

Open University of Sudan

The Uses of English

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Introduction

This book is a selection of prose from articles and books on different disciplines. Its intention is to introduce and expose the student to the language features, styles and vocabulary of the English used in different disciplines.

The exercises following each task are a guideline to what the student should look for when reading the text, but it is encouraged that the student reads the text and develop skills such as skimming, scanning, summarizing, notetaking and notemaking.

It is not important that each and every word in the texts is understood; what is important, however, is to understand the main ideas and to develop the reading skills necessary to tackle different texts from different disciplines for the future.

I. Swine Flu: What to Expect?

(the language of public health)

- A. Beginning this past spring and continuing into the summer, many parts of the U.S. and countries around the world experienced a new influenza **epidemic**, often called "swine flu" but more formally known as H1N1. Because of its widespread nature, this flu has been officially called a "**pandemic**", a word that raises fear in the minds of many people. Fortunately, though H1N1 has spread around the world, it hasn't been much different in severity from the kinds of flu we experience each year. (The World Health Organization, which decides when to call a flu a pandemic, made their call on the basis of how widespread this epidemic was, not how serious the flu itself was).
- B. In addition, it seems to be most common in children rather than the elderly, who are usually at greatest risk from getting seasonal flu **strains**. Though the explanation for this isn't clear, many scientists believe there must have been similar strains in years past that gave some level of immunity to older adults, but young children weren't around to have been exposed to those strains. Another group that seems to be a particular risk are pregnant women, who have reduced immunity to fight off a case of the flu and can suffer serious--and even fatal--effects if they get the flu.
- C. What's important to remember is that even though the news media report every time someone dies from H1N1, they often don't mention that H1N1 so far has caused less deaths than

the usual flu strains we see every year--it's just that media attention is so focused on this new strain.

D. So what will happen this fall, when the U.S. normally goes through its flu season? Many experts think that, because H1N1 is around at summer camps now, it will probably begin spreading when school opens, as opposed to later in the fall, when the usual seasonal flu begins to spread. But beyond that, no one really knows whether the H1N1 will disappear, continue to cause illness that isn't very serious, or turn into a more severe strain. To be safe, the government has been working with **vaccine** manufacturers to quickly produce vaccine for this fall. The vaccine is currently being tested, but it's not clear quite when it will be ready for use. When it is ready, certain groups will be given the first batches, including doctors and other "first responder" health providers who have to stay well if they are to take care of people who develop H1N1; the next groups will include pregnant women and then children, the populations most at risk of developing severe complications. There are also large reserves of anti-flu medications (Tamiflu and Relenza), that can help prevent flu among people who've been exposed to it and these medicines can also reduce the length and severity of the flu if they are taken early in the course of the illness.

E. We shouldn't forget that "regular" flu vaccine will also be given, as it is every year, and health officials will be encouraging high-risk groups to get both vaccines.

F. It is too early to know what is going to happen, and while it's important to pay attention to how H1N1 actually behaves this

fall, there is not much we can do until we know more - - and there's no reason to panic. But there is something we can do--and it's neither dramatic nor exciting. Flu spreads by small droplets of mucus that can be transferred to others either by sneezing/coughing or by touching surfaces where these droplets hang out. So health officials are recommending that we sneeze/cough into our sleeves rather than our hands.

G. The other way to prevent **transmission** is to practice routine hand **hygiene**--washing our hands frequently or, even more effectively, using alcohol based cleansers (like Purell) which kill germs more quickly and effectively than hand washing. The reason for handwashing is that we unconsciously touch our noses sometimes hundreds of times a day, so if we pick up flu virus on our hands, we can almost guarantee that, without hand hygiene, that virus will wind up in our noses, where it can lead to influenza illness.

H. So even if/when the flu strikes, we CAN do something to prevent its spread through well-proven techniques of hygiene; if we develop the flu, we need to be considerate of others by avoiding crowds and staying away from work or school, and being careful about how we sneeze/cough. To avoid catching the flu in the first place, we have to make hand hygiene our highest priority, being sure to practice it frequently and routinely and making sure our friends and family members do the same.

[Source: *Child Health Alert* vol. 27 1 September, 2009, pp 1-2]

Task I Exercise

Part A: Language Features

1. In whose voice is the author speaking? In other words, do you think the author of this article is a health professional or a person from the general public?
2. Who is the article addressing? Explain the reason(s) for your answer.
3. Find the word *reduced* in para B line 7. Is this word a noun, adjective or an adverb? Give an example of another phrase with the word *reduced* as used in the text.
4. The following sentence is from para D line 8:
The vaccine is currently being tested, but it's not clear quite when it will be ready for use.

The underlined verb is known as the passive verb. Rewrite the sentence changing the passive verb to an active verb.

Part B: Comprehension

1. Why has swine flu gone from being called an epidemic to a pandemic?
2. How many groups of people are at risk, and what makes them at risk?
3. According to this author, what is the important thing to remember?
4. Who are the first people to receive vaccination, and why?
5. List the three things people can do to help prevent the spread of swine flu.

II. Using *Twitter* as an Education Tool

(the language of education and technology)

- A. Are you using *Twitter* yet? If not, you may want to read how other educators are using *Twitter* as an education tool.
- B. For those who are *coming up to speed*¹, *Twitter* lets you broadcast or **microblog** your messages (140 **characters** max) to a group of friends or other subscribers, who can receive them as text messages, called a "tweet," to your subscribers and their mobile phones. Since almost everyone has a mobile phone now this makes *Twitter* more effective as a communication tool.

***Twitter* in Academia**

- C. David Parry, assistant professor of Emerging Media and Communications at the University of Texas at Dallas, was a little apprehensive at first to use **social media** in the classroom, but after reading an article by Clive Thompson at *Wired*, he decided to give it a shot.
- D. After giving his students a *Twitter* assignment one semester, Parry was curious to see how his students would react. He was surprised to see how it helped communicate with his students. After using it more and more he found "that it was one of the better things he did with the class." He then posted these tips for using *Twitter* in academia.
- E. Some of the highlights were an increase of 'class chatter' as the class started using *Twitter* to have conversations inside and outside of the class. It seemed to develop a sense of 'classroom community' as students began to develop a sense of each other outside the classroom space. Other tips are:
 - Instant feedback.
 - Track a conference or seminar.
 - Follow a professional or famous person.
 - Public notepad.
 - Writing assignments.

¹ If you are *coming up to speed* with a subject or activity, you are learning all the latest information about it and are learning to do it well.

- Grammar.
- Maximizing the *teachable moment*².

F. Doug Belshaw writes about using *Twitter* with your students on his **blog**. Doug says: "I think *Twitter* could be ideal for reminding students about homework, trips and such things, especially as they can enter their mobile phone number to be **alerted** when one of their 'friends' updates their account. The advantage is that you don't need to know the phone numbers of students to get messages onto their device: they are the ones who authorize their mobile phone from the website and they **subscribe** to your *Twitter feed*."

Facilitate Active Learning

G. *Educause* produced an article that talks about using *Twitter* to help engage students to facilitate active learning. It points out that "Metacognition, which is the practice of thinking about and reflecting on your learning -- has been shown to benefit comprehension and retention. As a tool for students or professional colleagues to compare thoughts about a topic, *Twitter* can be a viable platform for metacognition, forcing users to be brief and to the point -- an important skill in thinking clearly and communicating effectively. In addition, *Twitter* can provide a simple way for attendees at a conference to share thoughts about particular sessions and activities with others at the event and those unable to attend."

² The term *teachable moment*, most often used in education and parenting, refers to a time when a child (or an adult) seems most receptive to learning something. It also includes the idea that the thing learned at that moment when a person can take advantage of the receptivity or interest of a child, is likely to be deeply impressed on the child. It isn't always possible to create teachable moments; they may happen in everyday situations, or in circumstances that are unusual and unlikely to occur again.

Storytelling

- H. George Mayo, an eighth grade English teacher at Silver Spring International Middle School in Montgomery County, Maryland, recently used *Twitter* as a tool to collaboratively write a story by his students. Mayo invited his students and students around the world via his Many Voices *Twitter* account to add to an ongoing story with individual "tweets." After six weeks and the help of more than 100 students and six different countries, the story was finished.
- I. "It was incredibly simple and really amazing," Mayo said. "My students and I would come in, and suddenly kids in China had written a chapter for the book." Afterward he made the book available for his students to download for free.
- J. Paul R. Allison, a teacher at the East Bronx Academy in NY, built a **site** called Youth *Twitter*. This site allows teachers to edit students' tweets by granting them "administrator" status. This came out of a concern with the lack of control teachers had with *Twitter*.
- K. These and other innovations are popping up everywhere as educators find more uses for *Twitter* and other social media tools to cater to 21st century students.

[Source: Jones, R. *Search Engine Watch*, 25 September 2008]

TASK II Exercises

Part A: Language features

1. To whom is this article addressed? Explain your answer.
2. Why are the phrases ‘class chatter’, ‘classroom community’ and ‘friends’ in para E and F between quotation marks?
3. What is the purpose of this article? In other words, this author is writing this article to _____ the readers.
4. In your own words, define the term *metacognition*.

Part B: Comprehension

1. What were the first feelings of the instructor of the University of Texas - Dallas towards using any kind of social media? Why do you think these were his feelings?
2. Identify two things which *Twitter*, or any other kind of social media, has made possible in education.
3. Identify the key words in this article. Using these key words, write out what you think are the three main messages in this article. What does the author say that may be important to the reader?

Key Words	Main message

4. Describe how you would propose the use of a tool, such as *Twitter*, in your distance learning at OUS.

III. What is money?

(the language of economics)

- A. Money can be anything- so long as it is accepted by people as money! Generally in order to be accepted as money a **commodity** must exhibit the following characteristics.

Medium of exchange

- B. For a commodity to be accepted as money it must be recognised by people as a medium of exchange. There must be trust that other people will also accept the commodity in exchange for goods and services. So long as this trust exists the commodity being used as money need have no intrinsic value- the paper money used today is an obvious example. Even historically there are examples- dog teeth were used as money on the Admiralty Isles. On the island of Yap in the South Pacific, for example, limestone discs about 1 metre in diameter served as money. On the other hand, and more commonly, commodity monies also had some intrinsic value- **cowrie shells**, precious stones and precious metals, especially gold.
- C. In addition to the role which trust plays in making a commodity acceptable as a medium of exchange, it is also desirable that the commodity be easily portable and have a high value relative to its mass.

Store of Value

- D. If a commodity is used as money it must maintain its value- it must be a store of value. For this reason **perishables** and fragile items have little appeal as money. Precious metals, on the other hand, can hold value extremely well. It is almost impossible to destroy metals. They can be cut up, melted and otherwise **pulverised** without loss of value. This stands in contrast to dog teeth, cowrie shells, precious stones and paper money.
- E. As a store of value, money should ideally maintain a constant **purchasing** power. **Inflation** undermines the store of value characteristic as do fluctuations in the price of commodity monies like gold.

Unit of Account

- F. A final characteristic of money is that it be a unit of account. To do this the commodity must be divisible while still maintaining the same value. Some commodities immediately lose their appeal- one dog's tooth had value, half a tooth had none. The same holds for cowrie shells, large limestone discs, cows, sheep and precious stones. Of all the commodity monies precious metals are the most easily divisible.

Evolution of money

- G. Over the centuries gold gradually became the most desirable form of money largely because it was the one commodity which most fulfilled the characteristics of money. It is rare and precious, in that small quantities embody large wealth. It is also highly divisible, unlike dog teeth and precious stones. Gold will not deteriorate over time and is difficult to damage.
- H. By the end of the 20th century gold had become the dominant form of money although little gold was actually handled in **transactions**. The financial system had evolved into the fractionally backed system called the Gold Standard at the time. A fractionally backed system refers to a **currency** which is partially backed by some real commodity like gold.
- I. The Gold Standard had evolved from practices originally by **goldsmiths**. As goldsmiths had secure vaults, wealthy people used to store their gold in these vaults. The goldsmith issued receipts against **deposits**. As these receipts were seen to embody trust they became a means of exchange. They started to circulate as money, in the knowledge that they were fully backed by gold. The next step in the evolution of money was the realisation by goldsmiths that as there were always considerable deposits of gold in their **vaults**, they could issue **loans** against such gold and charge **interest** on the loans. The goldsmiths turned into banks and a fractionally backed currency system evolved.
- J. With the advent of central banking, the right to issue notes was removed from individual commercial banks and vested in the central bank. The monetary system which evolved, little different from the banker-goldsmiths, was a fractionally backed monetary system called the *Gold Standard*.
- K. The Gold Standard contributed to great stability in currencies, prices and exchange rates and was therefore an important contributor to the growing international trade during the late 19th and early 20th centuries. The first major

test faced by the Gold Standard was the First World War when it came under pressure. As a result of the war, exchange rates became misaligned relative to their Gold Standard rates. In addition the adjustment mechanisms were both slow and subject to political influence. For the Gold Standard, already under pressure as a result of the war, the Great Depression of 1929 marked the beginning of the end. By 1933 most countries abandoned the Gold Standard.

- L. Since that time most of the countries in the world have had currencies which are not in any way physically backed by precious commodities. These are called *fiat money*. Fiat money is accepted as money simply because people have trust in it.

[Source: Black, P., Hartzenberg, T. & Standish, B. (2004) *Economics Principles & Practice* (South Africa: Pearson Education), pp. 246-9]

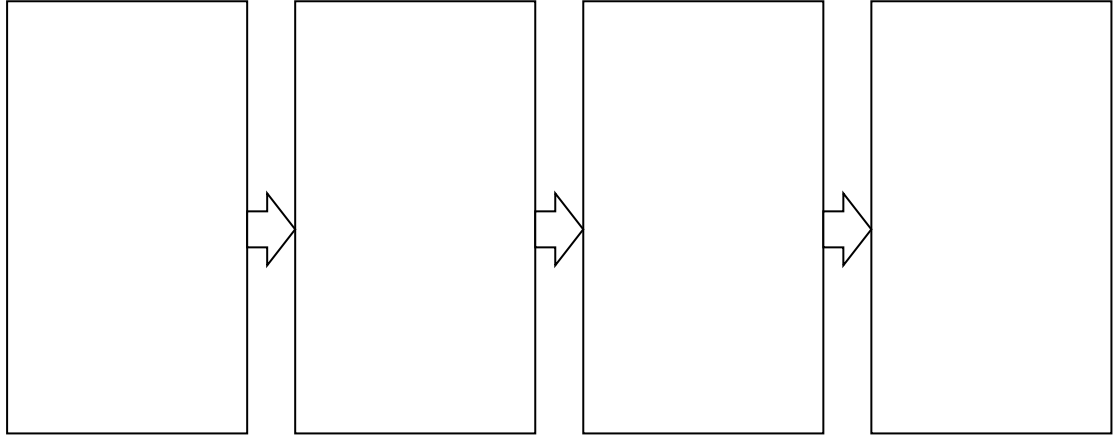
Task III Exercise

Part A: Language Features

1. Give the meaning of the word *intrinsic*, an adjective in para B line 5. Use this word to describe a different noun in a sentence. Give the antonym of this word and use it in a sentence.
2. Is this text written in English (U.S) or English (UK)? Give at least 3 examples to support your answer.
3. What is the meaning of the word *embody* in para F line 4 and para D line 4?

Part B: Comprehension

1. According to what you have read, do you think people in the South Pacific island of Yap would have continued using limestone discs that are 1 metre in diameter as a commodity?
2. Explain what is meant by 'money has to be a unit of account.'
3. Complete the boxes below to show the evolution of money.



4. Why did most countries stop using the system of money backed with a precious commodity?

IV. Too Hot

(the language of environmental issues)

- A. Just what climate change will end up costing is unclear, but the early numbers hardly give cause for cheer. Estimates for the cumulative economic impact of rising sea levels, more frequent hurricanes and droughts, higher rates of infectious diseases, and other climate-related calamities range up to tens of *trillions* of dollars over the course of this century. Nor are the costs of halting climate change any less frightening. Because 90 percent of man-made CO₂ comes from the burning of gas, oil and especially coal, and because gas, oil and coal provide more than 85 percent of the world's energy, we cannot fix our climate problem without making substantial changes to our energy economy- changes that go beyond **privatizing** OPEC or finding ways to drill through the Siberian ice. According to one analysis, making all the changes to our energy economy that would be necessary to slow CO₂ **emissions** could cost the United States alone a full percentage point of its GNP every year for the next century. As a consequence, Russia is not the only country to voice serious misgivings about climate policy, or to question whether the climate change is even worth stopping.
- B. Although the causes of **climate change** are complex, most evidence points to a buildup in the atmosphere of "anthropogenic", or man-made industrial **pollutants**, especially carbon, in the form of carbon dioxide, or CO₂. Any activity that burns **fossil fuels** produces carbon, in surprising quantities. Burning a single gallon of gasoline, for example, releases five pounds of carbon- the equivalent of a small bag of charcoal briquettes. This means that most Americans generate a ton of carbon a year, simply by driving their cars. Burning a ton of coal yields nearly a ton of carbon, because coal is nearly pure carbon.
- C. As the carbon, in the form of CO₂, rises into the atmosphere, it disrupts the natural cooling mechanisms in the **atmosphere**. Like a one-way mirror, the CO₂ allows sunlight to pass through the air and warm the earth but then prevents much of the resulting heat from radiating back from earth into space. This is the infamous "**greenhouse effect**." Over the past hundred years, it has boosted average global temperatures by between one and three degrees Fahrenheit, depending on where the temperatures are measured.

- D. To be sure, not everyone believes that temperatures have climbed so high or that the greenhouse effect exists or that anthropogenic CO₂ is playing any significant role in **global warming**. For years, skeptical scientists- some of them financed by skeptical energy companies- have claimed that the greenhouse effect is overblown and that the current warming trend is simply the latest in a progression of natural warming trends that have occurred throughout history.
- E. Among the majority of climate scientists, however, as well as a great many policymakers in Europe and even the United States, the consensus is that man-made **greenhouse gases** have pushed temperatures up by as much as three degrees Fahrenheit over the past century. Such an increase may seem fairly innocuous- until you realize that the end of the last Ice Age was triggered by an increase of only three degrees. Just as important, whereas the post-Ice Age planet required five thousand years to warm up by three degrees, our own small warming trend has taken less than a century and has already been sufficient to trigger some fairly frightening alterations, including 15 percent shrinking of polar ice caps, a four-inch rise in sea level, widespread retreat of glaciers, in addition to longer, more severe droughts, warmer winters, more floods and hurricanes, the spread of tropical diseases, and a string of record-breaking hot years. Of the sixteen warmest years since records were first kept in 1860, fifteen have occurred since 1980, and seven have occurred since 1990.
- F. Much of what we call normal life would change. Worse, climate change is not an equal-opportunity disaster. Whereas the northern, and richer, countries might suffer relatively minor detriments or might even benefit in certain ways from global warming, the severest effects- rising sea levels, floods, and crop failures- will be felt disproportionately in Africa, in parts of Asia, and among some of the tiny island nations. These are places already battling with drought, disease, and civil unrest and are far too poor to have even a hope of protecting themselves from a new onslaught.
- G. Thus, whereas one might hope to see, after some twenty years of scientific and political debate, at least the outlines of an action plan, climate policy has instead stalled out, in a mind-numbing blame game in which governments and corporations and **advocacy** groups argue over who is most at fault for past emissions, who should cut future emissions, and who should pay for it all- while the collective gaze of the global public glazes over in boredom and incomprehension.

[Source: Roberts, P. (2003) *The End of Oil: On the Edge of a Perilous New World* (New York, New York: Houghton Mifflin Company), pp 118-123]

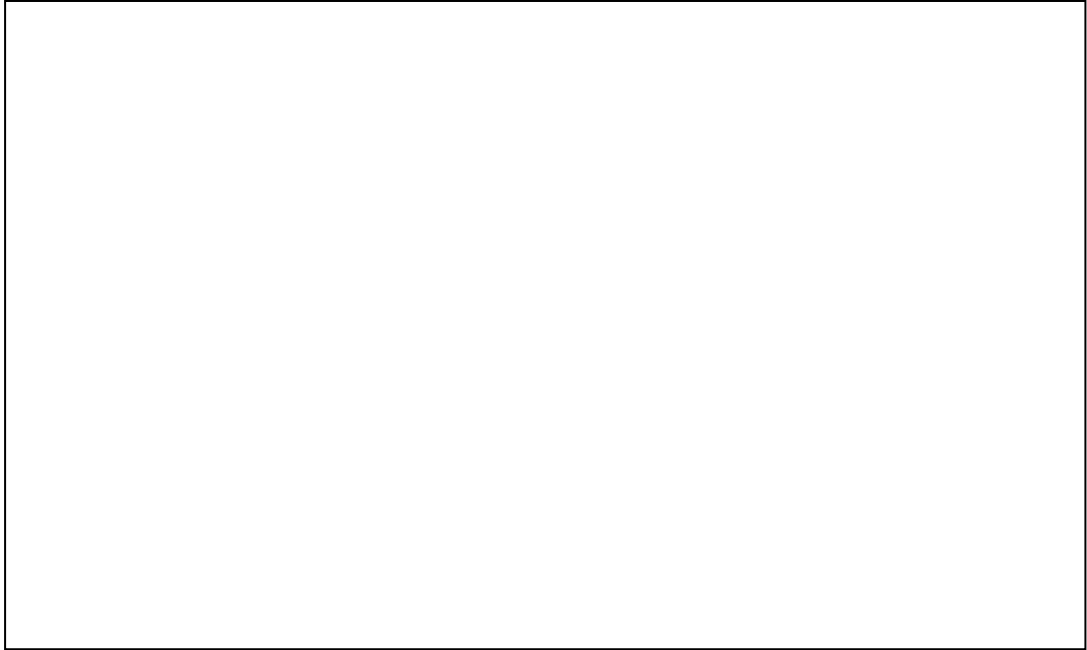
Task IV Exercise

Part A: Language Features

1. In what sense is the author using the word *cost* in para A line 1?
2. What does the word *misgivings* mean in para A line 16?
3. Is the author addressing the topic objectively? In other words, can you identify an opinion of the author in the text? Explain your answer and use evidence from the text to support your answer.
4. Using what you have read on climate, explain the difference between *climate* and *weather*.
5. Look up the meaning of the following words in the dictionary to learn their use: halting, consequence, skeptical, stalled out, unrest

Part B: Comprehension

1. In your own words, explain the relationship between carbon emissions and climate-related problems. Comment on the main event that creates climate problems. Draw a labeled diagram to clarify your answer.



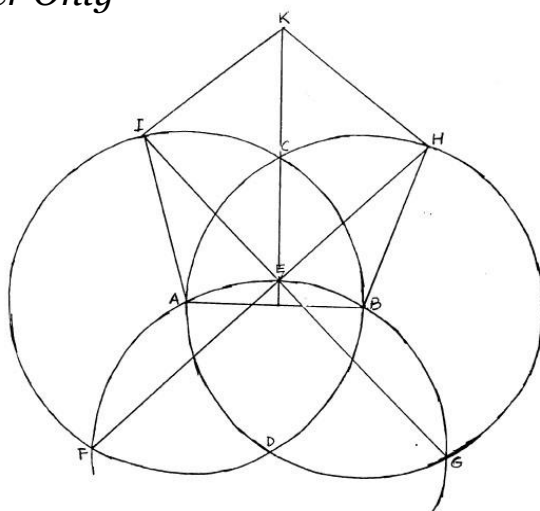
2. List all of the climate-related problems that the author predicts will happen.
3. Why is the 3 degrees Fahrenheit increase of the global temperature a significant increase?
4. Why have authorities in charge failed to come up with a climate policy? What are the obstacles in stopping climate change?

V. Construction Problems in Mathematics

(the language of Mathematics)

- A. Construction problems have always been a favorite subject in geometry. With ruler and compass alone a great variety of constructions may be performed, as the reader will remember from school: a line **segment** or an **angle** may be **bisected**, a line may be drawn from a point **perpendicular** to a given line, a regular hexagon may be inscribed in a circle, etc. In all these problems the ruler is used merely as a straight-edge, an instrument for drawing a straight line but not for measuring or marking off distances. The traditional restriction to ruler and compass alone goes back to antiquity, although the Greeks themselves did not hesitate to use other instruments.
- B. One of the most famous classical construction problems is the so-called contact problem of Apollonius (circa 200 B.C.) in which three **arbitrary** circles in the **plane** are given and a fourth circle **tangent** to all three is required. In particular, it is permitted that one or more of the given circles have degenerated into a point or a straight line (a “circle” with **radius** zero or “**infinity**,” respectively). For example, it may be required to construct a circle tangent to two given straight lines passing through a given point. While such special cases are so easily dealt with, the general problem is considerably more difficult.
- C. Of all the construction problems, that of constructing with ruler and compass a regular **polygon** of n sides has perhaps the greatest interest. For certain values of n - e.g. $n = 3, 4, 5, 6$ - the solution has been known since antiquity, and forms an important part of school geometry. But for the regular heptagon ($n = 7$) the construction has been proved impossible. There are three other classical Greek problems for which a solution has been sought in vain: to **trisect** an arbitrary given angle, to double a given cube (i.e. to find the edge of a cube whose volume shall be twice that of a cube with a given segment as its edge) and to square the circle (i.e. to construct a square having the same area as a given circle). In all these problems, ruler and compass are the only instruments permitted.

Figure 1. *Constructing a Heptagon Using a Compass and Ruler Only*



First the circles are drawn using a compass, and then straight lines are drawn connecting points where the circles meet to form a regular heptagon.

- D. Unsolved problems of this sort gave rise to one of the most remarkable and novel developments in mathematics, when, after centuries of futile search for solutions, the suspicion grew that these problems might be definitely unsolvable. Thus mathematicians were challenged to investigate the question: *How is it possible to prove that certain problems cannot be solved?*
- E. The question of proving the impossibility of certain geometrical constructions provides one of the simplest examples of this trend in algebra. By the use of algebraic concepts we shall be able in this chapter to prove the impossibility of trisecting the angle, constructing the regular heptagon, or doubling the cube, by ruler and compass alone. (The problem of squaring the circle is much more difficult to dispose of). Our point of departure will be not so much the negative question of the impossibility of certain constructions, but rather the positive questions: How can all constructible problems be completely characterized? After we have answered this question, it will be an easy matter to show that the problems mentioned above do not fall into this category.
- F. Once more it should be emphasized that in some ways our concept of geometrical construction seems artificial. Ruler and compass are certainly the simplest instruments for drawing, but the restriction to these instruments is by no means inherent in geometry. As the Greek mathematicians recognized long ago, certain problems- for example that of doubling the cube- can be solved if, e.g., the use of a rule in

the form of a right-angle is permitted; it is just as easy to invent instruments other than the compass by means of which we can draw ellipses, hyperbolas, and more complicated curves, and who use enlarges considerably the domain of constructible figures. In the next sections, however, we still adhere to the standard concept of geometrical constructions using only ruler and compass.

[Source: Courant, R., Robbins, H. Revised by Stewart, I. (1996) *What is Mathematics? An Elementary Approach to Ideas and Methods* (New York, New York: Oxford University Press), pp 117-120]

Task V Exercise

Part A: Language Features

1. Use the glossary to find the meaning of word *tangent* in para B line 3. Can you give an example of using this word in a context other than Mathematics?
2. Find the meanings of the following words from the text above, and use them in useful sentences: *antiquity, degenerated, construct, novel, adhere*
3. Find the phrase 'has been proved to be impossible' in para C line 6. Is this sentence using an active voice or a passive voice? In what sense is the word *prove* being used? Give another example of a sentence using the same phrase.

Part B: Comprehension

1. Give a brief explanation of how a circle can be represented in two other ways (see para B).
2. The answer to the following question can be found in para E:

How is it possible to prove that certain problems cannot be solved?

Use your own words to give the answer to the above question.

3. What do the authors mean by 'in some ways our concept of geometrical construction seems artificial' in para F line 1? What are the authors referring to when they stated the above

VI. Meet Your Memory

(the language of psychology)

- A. There is no such thing as a memory in the sense of some *thing* that can be seen, touched, or weighed. Memory is an abstraction referring to a set of skills rather than to an object. Neither is there a single standard for judging a good or poor memory. There are a number of different ways in which a person may have a 'good' memory.
- B. Memory is generally viewed as consisting of three stages: (1) acquisition refers to learning material; (2) storage refers to keeping the material in the brain until it is needed; and (3) retrieval refers to getting the material back out when it is needed. These three stages may be viewed as the three R's of Remembering: Recording, Retaining and Retrieving. Retrieving is where many problems come. We cannot do much about retrieval directly; but since retrieval is a function of recording, we can improve it by improving our methods of recording.
- C. Memory consists of at least two different processes: short-term memory and long-term memory. Short-term memory has a limited capacity and a rapid forgetting rate. Its capacity can be increased by chunking, or grouping separate bits of information into larger chunks. Long-term memory has a virtually unlimited capacity. Short-term memory and long-term memory also differ in several other ways.
- D. One measure of memory is **recall**, which requires you to produce information by searching the memory for it. In aided recall learning, you are given **cues** to help you produce the information. In free-recall learning you recall the material in any order; in **serial** learning you recall it in the order it was presented; and in paired-associate learning you learn pairs of words so that when the first word is given you can recall the second word. A second measure of memory is **recognition**, in which you do not have to produce the information from memory, but must be able to identify if when it is presented to you. In a third measure of memory, **relearning**, the difference between how long it took to learn the material the first time and how long it takes to learn it again indicates how much you remember. Relearning is generally a more sensitive measure of memory than is recognition, in the sense of showing retention where recognition does not; recognition is generally a more sensitive measure than recall.

- E. Some material may be remembered in visual form (pictures), and other material may be remembered in verbal form (word). Some research evidence indicates that there are two different memory processes for these two kinds of material. Pictures may be processed differently from words, and concrete words high in imagery may be processed differently from abstract words low in imagery. Visual images are easier to remember than words alone, leading some researchers to suggest that we should try to use visual images as much as possible in memory.
- F. There are several explanations of why we forget. Passive-decay theory says that learning causes a physical 'trace' in the brain that decays with time. Repression theory says that we purposely push unpleasant or unacceptable memories into our unconscious mind. Systematic-distortion theory says that our memories may be distorted by our values and interests, to be consistent with how we want the memories to be or how we think they should be. Interference theory says that forgetting is due to problems in retrieving the information and that we can remember almost anything if given the right cues.

[Source: Higbee, K.L. (1977) *Your Memory, How it Works and How to Improve It* (Englewood Cliffs, N.J.: Prentice-Hall, Inc.), pp 18, 34-6]

Task VI Exercise

Part A: Language Features

1. Why is the word *thing* in para A line 1 italicized? Usually the word *something* is written in one word. Why do you think it has been separated into two words for this sentence?
2. In para B line 1 and para C line 1 you can find the word *consist*. Give at least two synonyms of the word *consist*, and use each in a meaningful sentence.
3. Use the following words in sentences in a context other than memory: *recording, retaining, retrieving*
4. Give the homophone of the word *cue* in para D line 3 and use it in a meaningful sentence.
5. What is a 'theory'? How is it different from an 'idea'?

Part B: Comprehension

1. Compare and contrast the three measures of memory in the table below as they pertain to the three R's of Remembering: Recording, Retaining, and Retrieving.

Stages of Memory	Measure of Memory		
	Recall	Recognition	Relearning
<i>Recording</i>			
<i>Retaining</i>			
<i>Retrieving</i>			

2. How do we remember pictures versus words?
3. Study the four different theories on why we forget in para D. Select two of these theories and discuss why you would support or reject either theory according to your own experience.

VII. Society and Personality

(the language of politics)

- A. When we survey our lives and **endeavors** we soon observe that almost the whole of our actions and desires are bound up with the existence of other human beings. We see that our whole nature **resembles** that of the social animals. We eat food that others have grown, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been communicated to us by other people through a medium of a language which others have created. Without language our mental capacities would be poor indeed, comparable to those of the higher animals; we have, therefore, to admit that we owe our principal advantage over the beasts to the fact of living in human society. The individual, if left alone from birth would remain **primitive** and beast-like in his thoughts and feelings to a degree that we can hardly **conceive**. The individual is what he is and has the significance that he has not so much in virtue of his **individuality**, but rather as a member of a great human society, which directs his material and spiritual existence from the cradle to the grave.
- B. A man's value to the community depends primarily on how far his feelings, thoughts, and actions are directed towards promoting the good of his fellows. We call him good or bad according to how he stands in this matter. It looks at first sight as if our estimate of a man depended entirely on his social qualities.
- C. And yet such an attitude would be wrong. It is clear that all the valuable things, material, **spiritual**, and **moral**, which we receive from society can be traced back through countless generations to certain creative individuals. The use of fire, the cultivation of **edible** plants, the steam engine- each was discovered by one man.
- D. Only the individual can think, and thereby create new values for society- nay, even set up new moral standards to which the life of the community conforms. Without creative, independently thinking and judging personalities the upward development of society is as unthinkable as the development of the individual personality without the **nourishing** soil of the community. The health of society thus depends quite as much on the independence of the individuals composing it as on their close political **cohesion**.

- E. Let us now consider the times in which we live. How does society **fare**, how the individual? The population of civilized countries is extremely dense as compared with former times; Europe today contains about three times as many people as it did a hundred year ago. But the number of great men had decreased out of all proportion. Only a few individuals are known to the masses as personalities, through their creative achievements. Organization has to some extent taken the place of the great man, particularly in the technical sphere, but also to a very **perceptible** extent in the scientific.
- F. In my opinion, the present symptoms of **decadence** are explained by the fact that the development of industry and machinery has made the struggle for existence very much more severe, greatly to the detriment of the free development of the individual. But the development of machinery means that less and less work is needed from the individual for the satisfaction of the community's needs. A planned division of **labour** is becoming more and more of a crying necessity, and this division will lead to the material security of the individual. This security will spare the time and energy which the individual will have at his command can be made to further his development. In this way the community may regain its health, and we will hope the future of historians will explain the **morbid** symptoms of present-day society as the childhood **ailments** of an aspiring humanity, due entirely to the excessive speed at which civilization was advancing.

[Source: Einstein, A. (2006) *The World As I See It* (Filiquarian Publishing, LLC.), pp 17-20]

Task VII Exercise

Part A: Language Features

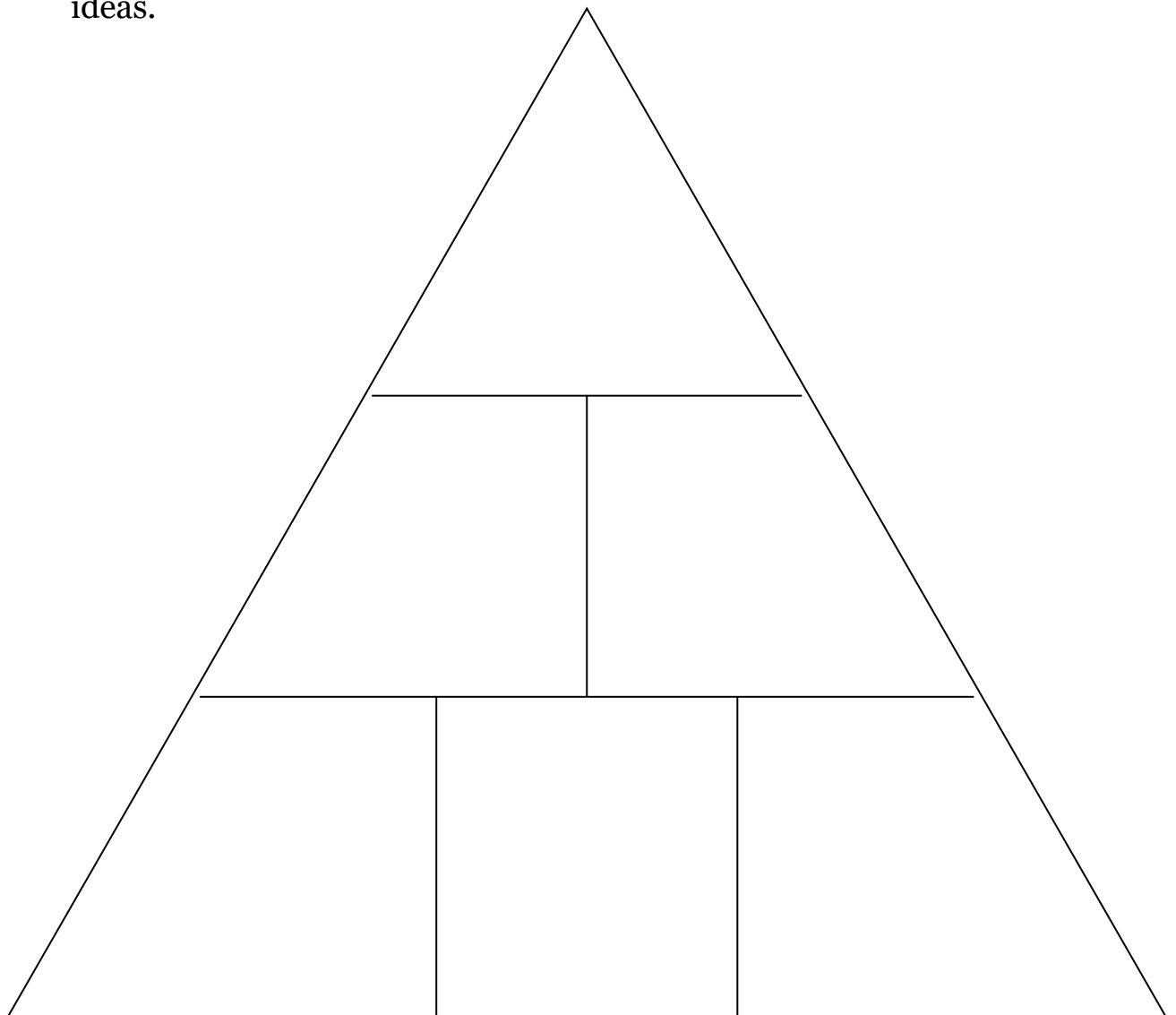
1. Give synonyms to the following words:

endeavors, resembles, primitive, nourishing, cohesion,
fare, morbid, ailment

2. In para B line 1 and para E line 8, Einstein refers to a 'man'. Who is Einstein referring to? Give three other words he could have used instead of 'man'
3. What words from the text may be antonyms of the following words: *society, primitive, spiritual*

Part B: Comprehension

Present Einstein's ideas on society and personality in the pyramid below. Start with the main idea at the top and go down to the sub-ideas.



VIII. Basic Concepts of American Sign Language

(the language of linguistics)

What is Language?

- A. The scientific study of language is called linguistics. **Linguists** are interested in discovering and describing the rules that govern the communication system we call language. Linguists analyze many aspects of language. We will begin with a discussion of the basic characteristics common to all languages, whether signed or spoken.
- B. Language is a rule-governed communication system. A communication system is a system that people use to communicate information to each other. When a system is based on rules that its users know and follow, it is called a *rule-governed system*. Without these rules, people would not have a communication system, making communication impossible. Other rule-governed communication systems include Morse code³, semaphore (the flag system used in the United States Navy), traffic signals, symbols used in public places, and the communication systems used by bees, birds, dolphins, and nonhuman primates. Both Morse code and semaphore use symbols to represent the letters of the alphabet, numbers, and in the case of Morse code, punctuation, so they are in essence “codes for codes,” codes for a writing system. Language shares some features with other communication systems, but is also distinguished from other communication systems by a number of features.

Language is composed of Symbols

- C. Language, as other communication systems, is composed of **symbols** that its users manipulate to produce meaning. Different kinds of symbol systems exist to **facilitate** linguistic communication. English has a writing system that uses symbols to represent sounds or combination sounds. For example, the written letter *a* is a symbol for one sound in the English word *cat*, and the combination of written letters is a symbol for an **entity** in the real world; *cat* is a symbol for

³ Morse code is a type of character encoding that transmits telegraphic information using rhythm. Morse code uses a standardized sequence of short and long elements to represent the letters, numerals, punctuation and special characters of a given message.

a small mammal having a tail, whiskers, etc. The spoken English word is a symbol, part of a different symbolic system separate from the written system, though not unrelated to it. The ASL⁴ sign _{CAT} is also a linguistic symbol.

Symbol Forms May Be Arbitrary or Iconic

- D. When talking about the forms of a communication system, *arbitrary* means that the actual form of the symbol does not reflect the form of the thing or activity it symbolizes. *Iconic* means that the form of the symbol is an icon or picture of some aspect of the thing or activity being symbolized. Examples of “folk explanations” of the origin of signs based on iconicity include the sign _{GIRL}, which is made on the chin to represent bonnet ribbons; and the sign _{MAN}, which depicts the brim of a hat.
- E. All languages, spoken and signed, have examples of arbitrary forms and iconic forms. Liddell (1990) pointed out that this is not an either-or issue. All languages have iconic and arbitrary symbols. This recognition is especially important for the study of sign language structure because until recently, although researchers recognized iconicity in ASL signs, they did not seem to know how this fits in the overall description of ASL structure. Furthermore, linguists had a definite sense that admitting the existence of iconicity in sign languages was admitting that sign languages were not “real” languages, certainly not as real as spoken languages whose forms were supposedly arbitrary. It was as though the arbitrary nature of ASL signs had to be emphasized to prove that ASL is a real language and not just a collection of “pictures in the air.”
- F. In many communication systems, the actual form of the symbols may be arbitrary; that is, the fact that red traffic lights are red is of no importance. What is important is the constant relationship between the form, a red light, and its **conventional** meaning, stop. The actual *form* of the dance that bees do has no connection with the distance from the hive. Likewise, the actual number of dots and dashes in each Morse code signal or the actual design on a semaphore flag is arbitrary. What is important in each case is the relationship between the established form and the meaning. Likewise, in language, the actual forms that speakers or signers use may be arbitrary. We discussed the English word *cat*, which

⁴ ASL is the abbreviation of the American Sign Language for the hearing impaired.

consists of three sounds, *k ae t*⁵. The combination of those sounds and the resulting form is arbitrary; that is, the form of the linguistics symbol does not reflect the physical entity it symbolizes. Nothing about the word *cat* is **reminiscent** of an actual cat.

- G. Not all words in spoken languages are completely arbitrary in their form. Linguists have described processes in spoken languages such as **onomatopoeia** and **phonesthesia**. Onomatopoeia in spoken languages occurs when the linguistic form of a word symbolizes the sound of the object or activity to which the form refers. For example, the sound that a rooster makes is called *cock-a-doodle-do* in English, *chi chi ri chi* (*ch* is pronounced as *k*) in Italian, and *kokekokko* in Japanese. Another example in English would be *choo choo*, referring to a train.
- H. Phonesthesia describes groups of words that resemble each other and whose forms seem to reflect their meaning. For example, Bolinger (1975) pointed out that English words that end in *-ump*, such as *rump*, *dump*, *hump*, *mump*, *lump*, *bump*, seem to share a meaning of heaviness and bluntness. Likewise, words such as *twirl*, *whirl*, *furl* and *gnarl* seem to share a meaning of twisting. One problem with the linguistic analysis of such words is that *-ump* and *-irl* or *-url* cannot be isolated and described as meaningful units in the way that meaningful units (or **morphemes**) are traditionally isolated and described. Nevertheless, part of the linguistic form of the word seems to symbolize some aspect of the thing or activity that it represents, and that is what iconicity means. The linguistic form is an icon or picture of some aspect of an entity or activity.
- I. It would appear, then, that all spoken languages have iconicity. And clearly, sign languages have iconicity as well. While the forms of many signs, such as *WRONG* or *LOUSY*, is arbitrary, the form of many other signs reflect some physical aspect of the entities or activities they represent.
- J. Sarah Taub (2000) speculated that iconic forms are created in ASL when a mental image associated with an original concept is selected (for example, a typical tree for the sign *TREE*). This image is then **schematized** so that it can be represented in the language. In this process, the essential features are kept and the unnecessary ones are dropped—using the example of the sign *TREE*, it doesn't matter exactly how many branches an actual tree has or how thick the trunk

⁵ Phonetic symbols of the word *cat*

it. This image is *encoded*, using the appropriate aspects of ASL, such as the forearm and the 5 handshape. The result is an iconic symbol that is a part of the vocabulary of sign language.

[Source: Valli, C. & Lucas, C. (2000) *Linguistics of American Sign Language: An Introduction* (Washington, DC: Gallaudet University Press), pp 1-2, 5-6]

Task VIII Exercise

Part A: Language Features

1. Think of five more examples of onomatopoeia. For example:

Suddenly, a car *zoomed* out of the bank's parking lot.

2. Here is another example of phonesthesia:

slip, slippery, slide, slither, sloppy, slimy, sleazy

Find out the meanings of these words and describe the related meanings that associate these words together.

3. In your own words, describe the *arbitrary* and *iconic* forms of words.

Part B: Comprehension

1. What is the main argument the author is making?
2. Explain what is meant by 'ASL is a real language and not just a collection of "pictures in the air."'
3. What are the properties of a language?

IX. Suffering, Compassion and Pity

(the language of journalism)

- A. How should journalists report suffering? Is it true that ‘watching and reading about suffering... has become a form of entertainment’ (Moeller, 1999)? Are the reporter’s professional ideals of independence and detachment, without compassion, in reporting? ‘Everyone knows that good reporters are hard’, says Randall, ‘Cynical, cold, calculating and maybe even a little cruel. The sort of people who can look a **corpse** in the eye – and smile’ (Moeller, 2000). He tells a story about one man with such a reputation, Ben Hecht, reported with the *Chicago Daily News*. One day he was sitting in court reporting on the **trial** of a man who had murdered his entire family. As the **judge** sentenced him to death, the man sprang forward and plunged a butcher’s knife into the judge’s heart. All the reporters including Hecht froze, except one man from the **rival** paper who carried on scribbling. Hecht recounted later what happened:

None of us in the courtroom had the presence of mind to write a single word, paralysed as we were by the attack. Yet there was this guy from the *Inter-Ocean*, who had nerves of steel, who had never paused in doing his job. I just had to find out what he had written. Hecht ran after the copyboy, caught him by the arm, and grabbed the pages. On them, written over and over again in a shaky hand were the words: ‘The judge has been stabbed, the judge has been stabbed...’ (cited in Randall, 2000)

Domestic Tragedy

- B. Most journalists will probably not report a war. Most will report on a suicide, crime or accident. They will be asked to get family details, a photograph of the **victim**, quotes from the victim’s family. They will have to report **court proceedings**, children might be involved. On these occasions, more than any other, the reporter’s sensitivity and good judgment will be called upon. Families might be unwilling to talk, information may be difficult to come by and a hard-pressed journalist may be tempted to apply inappropriate pressure to obtain what he or she needs. Or, where the story is particularly newsworthy – a celebrity suicide, a child’s murder, a vicious rape – the temptation

might be to include painful detail which can only immeasurably increase the suffering of the victim's family and feed our morbid curiosity. Some of these areas – crime reporting, for example – are hedged round with legal constraints on what may be published or broadcast. Reporters are, for instance, forbidden from identifying alleged **offenders** or **witnesses** at youth courts if they are under the age of 18.

Selecting pictures

- C. As deputy editor of the *Daily Express* in the early 1960s, Bob Edwards, had to decide whether to use a picture or not:

One evening Ted Pickering and I were on the backbench when the picture editor brought us dramatic, exclusive photographs of four maids leaping to their deaths from a burning hotel in Rome. In each case their nighties were lifted, revealing their naked bodies... Neither of us had the stomach to ask the picture editor to paint in panties or extend the nighties. Without any discussion we turned the pictures down. Sure enough, it appeared suitably in the *Daily Mail* with the hypocritical claim that it was being published as a warning against fire. (1989: 100)

- D. Publication of the picture of the son and father lying dead after the explosion of a tyre and the shocked wife staring into the camera was justified on similar grounds; namely, that it showed the danger of this kind of accident. It is a brutal image, snatched at the moment of the most terrible grief. A woman who was filmed reacting hysterically to the news that her daughter had died in an air crash later described her feeling that she has been 'visually raped' by the media. Publication or broadcast of these pictures seems hard to justify, especially when reporters are told not to interview those who are in shock.
- E. Broadcast and photographic images of suffering can convert us into **spectators**, passive consumers of other people's tragedies at best, and vulture-like voyeurs at worst. However, it is also true that images of accidents, natural disasters, wars or crimes can be a call to action. The sinking of the *Herald of Free Enterprise* ferry in 1986 with the loss of 193 passengers brought about improved ferry safety. Handguns were banned

as the result of Dunblane⁶. Images which ‘connect’ us to those who suffer, make their suffering real, and that is what makes them acceptable.

‘Only Connect’

- F. Most people would agree that information about human suffering is acceptable; it depends how it is presented. Good news is not generally news. When the BBC’s Martyn Lewis tried to promote this idea he was laughed out of court. When a political party tried to set up a paper on these lines, it was a failure. As American journalist Tom Palmer put it: ‘Media **moguls** have long known that suffering, rather than good news, sells. People being killed is definitely a good, objective criterion for whether a story is important. Any innocent people being killed, is better’ (cited in Moeller, 1999).
- G. Telling stories, informing about suffering tells us the truth about human life. We can’t live in a make-believe world where no-one cries. Bad things happen. People suffer. We want to know about such things because in a certain way they can reassure us. They are out-of-the-ordinary, they are strange, which is why they are reported. But what are the parameters for such news? Where so we find the measure for what might be appropriate or not?

[Source: Sanders, K. (2003) *Ethics & Journalism* (London, UK: SAGE Publications Ltd), pp 94-102]

Task IX Exercise

Part A: Language Features

1. Look up the following words in the dictionary to learn their use: *detachment*, *constraint*, *justify*, *rape*, *hypocrisy*, *voyeur*,
2. Give the plural of the word *criterion*.
3. Give the antonym of the word *exclude*.
4. Quote the alliteration in para A.
5. Identify if the following phrases from the text is a metaphor or a simile. Explain your answer:

“...there was this guy from the *Inter-Ocean*, who had nerves of steel”

⁶ On 13 March 1996 a gunman had walked into the primary school in the Scottish town of Dunblane and shot dead sixteen children and their teacher. He then shot himself.

6. What does “...turned the pictures down” mean from para C line 8? What does “...neither of us had the stomach to...” mean from para C line 7?

Part B: Comprehension

1. Explain what is meant by “Everyone knows that good reporters are hard” in para A line 4.
2. What is the advantage and disadvantage of publishing pictures showing people’s suffering?
3. What is the main question that the author is contemplating in this text?
4. According to this author, why is it a bad idea to make a newspaper about good news?

Glossary

Advocacy pleading for, supporting or recommending

Ailment a physical disorder or illness

Alerted received a message or a reminder

Angle a measure of rotation where two lines meet

Arbitrary determined by chance

Atmosphere the gaseous envelope surrounding the Earth

Bisect divide into two

Blog an online diary posted on the internet maintained by one person or a group

Characters spaces for typing on a software

Climate change is the change in the nature of the weather as a result of human activity

Cohesion uniting or sticking together

Commodity something of use, advantage of value

Conceive to form an idea, opinion, purpose, understanding

Corpse a dead body

Court proceedings legal steps or measures taken

Cowrie shell highly polished, brightly coloured shell of a marine gastropod

Cue a prompt or a signal

Currency something used as a medium of exchange

Decadence the process of falling into an inferior condition or state; decaying or deteriorating

Deposit to place for safekeeping

Edible can be eaten

Emission substance discharged into the air, especially by a combustion engine

Endeavor to strive or make an effort

Entity a thing or something that has a real existence

Epidemic fast spread of a disease

Facilitate to make easier or less difficult

Fare to get along or advance

Feed to supply material or information

Fossil fuel any combustible organic material, as oil, coal, or natural gas, derived from the remains of former life

Global warming the increase of the average temperature of the Earth

Goldsmith a person who makes or sells pieces of gold

Greenhouse effect the heating of the Earth's surface as a result of heat being trapped in by the atmosphere

Greenhouse gases gases in the atmosphere which absorb and isolate heat inside

Hygiene practice of cleanliness to preserve health

Individuality qualities or characteristics that distinguish one person from others

Infinity an indefinitely great amount or number

Inflation a rise in the level of prices related to an increase in the volume of money, resulting in the loss of value of currency

Interest a sum expressed as a percentage of money borrowed to be paid

Judge a public officer authorizes to hear and decide cases in a court of law

Labour productive activity for the sake of economic gain

Linguist a specialist in linguistics

Loan a sum of money lent at an interest

Microblog a short diary entry online

Mogul a very rich or powerful person

Moral concerned with the principles or rules of right and wrong

Morbid unhealthy mental state or attitude

Morpheme a word or a meaningful part of a word that cannot be divided into smaller independent grammatical parts e.g. -ed -ing

Nourish to supply with what is necessary for life, health, growth

Offender one that commits a crime or an illegal act

Onomatopoeia a word formed by imitation of the sound made by its referent (the meaning referred to)

Pandemic a disease spread through an entire country, continent or the world

Perceptible can be recognized, appreciated, understood

Perishable subject to decay, ruin or destruction

Perpendicular meeting a given line or surface at a right angle

Phonesthesia certain sounds become associated with certain meanings, but do not imitate the sound as in *onomatopoeia*

Plane a flat or level surface

Pollutant substance or chemical that dirties the air, soil or water

Polygon a closed shape having three or more sides

Primitive early in the history of the world or of humankind

Privatize to change from public or government control to ownership by a group

Pulverise to reduce to dust or powder by pounding or grinding

Purchase to get by payment of money; buy

Radius a straight line from the center of the circle to its circumference

Recall to bring back from memory

Reminiscent awakening memories of something similar

Resemble to be like or similar to

Rival a person competing for the same object

Schematize to reduce or express to a visual

Segment one of the parts into which something naturally divides into e.g. segment of an orange

Serial occurring in an order rather than at the same time

Site a position or location on the internet

Spectator a person who looks or watches

Social media media which uses web-based technologies to broadcast media monologues (one to many) and dialogues (many to many)

Spiritual of or regarding to religious, sacred or devotional matters

Strain a variety of microorganisms

Subscribe to sign up to receive messages or information; to pay to receive a magazine or newspapers

Symbol something used for or regarded as representing something else

Tangent touching at a single point, as a tangent in relation to a curve or surface

Transaction to conduct business; make a deal

Transmission the act of passing or transferring

Trial the examination before a judge of the facts in a legal case

Trisect to divide into three

Vaccine a killed or weakened bacteria or virus used to build immunity against a specific disease

Vault a strong metal cabinet for the storage and safekeeping of valuables

Victim a person who is cheated or suffers from a hurtful action

Witness to see, hear or know by being present in person

Answers

Task I

Part A.

1. The author is speaking as part of the general public (*refer to para H where he uses pronouns 'we'*)
2. The article is also addressing the general public, to educate on swine flu and to show what we can do.
3. The word *reduced* is being used as an adjective to describe the noun *immunity*. Examples: reduced speed, reduced number
4. *The manufacturers are currently testing the vaccine, ...*

Part B.

1. Because it has spread beyond the borders of a single population and become a global disease
2. Two groups. Children because they are unexposed to any strains similar to swine flue in order to develop an immunity towards it. Pregnant women who have a reduced immunity and cannot fight it off.
3. That the swine flu strain has caused less deaths than the usual flu strains
4. Healthcare providers because they are the people who will deal with the patients who are sick.
5. Sneeze/cough into our hands; wash hands regularly; if we get the flu to stay away from crowded areas.

Task II

Part A.

1. This article is addressed to educators because it begins

with asking "Are you using *Twitter* yet? If not, you may want to read how other educators are using *Twitter* as an educational tool."

2. Because all of these phrases are naming things that are happening on *Twitter* and not in the actual classroom.
3. The author is writing this article to inform the readers.
4. *Metacognition* is thinking about thinking.

Part B.

1. The instructor was not sure he wanted to use social media because maybe he will lose control of the communication of the students, or maybe it will distract them from their studies.
2. Extended the learning time, quick interaction with students from other parts of the world
3. Answer variable
Key words include: 21st century students, tool, active, communication
4. Answer variable

Task III

Part A.

1. Example: intrinsic motivation. Antonym: extrinsic.
2. English U.K. Spelling of *metre, pulverised, realised*
3. express, personify

Part B.

1. No, lime discs not easy to transport, can be destroyed over time
2. It means that the type of money used has to be a material that can be parted or divided to represent different values
3. Shells/precious stones etc. > Metals/Gold > Goldsmiths issuing receipts and

loans/Gold Standard > Fiat money

4. It took a long time to readjust the Gold Standard after financial hard times.

Task IV

Part A.

1. Cost as in the human and environmental damage.
2. Feeling of doubt, distrust or hesitation
3. No, the author has an opinion (refer to para F, G)
4. Climate is the long-term, the general pattern, weather is the day-to-day changes
5. Answer variable

Part B.

1. Carbon emissions change the atmosphere; it allows the sun's light to come into the Earth, but is unable to escape. This is called the greenhouse effect. As a result, we have global warming and climate changes all over the world.
2. Hurricanes, sea level rise, global warming, droughts, floods, ...
3. Because it is the same degree increase that ended the Ice Age
4. Authorities blame each other for who has put out more carbon emission, and therefore who has to make the most sacrifices. In summary, countries do not want to make cuts in their energy uses.

Task V

Part A.

1. Example: *He was telling me about how the accident happened and then he went on a tangent on his last summer holiday*
2. Answer variable
3. Passive voice. Proved meaning that through so many failed trials it is safe to

say that what is attempted is impossible. Example: *The division of zero has been proved to be impossible.*

Part B.

1. A circle can with a radius zero (a dot), or with a radius infinity (a straight line).
2. Through showing how other construction problems are possible in mathematical steps. These same steps can be used to show how the unsolved problems are impossible.
3. The authors are referring to the fact that these unsolved construction problems discussed can be solved if more instruments in addition to the ruler and compass are allowed.

Task VI

Part A.

1. To emphasize that the memory is not a *thing* at all. It is not something that is physically there anywhere.
2. contain, made of
3. Answer variable
4. I stood in the *queue* all morning but I still didn't get to the service window by noon.
5. an idea is something you think of, but a theory uses scientific principles to explain a field in the natural world

Part B.

1. Answer variable
2. Visual form is much easier to remember than verbal form; words high in imagery are easier to remember than abstract words low in imagery
3. Answer variable

Task VII

Part A.

1. endeavors – undertaking/venture, resembles – appear

- like, primitive –
barbaric/raw/natural,
nourishing –
nurturing/feeding/
providing, cohesion-
attachment/coherence, fare
– get along/handle/advance,
morbid – dark/melancholy,
ailment – illness/disorder
- 2. individual, person, human
being
- 3. society – individual,
primitive – civilized,
spiritual – material

Part B.

Answer variable

Task VIII

Part A.

1. Answer variable
Examples: bang, boom, buzz, sizzle, slash, slurp, splash, squeak, gurgle, zip, baa, meow, woof...
2. meanings associated with wetness or greasiness, and an unpleasant feeling
3. *arbitrary* words have no connection between how they are spoken or represented to its meaning, *iconic* is when there is image or sound representation that connects the word to its meaning

Part B.

1. ASL is a complete language because it has all the linguistic properties of any other language
2. ASL is not just hand shapes which of images representing words, but it is a communication system
3. A rule-governed communication system which is composed of symbols

Task IX

Part A.

1. Answer variable
2. criteria
3. include
4. 'Cynical, cold, calculating and maybe even a little cruel'
5. metaphor
6. turned the pictures down – refused or rejected the pictures, had the stomach to – to not feel strong or brave enough to do something unpleasant

Part B.

1. to be good at getting news a reporter cannot be emotional and so he/she can see, hear and collect all the information without missing anything
2. disadvantage is that it often hurts the victims' feelings and presents them in unpleasant and undignified ways, advantage is that it gets a strong response from the public who can act to fix the problem
3. How far should a journalist go in reporting difficult situations? Where is the line that divides what is private and what the public is entitled to knowing?
4. people will not think of this newspaper as the real representation of what is happening in the world, people need to know the bad things happening as a measure of what is ordinary and what is out-of-the-ordinary