**, the pool was always an awkward experience for me.*

### Conversely

Used to show a direct contrast.

*Peanuts are very healthy; **conversely**, peanut butter is not.*

### Emphatically

To express oneself with great emphasis.

*Kilgore **emphatically** argues that DNA research is necessary in order to stop diseases like cancer.*

### Eternally

Forever.

*We will be locked **eternally** in the debate of which came first, the chicken or the egg.*

### Evidently

Something that is obvious, or based on evidence.

*We need to start a revolution, **evidently** this won't be easy.*



**Formerly**

Before but implying termination of “x”.

*I **formerly** worked on a boat as a fisherman.*

**Furthermore**

Used to add, generally considered formal.

***Furthermore**, I believe that the case of hunger deserves special attention.*

**Hence**

Similar to therefore.

*We summured at Cape Cod every year, **hence** the reason we eventually just bought a beach house there.*

**In brief**

A way of summarizing something just said or drawing a conclusion.

***In brief**, colonization was a way of expanding Eurocentric views and enriching the home country.*

**Indeed**

Emphasizes something that acts as evidence, because the statement is undeniable.

***Indeed** overfishing is leading to a depopulation of our oceans and rivers.*

**Nor**

Used to add negatively.

*I don't like salad, **nor** do I like vegetables in general.*

**Perennially**

Something or someone that is present all seasons of the year.

*He will visit the beach at Valencia **perennially**.*

**Take the case of**

To introduce an example.

***Take the case of** Mr. Button; Mr. Button was a quiet but extraordinary man.*

**Thereafter**

This indicates a lineal progression in which the clause with ‘thereafter’ happens later than whichever clause it is used in conjunction with.

*We altered the constitution, **thereafter** allowing fairer laws to be instituted.*

**Thus**

Similar to so; as a result or consequence of this; therefore.

*We learned French and not Spanish **thus** we decided to begin and end our trip in France, passing only briefly through Spain.*



**Unquestionably**

Refers to something that is considered to be fact, even if it is not.

*I believe that life is a right all humans **unquestionably** hold.*

**Vis a vis**

In regard to.

***Vis a vis** the swimming pool, I think it would be better in that location.*





## GRAMMAR: STYLISTIC DEVICES

This section is not meant to be an exhaustive overview of stylistic devices as each one is the product of countless research and entire books could be written about any one of them. That said, here you will be presented with a brief list of some of the most important devices along with descriptions of what that device is and why it's important. Without further ado, here are some commonly (and less commonly) used stylistic devices:

### Allegory

The use of a story, poem, or picture in effort to reveal a hidden meaning or opinion. The principal difference being that in a metaphor you must state the comparison that you want to make at some point, while in an allegory this is not necessary because the entire story serves as a metaphor that the target audience can theoretically identify with relative ease.

*The Cave by Plato is a famous allegory about a society that does not wish to see the truth about the world around them, mimicking the society which Plato perceived around him.*

As a result of the moral behind this story being so obvious, Plato does not have to say who he is talking about. When this story is read, it acts both as a simple story about a primitive population, but also as a scathing commentary of contemporary society. Allegories are commonplace when one would like to teach a lesson or demonstrate a point. Since they are necessarily detached from the topic at hand, they provide a way to give someone a perspective that is opposite to the one which they might have had naturally.

### Anaphora

This is the repetition of a word or group of words at the beginning of a sentence or phrase. This is used chiefly to drive home a singular message, but if not used carefully, it can also come across as aggressive or cliché.

*We must take to the streets and we must take back our jobs. We must take our dignity from those who would withhold it. We must take our rights for ourselves and not rely on others.*

As you can see in this example, the speaker is exhorting the listeners to action, imploring them to do something. Anaphoras are often used to create a call to action, and incite people to behave in a certain way.

### Euphemism

A euphemism is a way of stating something in such a fashion in effort to not cause an unpleasant situation or feeling among the audience.

*Grandma has passed away.*

“Passed away”, is a euphemism for the concept of death. Euphemisms are used in all different types of communication, both written and spoken, in order to avoid upsetting the audience by stating or referencing an unpleasant idea or situation. Said situation does not have to be distasteful in general, as death or crime might be, but need only be distasteful for the intended audience i.e. the fans of a certain football club.



### Oxymoron

This is similar to a paradox in that it presents two ideas that are contradictory but it is done with only two words instead of two phrases.

*Parting is such **sweet sorrow**.*

Logically, the ideas of sweet and sorrow have absolutely nothing in common other than the fact that they express emotions that can be felt by humans.

### Paradox

This is a statement that would seem to be at odds with itself, posing two apparent contradictions one against the other. However, the statement contains a certain degree of truth to it.

*Paris week has **just made violet the new black**.*

In this sentence, it is referring to the fact that violet has become a fashionable colour because the colour black is seen as elegant and can be worn at all occasions. Even though violet and black necessarily cannot be the same, the fact that it has been popularized by predominant designers has given it the same elegant status.

### Parallelism

Parallelism, also referred to at times as parallel structure is when you use a similar syntactical structure in your writing. For example, using the infinitive form of verbs, or the gerund form, in a list.

*We will fight them **in the trenches, in the fields, by the rivers and beside our houses**.*

Here you can see the parallel structure is based in the use of prepositional phrases beginning with prepositions specifying places. What this does is it introduces a natural cohesion into the sentence and ties the different parts of the sentence together when one reads it later. In addition to creating a more cohesive sentence, by introducing these patterns, one begins to make the reading quicker and easier for their audience, thus drawing them in more effectively by facilitating communication.

### Rhetorical Question

A rhetorical question is what we use to introduce topics or questions while engaging the reader or conversational partner. Due to its nature, a rhetorical question is a question not intended to be answered.

*Which came first, the chicken or the egg?*

This is very handy especially when writing a persuasive essay. It is often used when giving speeches.

### Synecdoche

This is when a part of something stands in for the whole. When one word or part of a phrase is recognizable as being the whole of the item or the phrase.

*The **Orioles** lost 10-1.*

In this example we see that the Orioles does not refer to the birds but rather to the team. The full name is The Baltimore Orioles Baseball Team but it is understood by using only the word Orioles. Thus we can shorten the name when speaking and at times when writing, thus economizing our words.



## LISTENING: WHY THE HUMANITIES MUST BE STUDIED

The humanities are critical to our world as we know it and not just because they help to make good human beings full of potent moral fibre. When you study the humanities, regardless of the branch which you study, there are certain things that are learned that cannot be underestimated at the peril of becoming redundant on a national and international scale. Today the sciences and math are receiving the full attention of the government and the organizations that invest in education to the detriment of the humanities. The danger lies in that our youngsters will not know how to express themselves coherently, to think independently, nor how to establish relationships between concepts. Expressing oneself does not stop at knowing how to talk about one's feelings; this is actually a rather advanced skill. Expressing oneself really refers to the ability to communicate effectively with other people and things, whether they be digital or alive. One example is business, if you cannot communicate effectively in business then there is little chance that your business will be able to function. But people do not only communicate with other people, they also communicate with things. Take the case of a veterinarian for example, if a veterinarian does not know how to communicate effectively with animals then their job becomes exceedingly difficult. And a programmer must be able to communicate with a computer or they will be unable to do their jobs. A computer language will necessarily model a human language in some aspects as it was based on our interpretations of math and language. The humanities are what teach us how to express thoughts and ideas logically which is a skill we then extrapolate to other fields. And without knowing how to express ourselves, it is hard to be able to think independently.

If one does not want to be manipulated by every fad on twitter or by everything that comes out of the mouth of someone they do not even know, then it is essential that they be able to think independently and form their own opinions. This ability to think and to reason is one of the hallmarks of humanity and in grand part the humanities are responsible for honing this skill to a place where we are able to create great ideas. If one is unable to think differently, innovation is impossible. Many times innovation surges forth from the ability to rethink processes that are already in motion rather than the light bulb invention of a moment's inspiration. How is one going to innovate a process and make it better or more efficient if they are unable to visualize the process holistically and then improve where defects are found? A human is not a human if he does not think and one must only refer to Descartes' famous line "Je pense donc je suis", I think therefore I am. This independent thinking will ultimately lead us to create bridges and find commonalities where none were envisioned before.

The ability to relate one thing to another is critical to improvement. If we take the previous assumption that many inventions are merely improvements on processes already in motion then we must think about how these improvements come about. Many times, one is inspired by something completely unrelated in theory but then completely logical when explored. Let's take the example of hexagon shaped shelving to examine this point. Hexagon storage is a common sight among beekeepers but when mathematicians put their brains into the mix, something incredible appeared. It turns out that the most effective way to cover a space is with hexagons, at least in terms of space efficiency. This means, given a space and filling it, a hexagon will be the most efficient shape available. This is something that while taken from bees was then adopted to the packing processes of the food industry to make the packaging more efficient, saving money and resources.

So as we can see, the humanities provide the tools which can then be used to manipulate science and open new ways of thought so that bridges can be built where none existed before. This bridging can only occur when independent thinking followed by effective expression has taken place. All the independent thinking in the world is useless if one cannot then take it and communicate the ideas and why they're effective to their partners. So these three skills learned in humanities are pillars of innovation and progress. Like the tripod, they are strong because they are all present, and one is high useless without the other.



