

# Learning History in English

Language-related materials  
for students

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eman ta zabalazazu



Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea



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# Introduction

One of the most tangible outcomes of the internationalisation process in higher education is the implementation of English-medium instruction (EMI) programmes. In fact, EMI programmes are burgeoning at university level on a global scale, but there is great variation in courses of action. In the European context, for example, whereas EMI is quite widespread in Northern Europe, in Southern Europe (France, Greece, Italy, Portugal and Spain) there are fewer options, often, but not exclusively, due to the inadequate English proficiency level of the programme's potential participants.

Parallel to the development of a comprehensive range of compulsory and optional subjects in Basque and Spanish, the University of the Basque Country (UPV/EHU) is implementing an internationalisation process in which the Multilingualism Programme has been one of its main forces since 2005. This programme was designed to give the opportunity to students to take subjects in a foreign language, overwhelmingly English. The goals of the Multilingualism Programme are: (1) to continue at tertiary level with the experimental trilingual programme implemented at pre-university level, in which Basque, Spanish and English are used as languages of instruction; (2) to improve local students' proficiency in a foreign language, and provide students with specialised language and access to research in the foreign language; (3) to improve students' work and career prospects; (4) to facilitate the pursuit of postgraduate degrees abroad; and (5) to attract foreign students and teachers.

However, on many occasions students are reluctant to join EMI courses because they believe that language demands will make content learning too difficult. It is a fact that EMI courses make linguistic demands on both univer-

sity teachers and students, but this should be regarded as a challenge and an opportunity rather than an insurmountable problem. Language development and learning the nuances of the language used in each specialisation should be an integral part of any EMI experience. Not only do students need to understand the discipline specific vocabulary, but also the conventions of the discipline (so-called English for Specific Purposes or ESP). This is what we intend to facilitate with this volume.

This work is the result of a four-year project in which history content teachers and language specialists at the UPV/EHU collaborated with a view to helping students meet the language demands associated with learning in English. In order to achieve this goal, we (the language teachers) became familiar with the content delivered in history EMI courses and the teaching materials (books, journal articles, handouts, links to web pages, etc.) to be used during the different courses. In addition, we observed and video recorded classes in order to detect the language aspects in need of additional support. The knowledge thus gathered was indispensable to elaborate language-related materials and give effective language advice, and became the lynchpin of a language guide that we now make available to both EMI teachers and students at the UPV/EHU.

The aim of this book is to provide EMI students of history with the tools to adapt their discourse to the specific features of their specialisation, which will put them in a better position to make the most out of their experience of learning history in English. This entails students learning not only the specific vocabulary, syntax and punctuation characteristic of each speciality, but also other aspects related to the use of English in the field of history, such as pronunciation of key words and ways to improve their writing skills and oral presentations.

With this in mind, this volume encompasses glossaries for five courses offered in the Department of History at the UPV/EHU, as fundamental terms and concepts play a paramount role in the early stages of developing disciplinary knowledge. The glossaries are followed by practice materials that include a wide range of topics, such as the following: how to structure paragraphs, how to add emphasis, how to talk about visual aids (graphs and figures), how to connect ideas in their writings, or how to make a good oral presentation, to name but a few. We have also added a short pronunciation course because improving pronunciation is one of the language aspects that many EMI students (and teachers) deem essential but do not know how to approach.

We believe that the materials included in this book will facilitate history undergraduates' content learning and we do hope they will find this volume useful in their English learning endeavour.

## Acknowledgements

This volume falls within the work carried out in the following research projects: FFI2016-79377-P (Spanish Ministry of Economy and Competitiveness) and IT904-16 (Department of Education, University and Research of the Basque Government).

Last but not least, we would like to **thank our EMI colleagues in the History Department** for their willingness to participate in this project and their revision of the glossaries. Their expertise and dedication has made our job an exciting and enriching experience which has contributed enormously to our understanding of EMI. In addition, we would like to **thank the students** who allowed us to be part of their classes.



# **World Economic History**

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# Glossary

Edited by José Ignacio Andrés Ucendo

(The underlining indicates the stressed syllable of the word)

## A

---

Absolutist monarchies:	monarquías absolutas.
Agrarian society:	sociedad agraria.
Agricultural output:	producción agrícola.
Allocation of land:	adjudicación de tierras.
All-water route:	ruta marítima.
Ancillary workers:	trabajadores auxiliares.
Antebellum economy:	economía anterior a la guerra.
Apartheid:	apartheid.
Armaments:	armamento.
Armed forces:	fuerzas armadas.
Artisan/artisan:	artesano (nombre).
Assembly-line system:	cadena de montaje.
Automobiles:	coches.
Average income:	ingreso medio.
Aztec empire:	imperio azteca.

**B**

Bale of raw <u>cotton</u> :	fardo de algodón bruto.
Bare-bones <u>subsistence</u> :	umbral de subsistencia.
BCE/CE (93):	antes de Cristo ( <i>Before the Common Era</i> )/ después de Cristo ( <i>Common Era</i> ).
Beef:	carne de buey.
Big push <u>industrialization</u> :	industrialización “de golpe” promovida a través de la participación del Estado en la economía en varios países asiáticos desde fi- nes del XIX y, en especial, desde 1945.



*Bale of raw cotton:  
fardo de algodón bruto.*

**C**

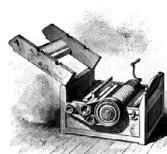
<u>Capital</u> :	capital.
<u>Capital incomes and wages</u> :	rentas del capital y del trabajo. Las primeras son los dividendos y las segundas los salarios.
<u>Capital-intensive farming systems</u> :	sistemas de cultivo intensivos en capital.
<u>Capital-intensive production</u> :	producción intensiva en capital.
<u>Capital-intensive technology</u> :	tecnología intensiva en capital.
<u>Charcoal</u> :	carbón vegetal.
<u>Charter</u> :	carta. En sentido amplio <i>Charter</i> puede definirse como los estatutos o condiciones que rigen el funcionamiento de una institución en los países anglosajones. <i>Charter</i> también puede traducirse como “fuero”, “estatutos” o incluso “escritura de constitución”. Cuando una Charter era concedida por la Corona entonces se denomina <i>Royal Charter</i> . El término <i>Charter</i> también puede usarse como verbo. Por ejemplo, <i>The English East India Company was chartered in 1600</i> (“La Compañía Inglesa de las Indias Orientales fue fundada en 1600”).

<u>Chartering of banks:</u>	la concesión de una <i>Charter</i> a los bancos por las autoridades era el acto en virtud del cual estas últimas fijaban las normas que regían el funcionamiento de los primeros. Este acto equivalía, en la práctica, a la creación del banco. De nuevo, es una expresión propia de los países anglosajones.
<u>Citizenry:</u>	ciudadanía.
<u>City states:</u>	ciudades estado.
Close the <u>income gap:</u>	reducir la brecha de ingresos.
<u>Cloth/clothing industry:</u>	industria textil.
<u>Clove:</u>	clavo (especia).
<u>Coal deposit:</u>	depósitos de carbón.
<u>Coal-mining industry:</u>	industria del carbón (por consenso entre los economistas, la minería, y por tanto la minería del carbón, se incluye dentro del sector secundario o industrial).
<u>Cocoa:</u>	cacao.
<u>Coke:</u>	coque ( <i>a refined form of coal with few impurities and a high carbon content</i> ).
<u>Collectivization:</u>	colectivización.
<u>Colliery railways:</u>	ferrocarriles mineros (por lo general, en minas de carbón).
<u>Colonial heritage:</u>	herencia colonial.
<u>Commercial impact:</u>	impacto comercial.
<u>Commercial network:</u>	red comercial.
<u>Communal/communal ownership of the land:</u>	propiedad comunitaria o comunal de la tierra.
<u>Communal/communal tenure:</u>	propiedad comunitaria.
<u>Comparative advantage principle:</u>	principio de la ventaja comparada.
<u>Competition:</u>	competencia.
<u>Consumer durables:</u>	bienes de consumo duraderos.
<u>Consumer goods:</u>	bienes de consumo.
<u>Consumer price index:</u>	índice de precios de consumo (IPC).
<u>Consumption pattern:</u>	patrón o modelo de consumo.

<u>Container ship</u> :	buque portacontenedor.
<u>Convergence</u> :	convergencia (económica).
<u>Copper</u> :	cobre.
<u>Corruption</u> :	corrupción.
<u>Cost decline</u> :	bajada en los costes.
<u>Cost-effective technology</u> :	tecnología rentable porque reduce los costos.
<u>Cotton</u> :	algodón.
<u>Cotton gin</u> :	desmotadora de algodón.
<u>Cotton mill</u> :	fábrica de algodón.
<u>Craftsmen</u> :	artesanos.
<u>Crop yields</u> :	rendimientos agrícolas.
<u>Cropped fields</u> :	campos sembrados.
<u>Cropping</u> :	cosechas; sistema de cultivo.
<u>Cultural Revolution</u> :	revolución cultural.
<u>Currency</u> :	moneda.
<u>Currency stabilization</u> :	estabilización monetaria.
<u>Customs</u> :	aduana.
<u>Customs union</u> :	unión aduanera.



Container ship:  
*buque portacontenedor.*



Cotton gin:  
*desmotadora de algodón.*

## D

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<u>Debt</u> :	deuda.
<u>Default</u> :	impago o bancarrota.
<u>Deflation</u> :	deflación.
<u>De-industrialization</u> :	desindustrialización.
<u>Delft ware</u> :	porcelana.
<u>Democracy</u> :	democracia.
<u>Dependency theory</u> :	teoría de la dependencia.
<u>Depositor</u> :	depositante.

## GLOSSARY

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<u>Development banks</u> :	bancos cuyo objeto es fomentar el desarrollo a través de la financiación de proyectos especiales (por lo general, la construcción de infraestructuras). El ejemplo más famoso es el Banco Mundial.
<u>Development policies</u> :	políticas para el desarrollo.
<u>Diminishing returns</u> :	rendimientos decrecientes.
<u>Divergence</u> :	divergencia.
<u>Domestication of crops</u> :	proceso en virtud del cual varias especies vegetales se domesticaron por el ser humano (sobre todo a lo largo de la revolución Neolítica), dejando de aparecer de forma espontánea en la naturaleza para ser cultivadas.
<u>Drainage</u> :	drenaje.

## E

---

<u>Earnings</u> :	ganancias.
<u>Economic cleavages</u> :	diferencias/fisuras económicas.
<u>Economic decline</u> :	declive económico.
<u>Economic growth</u> :	desarrollo económico.
<u>Economic performance</u> :	resultados económicos.
<u>Economic stagnation</u> :	estancamiento económico.
<u>Education and literacy</u> :	educación y alfabetización.
<u>Educational attainment</u> :	nivel educativo.
<u>Efficiency gain</u> :	ganancias de eficiencia.
<u>Electric sewing machine</u> :	máquina de coser eléctrica.
<u>Enact a tariff</u> :	aplicar un arancel.
<u>Endemic warfare</u> :	guerra endémica/conflicto armado endémico (propio y exclusivo de determinadas localidades o regiones).
<u>Energy revolution</u> :	revolución energética.
<u>Eviction</u> :	desahucio.
<u>Expenditures</u> :	gastos.
<u>Expropriation of land</u> :	expropiación de la tierra.

**F**

<u>F</u> actories and <u>f</u> oundries:	fábricas y fundiciones.
<u>F</u> actory <u>p</u> roduction:	producción fabril.
<u>F</u> allow(ing):	barbecho.
<u>F</u> amily's cost of <u>s</u> ubsistence:	coste de la subsistencia de una familia.
<u>F</u> amine:	hambruna.
<u>F</u> armable land:	tierras de cultivo.
<u>F</u> arming:	agricultura (el término también puede usarse como sinónimo de sector primario, incluyendo la ganadería).
<u>F</u> arming and <u>a</u> griculture:	agricultura y ganadería.
<u>F</u> ederal <u>r</u> evueue:	ingresos federales.
<u>F</u> eudal <u>d</u> omains:	dominios feudales.
<u>F</u> irearms:	armas de fuego.
<u>F</u> irewood:	leña.
<u>F</u> lash-point:	punto álgido.
<u>F</u> lour mill:	molino harinero.
<u>F</u> orced <u>l</u> abour:	trabajo forzoso. Opuesto al trabajo asalariado y libre.
<u>F</u> oreign <u>e</u> xchange:	mercado de divisas.
<u>F</u> oreign <u>i</u> nvestment:	inversión extranjera.
<u>F</u> ree trade:	mercado libre.
<u>F</u> reight:	carga.
<u>F</u> uel:	combustible.
<u>F</u> ull-rigged ship:	fragata (de 3 a 5 palos) ( <i>denoting a sailing vessel's sail plan with three or more masts, all of them square-rigged</i> ).
<u>F</u> ur <u>t</u> radin:	comercio de pieles.



*Full-rigged ship:  
fragata (de 3 a 5 palos).*

## GLOSSARY

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### G

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<u>GDP</u> (gross domestic <u>product</u> ):	producto interior bruto (PIB).
<u>General purpose technology</u> (GPT):	tecnologías multipropósito.
<u>Globalization</u> :	globalización.
<u>Growth</u> :	crecimiento.
<u>Growth rate</u> :	tasa de crecimiento.
<u>Gunsmith</u> :	armero.

### H

---

<u>Hand loom</u> :	telar manual.
<u>Handicraft method</u> :	método artesanal.
<u>Heavy industry</u> :	industria pesada.
<u>Hides</u> :	pieles.
<u>Hoe</u> :	azada.
<u>Holding companies</u> :	holdings.
<u>Household</u> :	hogar.
<u>HRS</u> ( <u>household responsibility system</u> ):	sistema de responsabilidad doméstica.



*Hand loom:  
telar manual.*

### I

---

<u>Illiteracy</u> :	analfabetismo.
<u>IMI</u> ( <u>import substitution industrialization</u> ):	industrialización por sustitución de importaciones.
<u>Inbound ship</u> :	barco entrante.
<u>Incentive</u> :	incentivo.
<u>Income</u> :	ingreso.
<u>Income divergence</u> :	divergencia de ingresos.
<u>Income gains</u> :	aumento de ingresos.

<u>I</u> ncome gap:	diferencia de ingresos.
<u>I</u> ncome growth <u>f</u> actors:	factores de crecimiento del ingreso.
<u>I</u> ndigenous <u>p</u> eople:	comunidades/población indígena.
<u>I</u> ndigo:	añil (tinte azul).
<u>I</u> ndustrial <u>o</u> utput:	producción industrial.
<u>I</u> nequality:	desigualdad.
<u>I</u> nfant <u>i</u> ndustries:	industrias nacientes.
<u>I</u> nflation:	inflación.
<u>I</u> nfluenza:	gripe, influenza.
<u>I</u> ntegrated <u>g</u> lobal <u>e</u> conomy:	economía global integrada (o globalizada).
<u>I</u> nterest rate:	tipo de interés.
<u>I</u> nternal/ <u>e</u> xternal <u>t</u> ariff:	arancel externo/interno.
<u>I</u> nvestment bank:	banco de inversión.
<u>I</u> nvestment rate:	tasa de inversión.
<u>I</u> ron <u>c</u> asting <u>p</u> rocess:	proceso de fundición del hierro.
<u>I</u> ron <u>f</u> oundry:	fundición de hierro.
<u>I</u> rrigation:	irrigación, regadío.

## J

<u>J</u> enny:	hiladora jenny, hiladora con husos múltiples.
<u>J</u> oint-stock <u>c</u> ompanies:	sociedades anónimas.
' <u>J</u> ust in <u>t</u> ime' <u>p</u> roduction <u>t</u> echnique:	técnica de la producción justo a tiempo.
<u>J</u> ute:	yute.



*Jenny:*  
hiladora jenny.



*'Just in time'*  
production technique:  
técnica de la producción  
justo a tiempo.

## L

---

<u>Labour</u> :	trabajo.
<u>Labour conscription</u> :	prestación obligatoria de servicios en trabajo a un particular o institución. De nuevo, se trata de una forma de organizar el trabajo opuesta al trabajo asalariado y libre.
<u>Labour market</u> :	mercado laboral.
<u>Labour productivity</u> :	productividad del trabajo.
<u>Labour-saving technology</u> :	tecnología de ahorro de mano de obra.
<u>Legal systems</u> :	sistemas legales.
<u>Leisure</u> :	tiempo libre.
<u>Levy taxes</u> :	recaudar/imponer impuestos.
<u>Life expectancy</u> :	esperanza de vida.
<u>Linen</u> :	lino.
<u>Literacy</u> :	alfabetización.
<u>Literacy rate</u> :	índice de alfabetización.
<u>Loan</u> :	préstamo.
<u>Long-run growth</u> :	crecimiento a largo plazo.
<u>Low-cost spinner</u> :	hilador de bajo coste.
<u>Low/high wages</u> :	salarios bajos/altos.
<u>Low-wage countries</u> :	países de salarios bajos.

## M

---

<u>Mace</u> :	macía/macis ( <i>nutmeg shell</i> : corteza olorosa, de color rojo o rosado, en forma de red, que cubre la nuez moscada).
<u>Machines that spin and weave cotton</u> :	máquinas de hilar y tejer el algodón.
<u>Maize</u> :	maíz (en Estados Unidos, el término es <i>corn</i> ).
<u>Malaria</u> :	malaria.
<u>Manufacturing jobs</u> :	empleos manufactureros.
<u>Manufacturing output</u> :	producción manufacturera.

<u>Manured</u> by sheep and cattle:	abono animal, procedente de oveja y, en general, del ganado.
<u>Market-driven</u> :	impulsado por el mercado.
<u>Market forces</u> :	fuerzas del mercado.
<u>Mass education</u> :	educación de masas/universal.
<u>Measles</u> :	sarampión.
<u>Mechanization</u> :	mecanización.
<u>Mechanized factory</u> :	fábrica/industria mecanizada.
<u>Mechanized producers</u> :	productores mecanizados.
<u>Mercantilist era</u> :	era mercantilista.
<u>MES</u> ( <u>minimum efficient size</u> /scale):	escala mínima de eficacia. El nivel de producción a partir del cual la introducción de una determinada tecnología o forma de organización del trabajo es rentable.
<u>Military conscription</u> :	reclutamiento militar.
<u>Millet</u> :	mijo.
<u>Modern and the customary</u> rules:	normas modernas y consuetudinarias.
<u>Monarchies</u> :	monarquías.
<u>Mortgage</u> :	hipoteca.
<u>Mule</u> :	mula.
<u>Mumps</u> :	paperas.



*Mace:*  
*macía/macis.*



*Mule:* *mula.*

## N

<u>National bank</u> :	banco nacional.
<u>National income</u> :	ingreso/renta nacional.
<u>Native peasants</u> :	campesinos nativos.
<u>Non-enfranchised</u> :	término anglosajón usado para referirse a quienes carecen de derecho al voto, como por ejemplo la población de color de Estados Unidos antes de la emancipación.

## GLOSSARY

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Numeracy: conocimientos matemáticos básicos.  
Nutmeg: nuez moscada.

### O

---

Oat: avena.  
Ocean transportation: transporte marítimo.  
Occupational structure: estructura profesional.  
Offshoot: ramificación, derivado.  
Open hearth furnace: horno de reverbero.  
Opium trade: comercio del opio.  
Ore, iron ore: depósitos de hierro.  
Ottoman empire: imperio otomano.  
Override property owners: no respetar o ignorar los derechos de los propietarios.  
Out-compete: competir, imponerse.  
Output growth: crecimiento de la producción.  
Overdraft: descubierto.  
Overthrow: derrocar (*overthrow/overthrew/overthrown*).  
Ox-drawn ploughs: arados tirados por bueyes.



*Open hearth furnace:*  
*horno de reverbero.*



*Ore, iron ore:*  
*depósitos de hierro.*

### P

---

Palm oil: aceite de palma.  
Parliamentary sovereignty: soberanía parlamentaria.  
Peak rate: tasa máxima.  
Peasantry: campesinado.  
Peat: turba.  
Pig iron: hierro colado.  
Plant repertoire: repertorio de cultivos.

<u>Policy tools:</u>	herramientas para la aplicación de una determinada política económica.
<u>Polity:</u>	entidad política comparable al Estado. Hasta bien entrado el siglo XIX este término puede usarse para referirse a Imperios, Monarquías, Condados, Ducados, Ciudades-Estado, Ciudades Libres, Señoríos.
<u>Poverty:</u>	pobreza.
<u>Poverty line:</u>	umbral de la pobreza.
<u>Power-driven machinery:</u>	maquinaria impulsada por energía mecánica en vez de humana.
<u>Power loom:</u>	telar mecanizado.
<u>Prices skyrocket:</u>	precios que suben por las nubes.
<u>Private bank:</u>	banco privado.
<u>Private enterprise:</u>	empresa privada.
<u>Private property:</u>	propiedad privada.
<u>Procurement contracts:</u>	contratos de adquisición/compra; generalmente por parte de las autoridades públicas.
<u>Production and export of agricultural commodities:</u>	producción y exportación de productos agrícolas.
<u>Production function:</u>	función de producción.
<u>Profit:</u>	beneficio.
<u>Profitable:</u>	rentable.
<u>Profitable investment:</u>	inversión rentable.
<u>Property rights:</u>	derecho de la propiedad.
<u>Protectionism:</u>	proteccionismo.
<u>Protestantism:</u>	protestantismo.
<u>Public bank:</u>	banco público.
<u>Public finances:</u>	hacienda pública/finanzas públicas.



*Pig iron:*  
*hierro colado.*



*Power loom:*  
*telar mecanizado.*

## GLOSSARY

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### R

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<u>Racial categories</u> :	categorías raciales (etno-raciales).
R & D ( <u>research</u> / <u>research &amp; development</u> ):	investigación y desarrollo.
<u>Railway</u> :	vía férrea.
<u>Rainforest</u> :	selva tropical.
Rate of <u>economic growth</u> :	tasa de crecimiento económico.
Rates of <u>saving and investment</u> :	tasas de ahorro e inversión.
Real estate:	propiedad inmobiliaria.
Real estate and share <u>bubbles</u> :	burujas inmobiliarias y financieras.
Real <u>wages</u> :	salarios reales.
Reformation:	reforma. El término se usa también, en un sentido amplio, para referirse a la Reforma Protestante, impulsada a inicios del siglo XVI por Lutero, Calvino y Zuinglio.
Refrigerated ship:	barco refrigerador (dedicado al transporte de bienes perecederos).
Representative <u>government</u> :	gobierno representativo.
<u>Return</u> on fixed <u>capital</u> :	rentas del capital fijo.
Revolt:	revuelta.
Rolled <u>iron products</u> :	productos laminados de hierro (barras, chapas, raíles).
<u>Rural industry</u> :	industria rural.
<u>Rural population</u> :	población rural.

### S

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<u>Salary</u> :	salario.
Sea <u>transport</u> :	transporte marítimo.
Securities:	valores/títulos/garantías.
Segregation:	segregación.
<u>Serfdom</u> :	servidumbre.
Shares:	acciones.
<u>Shifting cultivation</u> :	cultivo itinerante.
<u>Shifting systems</u> :	sistemas en cambio.

Ship <u>building</u> <u>industry</u> :	industria naval.
Silk- <u>reeling</u> :	devanado de la seda.
<u>Silver</u> <u>deposits</u> :	yacimientos de plata.
Skill <u>forma</u> <u>tion</u> :	formación profesional.
Slash-and-burn <u>cultiva</u> <u>tion</u> :	agricultura de rozas itinerantes.
Slave- <u>raiding</u> :	redadas para capturar esclavos.
Slave trade/ <u>trading</u> :	comercio de esclavos.
<u>Slavery</u> :	esclavitud.
<u>Smallpox</u> :	viruela.
Smelt <u>iron</u> :	fundir hierro.
<u>Sorghum</u> :	sorgo (una clase de cereal).
<u>Spending</u> <u>patterns</u> :	modelos de consumo.
<u>Spices</u> :	especias.
<u>Spindle</u> :	huso de hilar.
<u>Spinning</u> <u>wheel</u> :	rueca de hilar.
Squash:	nombre genérico de varios tipos de calabaza.
<u>Standard</u> <u>of</u> <u>living</u> :	nivel de vida.
<u>Standard</u> <u>model</u> :	modelo estándar de industrialización.
<u>Staple</u> :	alimento básico/producto de primera necesidad. El término también se usa para referir a los principales productos primarios de exportación de una determinada economía.
State <u>income</u> :	ingresos públicos.
Steam <u>engine</u> :	motor de vapor.
Steam <u>machine</u> :	máquina de vapor.
Steam <u>power</u> :	energía de vapor.
Steam ship:	barco de vapor.
Steel:	acero.
<u>Subsidies</u> :	subsidios.
<u>Supply</u> <u>and</u> <u>demand</u> :	oferta y demanda.
<u>Supply</u> <u>and</u> <u>demand</u> <u>of</u> <u>techno</u> <u>logy</u> :	oferta y demanda de tecnología.
<u>Surplus</u> :	excedente/superávit.
<u>Sustained</u> <u>econo</u> <u>m</u> <u>ic</u> <u>growth</u> :	crecimiento económico sostenido.

## GLOSSARY

Symbiosis:



*Silk-reeling:*  
*devanado de la seda.*

simbiosis



*Spindle:*  
*huso de hilar.*

## T

Tax:

impuesto.

Taxation:

tributación; tributos (*to be exempt from*: estar exento del pago de uno o varios tributos).

Tax revenue:

recaudación obtenida por el estado o cualquier otra entidad (ayuntamiento, diputación) de un tributo.

Technological breakthrough:

ruptura tecnológica.

Textile mill:

taller/fábrica textil.

Textiles:

textiles.

Tight labour market:

mercado laboral en situación de pleno empleo.

Till:

labrar/cultivar.

Timber:

madera.

Tobacco:

tabaco.

Trade embargo:

embargo comercial.

Trade monopoly:

monopolio comercial.

Trading post:

factoría comercial.

Transport cost:

coste del transporte.

Treadle sewing machine:

máquina de coser de pedal.

Tribes and tribalism:

tribus y tribalismo.

Turnpike:

peaje.

Typhus:

tifus.



*Treadle sewing machine:*  
*máquina de coser de pedal.*

## U

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Un <u>balanced</u> product <u>ivity</u> growth:	crecimiento de productividad desequilibrado.
Un <u>derdeveloped</u> <u>countries</u> :	países subdesarrollados.
Un <u>iversal</u> cons <u>cription</u> :	reclutamiento universal. Por lo general, se usa para referirse a los países donde el servicio militar es obligatorio.
Un <u>iversal</u> <u>secular</u> <u>primary</u> <u>education</u> :	educación primaria laica universal.
Un <u>urbanization</u> :	urbanización.

## V

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Un <u>vehicle</u> <u>assembly</u> <u>lines</u> :	cadena de montaje (para coches).
V <u>ocational</u> <u>skills</u> :	aptitudes profesionales.
V <u>oyages</u> of <u>discovery</u> :	viajes de descubrimiento.

## W

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W <u>age</u> :	salario.
W <u>age</u> <u>economy</u> :	economía salarial.
W <u>ater</u> <u>frame</u> :	hiladora mecánica.
W <u>eave</u> :	tejer.
W <u>ellbeing</u> :	bienestar.
W <u>heat</u> :	trigo.
W <u>ood</u> <u>fuels</u> :	combustibles procedentes de la explotación del bosque: madera y carbón vegetal ( <i>charcoal</i> ).
W <u>ool</u> :	lana.
W <u>orld</u> <u>Bank</u> :	banco mundial.
W <u>orld</u> <u>poverty</u> <u>line</u> :	umbral de la pobreza mundial.
W <u>orld's</u> <u>manufacturing</u> :	manufactura mundial.
W <u>rought</u> <u>iron</u> :	<u>hierro</u> forjado (o dulce).

## Y

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Y <u>am</u> :	batata/boniato.
Y <u>arn</u> :	hilo ( <i>thread</i> ).

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## References

Allen, R.C. (2011). *Global economic history. A very short introduction*. Oxford: Oxford University Press.

# Glossary organized by semantic fields

Edited by José Ignacio Andrés Ucendo

(The underlining indicates the stressed syllable of the word)

## Arms/war

Armaments:

Armed forces:

Endemic warfare:

Firearms:

Gunsmith:



*Gunsmith: armero.*

armamento.

fuerzas armadas.

guerra endémica/conflicto armado endémico (propio y exclusivo de determinadas localidades o regiones).

armas de fuego.

armero.

## Banks

Bank:

- Development banks:

banco:

- bancos cuyo objeto es fomentar el desarrollo a través de la financiación de proyectos especiales (por lo general, la construcción de infraestructuras). El ejemplo más famoso es el Banco Mundial.



• <u>Chartering</u> of banks:	• La concesión de una <i>Charter</i> a los bancos por las autoridades era el acto en virtud del cual estas últimas fijaban las normas que regían el funcionamiento de los primeros. Este acto equivalía, en la práctica, a la creación del banco. De nuevo, es una expresión propia de los países anglosajones.
<u>Commercial impact</u> :	impacto comercial.
<u>Competition</u> :	competencia.
<u>Communal/communal ownership</u> of the land:	propiedad comunitaria o comunal de la tierra.
<u>Consumer durables</u> :	bienes de consumo duraderos:
• <u>Consumer goods</u> :	• bienes de consumo.
• <u>Consumer price index</u> :	• índice de precios de consumo (IPC).
<u>Consumption pattern</u> :	patrón o modelo de consumo:
<u>Convergence</u> :	convergencia (económica).
<u>Cost decline</u> :	bajada en los costes.
<u>Currency</u> :	moneda:
• <u>Currency stabilization</u> :	• estabilización monetaria.
<u>Debt</u> :	deuda.
<u>Default</u> :	impago o bancarrota.
<u>Deflation</u> :	deflación.
<u>Depositor</u> :	depositante.
<u>Development policies</u> :	políticas para el desarrollo.
<u>Divergence</u> :	divergencia.
<u>Earnings</u> :	ganancias.
<u>Economic</u> :	económico (relativo a la economía):
• <u>Economic cleavages</u> :	• diferencias/fisuras económicas.
• <u>Economic decline</u> :	• declive económico.
• <u>Economic growth</u> :	• desarrollo económico.
• <u>Economic performance</u> :	• resultados económicos.
• <u>Economic stagnation</u> :	• estancamiento económico.
<u>Efficiency gain</u> :	ganancias de eficiencia.
<u>Eviction</u> :	desahucio.

<u>Expenditures</u> :	gastos.
<u>Expropriation of land</u> :	expropiación de la tierra.
<u>Federal revenue</u> :	ingresos federales.
<u>Flash-point</u> :	punto álgido.
<u>Foreign</u> :	extranjero:
• <u>Foreign exchange</u> :	• mercado de divisas.
• <u>Foreign investment</u> :	• inversión extranjera.
<u>Growth</u> :	crecimiento:
• <u>Long-run growth</u> :	• crecimiento a largo plazo.
• <u>Output growth</u> :	• crecimiento de la producción.
• <u>Rate of economic growth</u> :	• tasa de crecimiento económico.
• <u>Sustained economic growth</u> :	• crecimiento económico sostenido.
• <u>Unbalanced productivity growth</u> :	• crecimiento de productividad desequilibrado.
<u>Holding companies</u> :	holdings.
<u>Household</u> :	hogar.
<u>Incentive</u> :	incentivo.
<u>Income</u> :	ingreso:
• <u>Average income</u> :	• ingreso medio.
• <u>Close the income gap</u> :	• reducir la brecha de ingresos.
• <u>Income gains</u> :	• aumento de ingresos.
• <u>Income gap</u> :	• diferencia de ingresos.
• <u>Income growth factors</u> :	• factores de crecimiento del ingreso.
• <u>Income divergence</u> :	• divergencia de ingresos.
• <u>National income</u> :	• ingreso/renta nacional.
• <u>State income</u> :	• ingresos públicos.
<u>Industrial output</u> :	producción industrial.
<u>Inflation</u> :	inflación.
<u>Integrated global economy</u> :	economía global integrada (o globalizada).
<u>Joint-stock companies</u> :	sociedades anónimas.
<u>'Just in time' production technique</u> :	técnica de la producción justo a tiempo.
<u>Labour</u> :	trabajo:

• Forced <u>labour</u> :	• trabajo forzoso. Opuesto al trabajo asalariado y libre.
• <u>Labour market</u> :	• mercado laboral.
• <u>Labour productivity</u> :	• productividad del trabajo.
<u>Legal systems</u> :	sistemas legales.
<u>Life expectancy</u> :	esperanza de vida.
<u>Loan</u> :	préstamo.
<u>Manufacturing</u> :	manufacturero/a:
• <u>Manufacturing jobs</u> :	• empleos manufactureros.
• <u>Manufacturing output</u> :	• producción manufacturera.
• <u>World's manufacturing</u> :	• manufactura mundial.
<u>Market</u> :	mercado:
• <u>Market-driven</u> :	• impulsado por el mercado.
• <u>Market forces</u> :	• fuerzas del mercado.
• <u>Tight labour market</u> :	• mercado laboral en situación de pleno empleo.
<u>Mercantilist era</u> :	era mercantilista.
<u>Mortgage</u> :	hipoteca.
<u>Non-enfranchised</u> :	Término anglosajón usado para referirse a quienes carecen de derecho al voto, como por ejemplo la población de color de Estados Unidos antes de la emancipación.
<u>Offshoot</u> :	ramificación, derivado.
<u>Out-compete</u> :	competir, imponerse.
<u>Overdraft</u> :	descubierto.
<u>Override property owners</u> :	no respetar o ignorar los derechos de los propietarios.
<u>Policy tools</u> :	herramientas para la aplicación de una determinada política económica.
<u>Poverty</u> :	pobreza:
• <u>Poverty line</u> :	• umbral de la pobreza.
• <u>World poverty line</u> :	• umbral de la pobreza mundial.
<u>Prices skyrocket</u> :	precios que suben por las nubes.
<u>Private enterprise</u> :	empresa privada.

<u>Procurement contracts</u> :	contratos de adquisición/compra; generalmente por parte de las autoridades públicas.
<u>Production function</u> :	función de producción.
<u>Profit</u> :	beneficio:
<ul style="list-style-type: none"> <li>• <u>Profitable</u>:</li> <li>• <u>Profitable investment</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• rentable.</li> <li>• inversión rentable.</li> </ul>
<u>Property rights</u> :	derecho de la propiedad.
<u>Public finances</u> :	hacienda pública/finanzas públicas.
<u>Rate</u> :	tasa/tarifa:
<ul style="list-style-type: none"> <li>• <u>Growth rate</u>:</li> <li>• <u>Interest rate</u>:</li> <li>• <u>Investment rate</u>:</li> <li>• <u>Peak rate</u>:</li> <li>• <u>Rates of saving and investment</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• tasa de crecimiento.</li> <li>• tipo de interés.</li> <li>• tasa de inversión.</li> <li>• tasa máxima.</li> <li>• tasas de ahorro e inversión.</li> </ul>
<u>Real estate</u> :	propiedad inmobiliaria.
<u>Real estate and share bubbles</u> :	burbujas inmobiliarias y financieras.
<u>Real wages</u> :	salarios reales.
<u>Return</u> :	ganancia/ingreso:
<ul style="list-style-type: none"> <li>• <u>Diminishing returns</u>:</li> <li>• <u>Return on fixed capital</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• rendimientos decrecientes.</li> <li>• rentas del capital fijo.</li> </ul>
<u>Securities</u> :	valores/títulos/garantías.
<u>Shares</u> :	acciones.
<u>Shifting systems</u> :	sistemas en cambio.
<u>Spending patterns</u> :	modelos de consumo.
<u>Standard of living</u> :	nivel de vida.
<u>Standard model</u> :	modelo estándar de industrialización.
<u>Subsidies</u> :	subsidios.
<u>Subsistence</u> :	subsistencia:
<ul style="list-style-type: none"> <li>• <u>Bare-bones subsistence</u>:</li> <li>• <u>Family's cost of subsistence</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• umbral de subsistencia.</li> <li>• coste de la subsistencia de una familia.</li> </ul>
<u>Symbiosis</u> :	simbiosis.

Tax:

- Tax revenue:
- Taxation:
- To be exempt from taxation:
- To levy taxes:

Wage economy:

Wellbeing:

impuesto:

- recaudación obtenida por el estado o cualquier otra entidad (ayuntamiento, diputación) de un tributo.
- tributación; tributos.
- estar exento del pago de uno o varios tributos.
- recaudar/imponer impuestos.

economía salarial.

bienestar.

## Education

Education:

- Education and literacy:
- Educational attainment:
- Mass education:
- Universal secular primary education:

Leisure:

Literacy:

- Illliteracy:
- Literacy rate:

Numeracy:

Occupational structure:

Skill:

- Skill formation:
- Vocational skills:

educación:

- educación y alfabetización.
- nivel educativo.
- educación de masas/universal.
- educación primaria laica universal.

tiempo libre.

alfabetización:

- analfabetismo.
- índice de alfabetización.

conocimientos matemáticos básicos.

estructura profesional.

habilidad, maestría, oficio:

- formación profesional.
- aptitudes profesionales.

## Fuel

Charcoal:

Coke:

Energy revolution:

carbón vegetal.

coque (*a refined form of coal with few impurities and a high carbon content*).

revolución energética.

Firewood:

Fuel:

- Wood fuels:

Peat:



Peat: *turba*.

leña.

combustible:

- combustibles procedentes de la explotación del bosque: madera y carbón vegetal (*charcoal*).

turba.



Metallurgical Coke

Coke: *coque*.

## Industry

Assembly-line system:

- Vehicle assembly lines:

Automobiles:

Craftsmen:

Factories and foundries:

Industrialization:

- Big push industrialization:
- De-industrialization:

Industry:

- Cloth/clothing industry:
- Coal-mining industry:
- Heavy industry:
- Infant industries:
- Rural industry:
- Shipbuilding industry:

cadena de montaje:

- cadena de montaje (para coches).

coches.

artesanos.

fábricas y fundiciones.

Industrialización:

- Industrialización “de golpe” promovida a través de la participación del Estado en la economía en varios países asiáticos desde fines del XIX y, en especial, desde 1945.
- desindustrialización.

industria:

- industria textil.
- industria del carbón (por consenso entre los economistas, la minería, y por tanto la minería del carbón, se incluye dentro del sector secundario o industrial).
- industria pesada.
- industrias nacientes.
- industria rural.
- industria naval.

## Agricultural industry/farming

<p><u>Agricultural output</u>:</p> <p><u>Capital-intensive farming systems</u>:</p> <p><u>Communal/communal tenure</u>:</p> <p><u>Crop</u>:</p> <ul style="list-style-type: none"> <li>• <u>Crop yields</u>:</li> <li>• <u>Cropped fields</u>:</li> <li>• <u>Cropping</u>:</li> <li>• <u>Domestication of crops</u>:</li> </ul> <p><u>Fallow(ing)</u>:</p> <p><u>Farm</u>:</p> <ul style="list-style-type: none"> <li>• <u>Farmable land</u>:</li> <li>• <u>Farming</u>:</li> <li>• <u>Farming and agriculture</u>:</li> </ul> <p><u>Hides</u>:</p> <p><u>Hoe</u>:</p> <p><u>Irrigation</u>:</p> <p><u>Manured by sheep and cattle</u>:</p> <p><u>Mill</u>:</p> <ul style="list-style-type: none"> <li>• <u>Flour mill</u>:</li> <li>• <u>Textile mill</u>:</li> </ul> <p><u>Ox-drawn ploughs</u>:</p> <p><u>Peasant</u>:</p> <ul style="list-style-type: none"> <li>• <u>Peasantry</u>:</li> <li>• <u>Native peasants</u>:</li> </ul> <p><u>Plant repertoire</u>:</p>	<p>producción agrícola.</p> <p>sistemas de cultivo intensivos en capital.</p> <p>propiedad comunitaria.</p> <p>cosecha; cultivo:</p> <ul style="list-style-type: none"> <li>• rendimientos agrícolas.</li> <li>• campos sembrados.</li> <li>• cosechas; sistema de cultivo.</li> <li>• proceso en virtud del cual varias especies vegetales se domesticaron por el ser humano (sobre todo a lo largo de la revolución Neolítica), dejando de aparecer de forma espontánea en la naturaleza para ser cultivadas.</li> </ul> <p>barbecho.</p> <p>granja, cultivar/labrar la tierra:</p> <ul style="list-style-type: none"> <li>• tierras de cultivo.</li> <li>• agricultura (el término también puede usarse como sinónimo de sector primario, incluyendo la ganadería).</li> <li>• agricultura y ganadería.</li> </ul> <p>pieles.</p> <p>azada.</p> <p>irrigación, regadío.</p> <p>abono animal, procedente de oveja y, en general, del ganado.</p> <p>molino:</p> <ul style="list-style-type: none"> <li>• molino harinero.</li> <li>• taller/fábrica textil.</li> </ul> <p>arados tirados por bueyes.</p> <p>campesino:</p> <ul style="list-style-type: none"> <li>• campesinado.</li> <li>• campesinos nativos.</li> </ul> <p>repertorio de cultivos.</p>
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<u>Rainforest</u> :	selva tropical.
<u>Rural population</u> :	población rural.
<u>Shifting cultivation</u> :	cultivo itinerante.
<u>Slash-and-burn cultivation</u> :	agricultura de rozas itinerantes.
<u>Till</u> :	labrar/cultivar.

## Mining industry

<u>Coal and iron ore</u> :	mineral de carbón y ferruginoso.
<u>Coal deposit</u> :	depósitos de carbón.
<u>Iron</u> :	hierro:
• <u>Iron casting process</u> :	• proceso de fundición del hierro.
• <u>Iron foundry</u> :	• fundición de hierro.
• <u>Pig iron</u> :	• hierro colado.
• <u>Rolled iron products</u> :	• productos laminados de hierro (barras, chapas, raíles).
• <u>Smelt iron</u> :	• fundir hierro.
• <u>Wrought iron</u> :	• hierro forjado (o dulce).
<u>Open hearth furnace</u> :	horno de reverbero.
<u>Ore, iron ore</u> :	depósitos de hierro.
<u>Silver deposits</u> :	yacimientos de plata.
<u>Steel</u> :	acero.



*Iron foundry:  
fundición de hierro.*

## Textile industry

<u>Cotton</u> :	algodón:
• <u>Bale of raw cotton</u> :	• fardo de algodón bruto.
• <u>Cotton gin</u> :	• desmotadora/despepitadora de algodón.
• <u>Cotton mill</u> :	• fábrica de algodón.

Indigo:

añil (tinte azul).

Jenny:

hiladora jenny, hiladora con husos múltiples.

Linen:

lino.

Loom:

telar:

- Hand loom:
- Power loom:

- telar manual.
- telar mecanizado.

Machines that spin and weave cotton:

máquinas de hilar y tejer el algodón.

Mule:

mula.

Sewing machine:

máquina de coser:

- Electric sewing machine:
- Treadle sewing machine:
- Silk-reeling:

- máquina de coser eléctrica.
- máquina de coser de pedal.
- devanado de la seda.

Spindle:

huso.

Low-cost spinner:

hilador de bajo coste.

Spinning wheel:

rueca de hilar.

Textiles:

textiles.

Water frame:

hiladora mecánica.

Weave:

tejer.

Wool:

lana.

Yarn:

hilo (= *thread*).



*Electric sewing machine:*  
*máquina de coser eléctrica.*



*Spinning wheel:*  
*rueca de hilar.*

## Polities

Agrarian society:

sociedad agraria.

Allocation of land:

adjudicación de tierras.

Apartheid:

apartheid.

Citizenry:

ciudadanía.

City states:

ciudades estado.

Collectivization:

colectivización.

Colonial heritage:

herencia colonial.

Conscription:

- Labour conscription:
- Military conscription:
- Universal conscription:

Corruption:

Democracy:

Empire:

- Aztec empire:
- Ottoman empire:

Feudal domains:

Globalization:

Indigenous people:

Inequality:

Modern and the customary rules:

Monarchy:

- Absolutist monarchies:

Overthrow:

Parliamentary sovereignty:

Polity (polities):

Private property:

Protectionism:

Protestantism:

Racial categories:

Reformation:

Representative government:

reclutamiento:

- prestación obligatoria de servicios en trabajo a un particular o institución. De nuevo, se trata de una forma de organizar el trabajo opuesta al trabajo asalariado y libre.
- reclutamiento militar.
- reclutamiento universal. Por lo general, se usa para referirse a los países donde el servicio militar es obligatorio.

corrupción.

democracia.

imperio:

- imperio azteca.
- imperio otomano.

dominios feudales.

globalización.

comunidades/población indígena.

desigualdad.

normas modernas y consuetudinarias.

monarquía:

- monarquías absolutas.

derrocar (*overthrow/overthrew/overthrown*).

soberanía parlamentaria.

entidad política comparable al Estado. Hasta bien entrado el siglo XIX este término puede usarse para referirse a Imperios, Monarquías, Condados, Ducados, Ciudades-Estado, Ciudades Libres, Señoríos.

propiedad privada.

proteccionismo.

protestantismo.

categorías raciales (etno-raciales).

reforma. El término se usa también, en un sentido amplio, para referirse a la Reforma Protestante, impulsada a inicios del siglo XVI por Lutero, Calvino y Zuinglio.

gobierno representativo.

<u>Revolt</u> :	revuelta.
<u>Segregation</u> :	segregación.
<u>Serfdom</u> :	servidumbre.
<u>Tribes and tribalism</u> :	tribus y tribalismo.
<u>Underdeveloped countries</u> :	países subdesarrollados.
<u>Urbanization</u> :	urbanización.

### Primary goods/food

Beef:	carne de buey.
<u>Cocoa</u> :	cacao.
<u>Copper</u> :	cobre.
Clove:	clavo (especia).
Delft ware:	porcelana.
Jute:	yute.
Mace:	macía/macis ( <i>nutmeg shell</i> : corteza olorosa, de color rojo o rosado, en forma de red, que cubre la nuez moscada).
Maize:	maíz (en Estados Unidos el término es <i>corn</i> ).
<u>Millet</u> :	mijo.
<u>Nutmeg</u> :	nuez moscada.
Oat:	avena.
Squash:	nombre genérico de varios tipos de calabaza.
<u>Sorghum</u> :	sorgo.
<u>Staple</u> :	alimento básico/producto de primera necesidad. El término también se usa para referir a los principales productos primarios de exportación de una determinada economía.
<u>Timber</u> :	madera.
Tobacco:	tabaco.
Wheat:	trigo.
Yam:	batata/boniato.



*Delft ware:*  
*porcelana.*

## Technology

<u>Artisan/artisan</u> :	artesano (nombre).
<u>Assembly-line system</u> :	cadena de montaje.
<u>Drainage</u> :	drenaje.
<u>Factory production</u> :	producción fabril.
<u>Handicraft method</u> :	método artesanal.
<u>Mechanization</u> :	mecanización:
<ul style="list-style-type: none"> <li>• <u>Mechanized factory</u>:</li> <li>• <u>Mechanized producers</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• fábrica/industria mecanizada.</li> <li>• productores mecanizados.</li> </ul>
<u>Palm oil</u> :	aceite de palma.
<u>Power-driven machinery</u> :	maquinaria impulsada por energía mecánica en vez de humana.
<u>Steam</u> :	vapor:
<ul style="list-style-type: none"> <li>• <u>Steam engine</u>:</li> <li>• <u>Steam machine</u>:</li> <li>• <u>Steam power</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• motor de vapor.</li> <li>• máquina de vapor.</li> <li>• energía de vapor.</li> </ul>
<u>Technology</u> :	tecnología:
<ul style="list-style-type: none"> <li>• <u>Technological breakthrough</u>:</li> <li>• <u>Cost-effective technology</u>:</li> <li>• <u>Capital-intensive technology</u>:</li> <li>• <u>General purpose technology (GPT)</u>:</li> <li>• <u>Labour-saving technology</u>:</li> <li>• <u>Supply and demand of technology</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• ruptura tecnológica.</li> <li>• tecnología rentable porque reduce los costos.</li> <li>• tecnología intensiva en capital.</li> <li>• tecnologías multipropósito.</li> <li>• tecnología de ahorro de mano de obra.</li> <li>• oferta y demanda de tecnología.</li> </ul>

## Trade

<u>Commercial network</u> :	red comercial.
<u>Customs</u> :	aduana:
<ul style="list-style-type: none"> <li>• <u>Customs union</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• unión aduanera.</li> </ul>
<u>Tariff</u> :	arancel:
<ul style="list-style-type: none"> <li>• <u>Enact a tariff</u>:</li> <li>• <u>Internal/external tariff</u>:</li> </ul>	<ul style="list-style-type: none"> <li>• aplicar un arancel.</li> <li>• arancel externo/interno.</li> </ul>
<u>Production and export of agricultural commodities</u> :	producción y exportación de productos agrícolas.

Slave:

- Slave- raiding:
- Slavery:

Spices:

Supply and demand:

Surplus:

Trade:

- Free trade:
- Fur trade:
- Opium trade:
- Slave trade/ trading:
- Trade embargo:
- Trade monopoly:
- Trading post:

Transport cost:

Turnpike:

Voyages of discovery:

esclavo:

- redadas para capturar esclavos.
- esclavitud.

especias.

oferta y demanda.

excedente/superávit.

comercio, comercial, comerciar:

- mercado libre.
- comercio de pieles.
- comercio del opio.
- comercio de esclavos.
- embargo comercial.
- monopolio comercial.
- factoría comercial.

coste del transporte.

peaje.

Viajes de descubrimiento.

### Transport by ocean: ship

All-water route:

Freight:

Ship:

- Container ship:
- Full-rigged ship:
- Inbound ship:
- Refrigerated ship:
- Steam ship:

Transport:

- Ocean transportation:
- Sea transport:

ruta marítima.

carga.

barco, navío, embarcar:

- buque portacontenedor.
- fragata (de 3 a 5 palos) (*denoting a sailing vessel's sail plan with three or more masts, all of them square-rigged*).
- barco entrante.
- barco refrigerador (dedicado al transporte de bienes perecederos).
- barco a vapor.

transporte:

- transporte marítimo.
- transporte marítimo.

## Transport by railway

Railway:

- Colliery railways:

vía férrea:

- ferrocarriles mineros (por lo general en minas de carbón).

## Wage/salary

Salary:

salario.

Wage:

salario:

- Low/high wages:
- Low-wage countries:

- salarios bajos/altos.
- países con salarios bajos.

## Acronyms

**BCE/CE**

antes de Cristo (Before the Common Era)/  
después de Cristo (Common Era).

Style guides for academic texts on religion generally prefer BCE/CE to BC/AD. The terms “Common Era”, “Anno Domini”, “Before the Common Era”, and “Before Christ” in contemporary English can be applied to dates that rely on either the Julian calendar or the Gregorian calendar.

**GDP** (gross domestic product):

producto interior bruto (PIB).

A monetary measure of the market value of all final goods and services produced in a period (quarterly or yearly). Nominal GDP estimates are commonly used to determine the economic performance of a whole country or region, and to make inter comparisons. Nominal GDP per capita does not, however, reflect differences in the cost of living and the inflation rates of the countries; therefore using a GDP PPP per capita basis (the purchasing power parity —PPP— value of all final goods and services produced within a country in a given year, divided by the average —or mid-year— population for the same year) is arguably more useful when comparing differences in living standards between nations.

**GPT** (general purpose technology):

tecnologías multipropósito.

**HRS** (household responsibility system):

sistema de responsabilidad doméstica.

Household responsibility system was a practice in China, first adopted in agriculture in 1979 and later extended to other sectors of the economy, by which local managers are held responsible for the profits and losses of an enterprise. This system partially supplanted the egalitarian distribution method, whereby the state assumed all profits and losses (Allen, 2011).

**IMI** (import substitution industrializa- industrialización por sustitución de impor-  
tion): taciones.

A trade and economic policy which advocates replacing foreign imports with domestic production.[1] ISI is based on the premise that a country should attempt to reduce its foreign dependency through the local production of industrialized products. The term primarily refers to 20th-century development economics policies, although it has been advocated since the 18th century by economists such as Friedrich List and Alexander Hamilton.

**MES** (minimum efficient size/scale): escala mínima de eficacia.

The minimum efficient scale is the smallest amount of production a company can achieve while still taking full advantage of economies of scale with regards to supplies and costs. In classical economics, the minimum efficient scale is defined as the lowest production point at which long-run total average costs are minimized.

**R & D** (research/ research & development): investigación y desarrollo.

**TVEs** (township and village enterprises): empresas de municipios y pueblos.

Market-oriented public enterprises under the purview of local governments based in townships and villages in the People's Republic of China.

## China

### **Great Leap Forward**

An economic and social plan in place from 1958 to 1960 aimed at rapidly transforming mainland China from an agricultural economy into an industrialized communist society. The collectivization of agriculture coincided with poor weather and resulted in a famine that killed an estimated 20 million people. The Great Leap Forward was abandoned in 1960 and private ownership of land reinstated (Black, Hashimzade, and Myles, 2009).

**Famine**: hambruna.

**Cultural Revolution**: revolución cultural.

**HRS** (household responsibility system): sistema de responsabilidad doméstica.

Household responsibility system was a practice in China, first adopted in agriculture in 1979 and later extended to other sectors of the economy, by which local managers are held responsible for the profits and losses of an enterprise. This system partially supplanted the egalitarian distribution method, whereby the state assumed all profits and losses (Allen, 2011).

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## Principles/theories/thesis

**Comparative advantage principle:** principio de la ventaja comparada.

The theory of comparative advantage is an economic theory about the work gains from trade for individuals, firms, or nations. In an economic model, agents have a comparative advantage over others in producing a particular good if they can produce that good at a lower relative opportunity cost or autarky price, i.e. at a lower relative marginal cost prior to trade. One does not compare the monetary costs of production or even the resource costs (labor needed per unit of output) of production. Instead, one must compare the opportunity costs of producing goods across countries.

**Dependency theory:** teoría de la dependencia.

Dependency theory is the notion that resources flow from a “periphery” of poor and underdeveloped states to a “core” of wealthy states, enriching the latter at the expense of the former. It is a central contention of dependency theory that poor states are impoverished and rich ones enriched by the way poor states are integrated into the “world system”.

**Staple thesis:**

In economic development, the staples thesis is a theory of export-led growth based on Canadian experience. The theory “has its origins in research into Canadian social, political, and economic history carried out in Canadian universities. The thesis explains Canadian economic development as a lateral, east-west conception of trade. Innis argued that Canada developed as it did because of the nature of its staple commodities: raw materials, such as fish, fur, lumber, agricultural products and minerals, that were exported to Britain and the West Indies. This trading link cemented Canada’s cultural links to Britain. The search for and exploitation of these staples led to the creation of institutions that defined the political culture of the nation and its regions.

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## References

Allen, R.C. (2011). *Global economic history. A very short introduction*. Oxford: Oxford University Press.

Black, J., Hashimzade, N. & Myles, G. (2009). *A dictionary of economics* (3<sup>rd</sup> edition). Oxford: Oxford University Press. Available at: <http://www.oxfordreference.com/view/10.1093/acref/9780199237043.001.0001/acref-9780199237043>

Wikipedia.

# Practice materials

## Paragraph structure

### What is a *paragraph*?

“A paragraph is a group of sentences that develop one theme or idea.”  
(Gillet *et al.*, 2009:99)

The structure of a paragraph

The **topic sentence** conveys the main theme of the entire paragraph.

### Supporting sentences:

- (i) develop the main idea/theme: they add information, an explanation
- (ii) support the idea/theme: they provide examples, they give more detail

The **concluding sentence** gives closure to the paragraph. It tells you that the topic is finished and that you are moving to something else. By adding a concluding sentence, you are reiterating your point before moving onto the next paragraph.

Now, let's watch the following video with Shaun MacLeod:

<https://www.youtube.com/watch?v=NLzKqujmdGk>

## Exercises

Exercise 1. *Consider the following extracts from Allen (2011). Underline the topic sentence and the supporting sentences. Identify the words that suggest how the paragraph is organized.*

1. We can divide the last 500 years into three periods. The first, which lasted from X to Y, was the *mercantilist* era. (p. 1)
2. There are exceptions to income divergence. East Asia is the most important, for it is the one region ... Japan was the greatest success of the 20<sup>th</sup> century, for it was indubitable a poor country in 1820 and yet managed to close the income gap with the West. (p. 6)
3. The results were likewise mixed. On the one hand, about 35 cotton spinning mills were established between 1835 and 1843. Real wages also recovered after 1840. On the other hand, there was no stimulation to an engineering industry since the machines were imported... (p. 85)
4. In most countries, there are separate systems of administration for urban and rural areas. The former have modern systems of law, and the latter are divided into the 'tribal' areas. (p. 112)
5. The other components of the development model —investment banks and a protective tariff— were harder to implement. (p. 121)
6. Japan faced a problem that has only become worse with time: modern technology was embodied in machinery and plant specifications that were designed for Western firms facing Western conditions. (p. 122)
7. MITI concerned itself with two kinds of problems. One related to the scale of production – the issue that defeated ISI in Latin America. (p. 136)

Exercise 2. *Dividing a text into paragraphs.* Divide the following text into three paragraphs by adding ‘//’ where you think one paragraph ends and the other begins. Remember that each paragraph should begin with a topic sentence. The idea introduced in that topic sentence is then developed.

While Britain did not have a policy to ‘industrialize’, most countries since have had a strategy to emulate its success. In the 19th century, a package of development policies emerged that many countries followed. These policies were originally worked out in the USA (see Chapter 6) and then promoted in Europe by Friedrich List, a German who lived in the USA from 1825 to 1832 and then returned to Germany to write *The National System of Political Economy* (1841). The standard development strategy, which built on Napoleon’s institutional revolution, had four imperatives: create a large national market by abolishing internal tariffs and improving transportation; erect an external tariff to protect ‘infant industries’ from British competition; create banks to stabilize the currency and provide business with capital; and, finally, establish mass education to speed the adoption and invention of technology. This development strategy helped continental Europe to catch up to Britain. Germany is a good example. In the Middle Ages, it was divided into hundreds of independent political units. The number was whittled down to 38 at the Congress of Vienna in 1815. Prussia, which was the largest German state, instituted universal primary education in the 18th century. Other states followed. By the middle of the 19th century, primary education was close to universal across Germany. Prussia also took the lead in creating a national market by forming the *Zollverein* (customs union) in 1818 to unify its territory. Other German states gradually joined. The *Zollverein* both abolished internal traffics and created a common external tariff to keep out British manufactures. The economic union formed the basis of the German Empire created in 1871.

(Allen 2011: 41-42)

Exercise 3. *Identifying suitable topic sentences.* Consider the following examples. In your opinion, which of the three sentences is the most suitable topic sentence? Why?

1. (a) Studying history is fun.  
(b) Studying history requires passion and dedication.

- (c) Studying history at the University of the Basque Country can be very rewarding because you learn to recognize the existence of different perspectives in the account of historical processes and events and their contextualization in time.
- 

- 2. (a) There are three issues to consider when buying a new car.  
(b) Buying a new car is difficult.  
(c) When buying a new car you need to research the vehicles and their features, you need to get preapproved for a loan, plan your trade-in and check sale prices and warranties.
- 

- 3. (a) There seems to be a mismatch between the workers' demands and what is actually feasible.  
(b) There seems to be a mismatch between the workers' demands at the Mercedes factory in Pliura and what is actually feasible.  
(c) The workers at the Mercedes factory in Pliura demand higher wages and better working conditions and are going to go an indefinite strike until they get what they want.
- 

Exercise 4. *Developing supporting sentences.* Look at the following topic sentences and ask questions of them.

- a) Speed translation may be considered as an alternative.
- 

- b) Convolutional neural networks are a special kind of artificial neural network.
- 

- c) The astrolabe was essential for the discoveries of new territories.
-

## Answer key

Exercise 1. *Topic sentences appear in blue. Elements in the supporting sentences are provided in red.*

1. We can divide the last 500 years into three periods. The first, which lasted from X to Y, was the mercantilist era. (p. 1)
2. There are exceptions to income divergence. East Asia is the most important, for it is the one region ... Japan was the greatest success of the 20<sup>th</sup> century, for it was indubitable a poor country in 1820 and yet managed to close the income gap with the West. (p. 6)
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Exercise 2.

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Germany is a good example. In the Middle Ages, it was divided into hundreds of independent political units. The number was whittled down to 38 at the Congress of Vienna in 1815. Prussia, which was the largest German state, instituted universal primary education in the 18th century. Other states followed. By the middle of the 19th century, primary education was close to universal across Germany.

Prussia also took the lead in creating a national market by forming the *Zollverein* (customs union) in 1818 to unify its territory. Other German states gradually joined. The *Zollverein* both abolished internal traffics and created a common external tariff to keep out British manufactures. The economic union formed the basis of the German Empire created in 1871.

(Allen 2011: 41-42)

Exercise 3.

1. The correct answer is (b). Sentence (a) is too general and (c) is too detailed.
2. The correct answer is (a). Sentence (b) is too general and (c) raises too many points.
3. The correct answer is (b). Sentence (a) is too general and (c) has already started to develop the point.

Exercise 4.

- a) What is speed translation? Why can it be an alternative?
- b) What are convolutional neural networks? Why are they a special kind of artificial neural network?
- c) What is the astrolabe? Why was it essential? which new territories is the author referring to? When did they take place?

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## References

Allen, R.C (2011). *Global Economic History. A Very Short Introduction*. Oxford: Oxford University Press.

MacLeod, S. *Paragraph structure*. <https://www.youtube.com/watch?v=NLzKqjmdGk>

## Adding emphasis: It-clauses, what-clauses & inversion

There are a number of ways to add emphasis to your sentences in English. In this language pill we will deal with “Cleft sentences” (*It-type* and *What-type*) and “inversion”.

**Cleft sentences:** *Cleft* means “divided”. It is possible to give special prominence to one element of a sentence by dividing it into two clauses, each with its own verb.

1. **Cleft sentences (It-type)** are used to help us focus on a particular part of the sentence and to emphasise what we want to say by introducing **it** at the beginning of the sentence followed by a relative clause. The basic pattern of this type of cleft sentence is the following: **It + verb “to be” + subject, object, etc. + relative clause**:

It is the other newspaper that I want to read.

It was the rainy weather that destroyed crops and killed livestock.

It was the king that/who received the news first.

It is in May that they want to hold the elections.

2. **Cleft sentences (What-type)** are also used to help us focus on a particular part of the sentence and to emphasise what we want to say by introducing **it** at the beginning of the sentence. In these sentences *what* means *the thing(s)* that and the *what*-clause must contain a verb:

**What** the people needed was a good education system.

**What** the citizens demanded was access to free and quality education.

**What** I enjoyed most in the theater performance was the brilliant music.

**Inversion:** In formal written English if a negative adverb word (neither, barely, hardly) or adverbial expression (not only, under no circumstances) is placed at the beginning of a clause for emphasis, it is usually followed by auxiliary verb + subject. This is called “**inversion**”, that is, when **the auxiliary verb goes before the subject**.

3. **Inversion:** The auxiliary verb is put before the subject of a clause in certain structures.

- After **Neither/Nor/As**: when *Neither*, *Nor* or *As* come at the beginning of a clause, they are followed by **auxiliary verb + subject inversion**:

“I can’t understand”. “**Neither/Nor** can I.”

There was no class of landless labourers in the village, **nor** was there a demand for land to buy or rent.

On the other hand, there was no stimulation to an engineering industry since the machines were imported, **as** were the engineers who installed them and supervised their operation.

- After adverbs and adverbial phrases such as **hardly/scarcely/barely, little, seldom, and at no time, under no circumstances** when they are used at the beginning of the sentence.

At no time **did** the government **say** that they could not protect pension benefits.

Hardly **had** the governor **arrived** when the church collapsed.

Little **did** he **know** that the new pope was soon going to make this a high priority in his pontificate.

Seldom **had** the Prime Minister **felt** so alone.

- After expressions containing **Only**. These structures are formal:

**Not only** did the West European countries catch up to the leader, but they joined the leader in forming a group of innovators.

**Only** in these societies did workers live above bare-bones subsistence.

- **Conditional clauses:** in formal conditional clauses, the auxiliary verb can be put before the subject *instead of using if*.

Had Louis XIV had the power (= if Louis XIV had had the power) to levy taxes, he might have advanced French prosperity.

The steel engine would have not been developed had the British coal industry not existed (= if the British coal industry had not existed)

## Exercises

Exercise 1. Rewrite the sentences using an *It-type* cleft sentence to highlight the underlined part.

1. The regional government raised taxes clearly above the agreements with the central government.

*It was the regional government that raised taxes clearly above the agreements with the central government.*

2. The Prime Minister made a budgetary proposal to reduce expenses.
- 

3. The Prime Minister made a budgetary proposal to reduce expenses.
- 

4. Good economic systems are needed to increase public sector efficiency gains.
- 

5. The crops were more productive in autumn.
- 

Exercise 2. Rewrite each sentence using a *What-type* cleft sentence to highlight the underlined part.

1. These men are totally ruthless.

*What these men are is totally ruthless.*

2. You should invest all your money in telecoms companies.
- 

3. The inefficiency of bureaucrats ruined the country's economy.
-

4. The government decided to invest in education.
- 

Exercise 3. **Rewrite the sentences and use inversion (auxiliary verb before subject) by placing the underlined word at the beginning of the sentence.**

1. We had hardly sat down at the table, when the telephone rang.

*Hardly had we sat down at the table, when the telephone rang.*

2. If the government had spent the budget appropriately, the country would have been in a much better situation.
- 

3. The great leap forward took place only in China.
- 

4. It calls us not only to *invest* in *education*, but also to *invest* in equity.
- 

5. The government had barely begun to implement the new measures, when the economy collapsed.
- 

6. The residents were allowed to cash cheques under no circumstances.
- 

Exercise 4. **Rewrite these sentences by using inversion.**

1. **If** the government were forced into another election, it would be the favourite to win.

\_\_\_\_\_, it would be the favourite to win.

2. **If** Louis XIV had had the power to levy taxes, he might have advanced French prosperity.

\_\_\_\_\_, he might have advanced French prosperity.

3. The West European countries **not only** caught up to the leader, but they joined the leader in forming a group of innovators.

\_\_\_\_\_, but they joined the leader in forming a group of innovators.

4. The machines were imported. The engineers who installed were also imported (use **as**).

\_\_\_\_\_

5. Workers lived above bare-bones subsistence **only in these societies**.

\_\_\_\_\_

## Answer key

### Exercise 1.

2. It was a budgetary proposal that the Prime Minister made to reduce expenses.
3. It was the Prime Minister that/who made a budgetary proposal to reduce expenses.
4. It is good economic systems that are needed to increase public sector efficiency gains.
5. It was in autumn that the crops were more productive.

### Exercise 2.

2. What you should invest all your money in is telecoms companies. (What you should do is (to) invest all your money in telecoms companies)
3. What ruined the country's economy was the inefficiency of bureaucrats.
4. What the government decided was to invest in education.

### Exercise 3.

2. Had the government spent the budget appropriately, the country would have been in a much better situation.
3. Only in China did the great leap forward take place.
4. Not *only* does it call us to *invest* in *education*, but also to *invest* in equity.
5. Barely had the government begun to implement the new measures, when the economy collapsed.
6. Under no circumstances were the residents allowed to cash cheques.

### Exercise 4.

1. Were the government to be forced into another election, ...
2. Had Louis XIV had the power to levy taxes, ...
3. Not only did the West European countries catch up to the leader, ...
4. The machines were imported, as were the engineers who installed them.
5. Only in these societies did workers live above bare-bones subsistence).

## Nominalisations

### What are *nominalisations*?

They are the “use of a **noun or noun phrase** for an idea usually expressed by a **verb or adjective**” (Hewings and Haines 2015: 155).

They are especially common in formal styles of writing (e.g. academic writing).

### What can be nominalised?

(The theoretical information has been adapted from Hewings and Haines, 2015).

1. A verb → a noun phrase

#### The First World War

On 28 July Austria-Hungary declared war on Serbia. By 4 August Germany and Austria-Hungary (the Central Powers) were at war with Russian, France and Britain (the Allies). Generals in all countries were desperate **to mobilise** their troops; that is, to get them moving towards the frontier with the enemy. *Rapid mobilisation reduced the time available for discussion and negotiation to virtually nothing.*

(McAleavy, 2002: 8-9, cited in Llinares *et al.*, 2012: 176)

2. An adjective → a noun phrase
  - The situation was so **urgent** that we had to take action quickly.  
→ **The urgency** of the situation made it necessary to take action quickly.
3. An adverb modifying a verb → an adjective in a nominalised form
  - The manager of the company has noticed that the number of the personnel **who is reported absent without permission has decreased**.  
→ The manager has noticed **a decrease** in the number of personnel reported absent without permission.

### When do we use them?

To avoid mentioning the agent:

- Two days ago **the doctors began to screen** the people who might be at risk for diabetes.  
→ Two days ago the **screening** of the people who might be at risk for diabetes began.

To express two clauses more concisely as one clause:

- Belgrade **was bombed** on 23 April 1999. Dozens of employees from the television headquarters died.  
→ During the **bombing** of Belgrade on 23 April 1999, dozens of employees from the television headquarters died.

To give a different focus to the sentence:

- Temporary shelter in a safe location for those displaced is being provided, and this is the army's top priority. (No particular focus).  
→ **The provision** of temporary shelter in a safe location for those displaced is the **army's top priority**. (New, important information is usually placed at the end of the sentence of the clause: the army's top priority).

## Exercises

Exercise 1. **Rewrite the sentences to remove the agent. Use a nominalised form of the underlined verb and make any other changes needed.**

1. The company identified potential customers in the area very quickly.

*The identification of potential customers in the area was very quick.*

2. The authorities tried to explain what had happened, but they were not very convincing.

- 
3. Fleming discovered penicillin which allowed the effective treatment for infections such as pneumonia, gonorrhoea or rheumatic fever.

- 
4. We may combine the results obtained from the two sources in order to get a more accurate picture.

Exercise 2. **Rewrite each sentence using a nominalised form at the beginning. Leave out the agent.**

1. After the police arrested the wrong person, there were many violent protests.

*The arrest of the wrong person led to/resulted in many violent protests.*

2. Tim expanded the family company all over the country, and this took place when he was in his twenties.

- 
3. The police commissioner has increased the crime prevention programmes, but this measure has not been well received by the general public.
-

4. Automobile manufacturers have reduced the emissions of pollutants, which is good news for the environment.
- 

5. The government has removed the requirements to qualify for the subsidy, and as a result the economy has been activated.
- 

Exercise 3. **Complete the following sentences using the information in the box. In each sentence, use a nominalised form.**

Three banks have been robbed.    the child was willing to help  
the relevant authorities will approve the measures    you need to choose your hotel  
the General-Director has responded quickly

1. The police were last night questioning a man about **the robbery** of three banks in area.
2. In spite of \_\_\_\_\_ the old lady, she did not accept his offer.
3. These urgent measures will subsequently be implemented after the \_\_\_\_\_ by the relevant authorities.
4. Once you decide when you want to come, you are advised to make your reservation directly with the hotel \_\_\_\_\_ as soon as possible
5. We welcome \_\_\_\_\_ as it will allow us to start with the new project immediately.

## Answer key

### Exercise 1. (*Suggested answers*)

2. The authorities' explanation of what had happened did not convince anybody.
3. Fleming's discovery of penicillin allowed the effective treatment for infections such as pneumonia, gonorrhoea or rheumatic fever.
4. The combination of the results obtained from the two sources will enable us to get a more accurate picture.

### Exercise 2. (*Suggested answers*)

2. Tim's expansion of the company took place when he was in his twenties.
3. The police commissioner's increase of the crime prevention programmes has not been well received by the general public.
4. The reduction in the price of petrol is good news for drivers.
5. Automobile manufacturers' reduction of the emissions of pollutants is good news for the environment.
6. The government's removal of the requirements to qualify for the subsidy has resulted in the activation of the economy.

### Exercise 3.

2. the child's willingness to help.
3. approval.
4. the hotel of your choice.
5. The Director-General's quick response.

---

## References

- Hewings, M. & Haines, S. (2015). *Grammar & Vocabulary for Advanced (with Answers)*. Cambridge: Cambridge University Press.
- Llinares, A., Morton, T., & Whittaker, R. (2012). *The Roles of Language in CLIL*. Cambridge University Press.

## How to talk about visual aids: graphs

The material provided in this unit is taken and/or has been adapted from:

- Essay builder. Writing about graphs and charts. <http://www.essaybuilder.net/Graphs.html>
- ESL flow. How to talk about a visual aid. <http://www.eslflow.com/describinggraphstables.html>

### Presenting a graph

Introduction	Topic	Circumstances
This graph <b>shows</b> ...	the results of our products ...	over 10 years.
The diagram <b>outlines</b> ...	rates of economic growth ...	between 1990 and 1996.
This table <b>lists</b> ...	the top ten agencies ...	in the industrial world.
This pie chart <b>represents</b>	the company's turnover ...	for this year in our sector.
This line chart <b>depicts</b> ...	the changes in sales ...	over the past year.
This chart <b>breaks down</b> ...	the sales of each salesman ...	during the past ten weeks.

### Other language you could use:

- The data suggest / show that ...
- The most significant fact is that ...
- In spite of this increase / decrease, ...
- This could well be due to ...
- This is supported by the fact that ...
- An important point to note is that ...
- It is quite clear from this data that ...
- The chart indicates that ...

### Some examples from Allen (2011):

- As Figure 6 indicates (pp.24).
- Table 2 shows the consumption pattern defining bare-bones subsistence for an adult male. (pp.9)
- Figure 3 shows the ration of full-time earnings to the family's cost of subsistence. (pp.10)
- Figure 8 shows the world production function by plotting GDP per worker against capital per worker for 57 countries (pp.47)
- Table 4 shows estimates of literacy (measured by the ability to sign one's name rather than make a mark) (pp.25)
- ... eat four times the oat meals specified in Table 2. (pp.11)
- Table 6 contrasts Japan with Indonesia, a country whose experience is representative of most of Asia and Africa. (pp.120)
- The statistics in Figure 8 make the same point.

PRACTICE MATERIALS

Indicating upward movement: ↗

Verbs		Nouns
Transitive	Intransitive	
(to) increase	(to) increase	(an) increase
(to) raise	(to) rise (rose, risen)	(a) raise (US), a rise (UK)
(to) push/put/step up	(to) go/be up	(an) upswing
	(to) grow	(a) growth
(to) extend, (to) expand	(to) extend, (to) expand	(an) extension, expansion
	(to) progress	(a) progression
	(to) boom/soar/climb/shoot up	(a) boom
	(to) jump, (to) (sky)rocket	(a) jump
	(to) reach a peak, (to) peak	(a) peak
	(to) reach an all-time high	

Adverbs you can use with these words are:

	How?	How much?
<b>increased</b>	dramatically, significantly, considerably, rapidly, substantially, steadily, sharply, markedly, greatly, slightly, exponentially, proportionally, strongly	by X% (by X per cent), by X (units), from X to Y, tenfold, fourfold ...
<b>grew</b>	rapidly, steadily, slowly, gradually, dramatically, substantially, enormously, quickly	by X% (by X per cent), by X (units), from X to Y
<b>rose</b>	sharply, slowly, steadily, slightly, rapidly, quickly, dramatically, significantly, substantially, gently, fractionally, considerably, gradually	by X% (by X per cent), by X (units), from X to Y
<b>went up</b>	The above adverbs are not usually used with "went up".	by X% (by X per cent), by X (units), from X to Y

WORLD ECONOMIC HISTORY

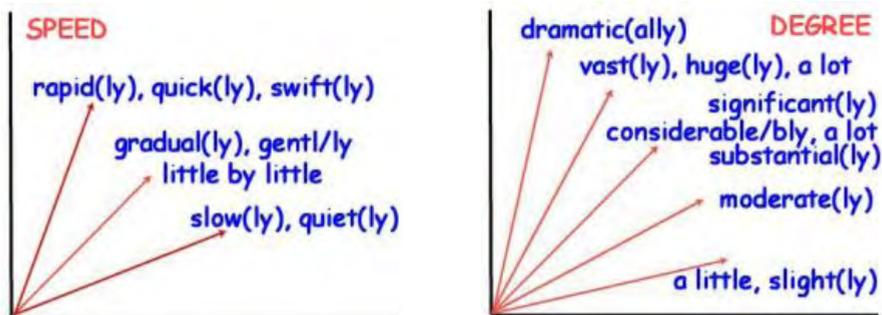
Indicating downward movement: ↘

Verbs		Nouns
Transitive	Intransitive	
(to) decrease	(to) decrease	(a) decrease
(to) cut, (to) reduce		(a) cut, (a) reduction
	(to) fall (off) (fall, fell, fallen)	(a) fall
	(to) plunge, to plummet	(a) plunge
	(to) drop (off)	(a) drop
	(to) go down	(a) downswing
	(to) decline	(a) decline
	(to) collapse	(a) collapse (dramatic fall)
	(to) slump, (to) go bust	(a) slump
	(to) bottom out	

	How?	How much?
<b>fell</b>	sharply, heavily, slightly, steadily, dramatically, significantly, considerably, quickly, rapidly, steeply, gradually, gently, substantially, precipitately, fractionally, drastically, marginally, markedly, progressively, continuously	by X% (by X per cent), by X (units), from X to Y, tenfold, fourfold ...
<b>decreased</b>	significantly, markedly, slightly, steadily, rapidly, considerably, continuously, dramatically,	by X% (by X per cent), by X (units), from X to Y, tenfold, fourfold ...
<b>declined</b>	sharply, rapidly, dramatically, steadily, slightly, markedly, significantly, considerably, steeply, drastically, continuously, substantially, quickly	by X% (by X per cent), by X (units), from X to Y
<b>dropped</b>	dramatically, sharply, slightly, considerably, steadily, significantly, rapidly, drastically, alarmingly, noticeably, markedly, radically, abruptly, substantially, gradually, gently, slowly	by X% (by X per cent), by X (units), from X to Y
<b>went down</b>	The above adverbs are not usually used with "went down".	by X% (by X per cent), by X (units), from X to Y

PRACTICE MATERIALS

Indicating the degree or the speed of change:



Adverbs to describe		
big changes	small changes	no change
dramatically	gradually	remained the same
sharply	slightly	remained constant
suddenly	steadily	stabilised
significantly	gently	levelled off
drastically	moderately	
noticeably	little by little	
steeply	step by step	

Indicating no movement: →

Verbs		Nouns
Transitive	Intransitive	
(to) keep ... stable	(to) remain stable	
(to) hold ... constant	(to) stay constant	
(to) stabilize	(to) stabilize	stability

Indicating a change of direction...

Verbs		Nouns
Transitive	Intransitive	
(to) level off	(to) level off/out, to flatten out	(a) levelling-off
	(to) stop falling/rising	(a) change
(to) stand at	(to) remain steady	
	(to) stop falling and start rising	
	(to) stop rising and start falling	

### Making comparisons: Vocabulary

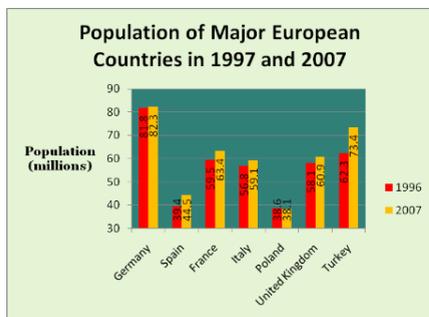
To make comparisons, you need to know the comparatives and superlatives of common adjectives. Here are some examples:

Adjective	Comparative	Superlative
bad	worse	worst
big	bigger	biggest
expensive	more expensive	most expensive
good	better	best
little	less	least
many	more	most
much	more	most

To signal comparison and contrast **WITHIN** a sentence you can use the following conjunctions: **as ..... as, not as ..... as, not so ..... as, whereas, but, while, although.**

To signal comparison and contrast **BETWEEN** sentences you can use the following words and phrases: **However, By contrast, On the other hand, In comparison.**

Here is an example:



This chart shows the populations of major European countries in 1996 and 2007. **In all countries except Poland the population rose in this period. The largest rise was in Turkey where the population increased from over 62 to over 73 million, whereas the smallest increase was in Germany where the population of 82 million rose by a few thousand.** Spain also had a fairly

large increase **from 39.4 million to 44.5 million**, and France was **not far behind with an increase of almost 4 million. In the other two countries, Italy and the United Kingdom, population growth was more modest with increases of about 2.3 and 2.8 million respectively.** In Poland, the population **fell by half a million.** Poland had **the smallest** population in both 1996 and 2007. **Although Spain and Portugal had comparable populations in 1996, Spain's population is now nearly six and a half million greater than Poland's.**

## Describing Tables

This table shows the percentage of women in tertiary education in selected countries from 1998 to 2005:

	1998	1999	2000	2001	2002	2003	2004	2005
Bulgaria	60.9	59.5	57.3	56.3	54	52.8	52.5	52.1
Denmark	55.5	56.3	56.9	56.5	57.5	57.9	57.9	57.4
Finland	53.5	54	53.7	53.9	54.1	53.5	53.4	53.6
Iceland	60	62.2	61.9	62.7	63.2	63.7	64.5	64.9
Japan	44.6	44.7	44.9	44.9	45.1	45.6	45.8	45.9
Norway	56.7	57.4	58.4	59.2	59.6	59.7	59.6	59.6
Sweden	56.2	57.6	58.2	59.1	59.5	59.6	59.6	59.6
United Kingdom	52.7	53.2	53.9	54.5	55.2	55.9	57	57.2
United States	55.6	52.8	55.8	55.9	56.3	56.6	57.1	57.2

Graphs, charts and tables often give a large number of quite precise figures (1.54379, 53.25%, 100,001, etc.). You don't always need to give the same

level of precision when you write your description. However, it is important to indicate that the figures you are giving are not exact. You can do this by using words such as *approximately, about, just over, just under*, etc.

If you want to indicate an approximate figure you can use: **about, roughly, approximately, around**

Figure	Approximation
100,005	<b>about</b> one hundred thousand
60.04%	<b>roughly</b> sixty per cent
40.5°C	<b>approximately</b> 40 degrees Celsius
£502.02	<b>around</b> five hundred pounds

To indicate that a figure is less than your approximation you can use: **under, less than, below, almost**

Qualifying Adverb	Adverb	Figure	Approximation
just, a little, slightly,	<b>under</b>	99,998	just under a hundred thousand a little under a hundred thousand slightly under a hundred thousand
slightly, a little, just, a bit,	<b>less than</b>	58.4 seconds	slightly less than a minute a little less than a minute just less than a minute a bit less than a minute
just, slightly, marginally	<b>below</b>	9.7%	just below ten per cent slightly below ten per cent marginally below ten per cent
—	<b>almost</b>	€14.9bn	almost 15 billion Euros

PRACTICE MATERIALS

To indicate that a figure is **more than** your approximation you can use: **over**, **more than**, **above**

Qualifying Adverb	Adverb	Figure	Approximation
just, a little, slightly, not much,	over	100,008	just over one hundred thousand a little over one hundred thousand slightly over one hundred thousand not much over one hundred thousand
a little, a bit, slightly, barely	more than	24 hours 6 minutes	a little more than twenty-four hours a bit more than twenty-four hours slightly more than twenty-four hours barely more than twenty-four hours
just, a little, barely, marginally	above	32.1°F	just above thirty-two degrees Fahrenheit a little over thirty-two degrees Fahrenheit barely thirty-two degrees Fahrenheit marginally above thirty-two degrees Fahrenheit

Other words you can use to indicate **approximation** are: **nearly**, **close to**, **approaching**

Adverb	Figure	Approximation
nearly	99,998	nearly one hundred thousand
close to	9.8%	close to ten per cent
approaching	€14.7bn	approaching fifteen billion Euros

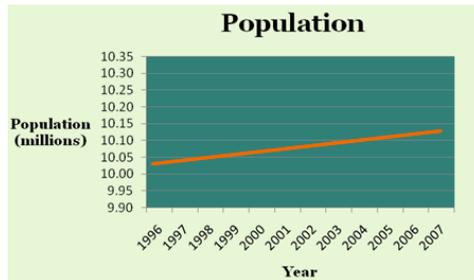
To indicate **precision** you can use: **precisely**, **exactly**

Adverb	Figure	Approximation
<b>precisely</b>	32.1°F	precisely thirty-two point one degrees Fahrenheit
<b>exactly</b>	2.5 cm	exactly two point five centimetres

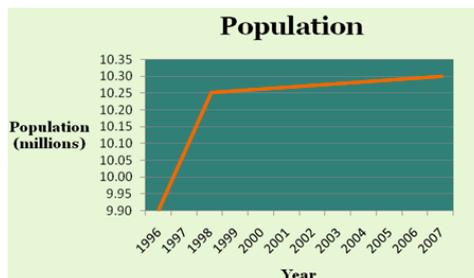
## Exercises

Exercise 1. Fill in the blanks with an appropriate adverb/adjective, verb/noun or a preposition (there may be more than one answer). Sometimes you will also have to include an expression to indicate contrast or comparison.

1. From 1999 to 2007, the population \_\_\_\_\_ (verb) \_\_\_\_\_ (adverb).  
There was a \_\_\_\_\_ (adjective) \_\_\_\_\_ (noun) in the population.

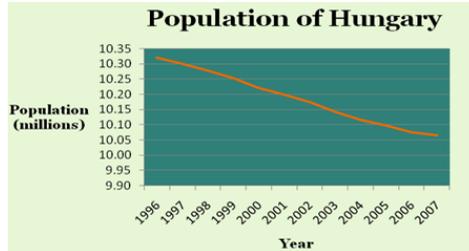


2. From 1996 to 1998, the population \_\_\_\_\_ (verb) \_\_\_\_\_ (adverb). From 1996 to 1998 there was a \_\_\_\_\_ (adjective) \_\_\_\_\_ (noun) in the population. From 1996 to 1998, the population \_\_\_\_\_ (verb): (i) \_\_\_\_\_ 9.9 million \_\_\_\_\_ 10.25 million; (ii) \_\_\_\_\_ 0.35 million/ \_\_\_\_\_ 350,000/ \_\_\_\_\_ 3.535%. After 1998, the population \_\_\_\_\_ (verb) more \_\_\_\_\_ (adverb)/ the population \_\_\_\_\_ (noun) was \_\_\_\_\_ (adjective). From 1998 to 2007, there was a \_\_\_\_\_ (noun) in population: (i) \_\_\_\_\_ 10.25 million \_\_\_\_\_ 10.30 million; (ii) \_\_\_\_\_ 0.05 million/ \_\_\_\_\_ 50,000/ \_\_\_\_\_ 0.488 per cent.



PRACTICE MATERIALS

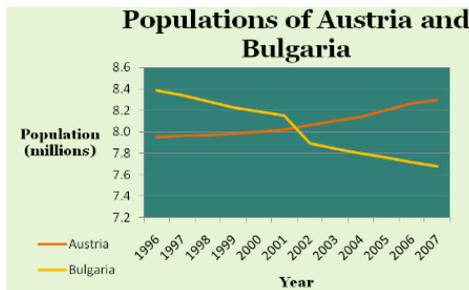
3. This graph shows population change in Hungary \_\_\_ 1996 \_\_\_ 2007. Hungary's population \_\_\_\_\_ 10.32 million in 1996 \_\_\_ 10.07 million in 2007, a \_\_\_\_\_ 250,000 people.



4. This graph shows population change in Austria and Bulgaria from 1996 to 2007. Austria's population \_\_\_\_\_ 7.95 million in 1996 \_\_\_ 8.3 million in 2007, an \_\_\_\_\_ 350,000 people.

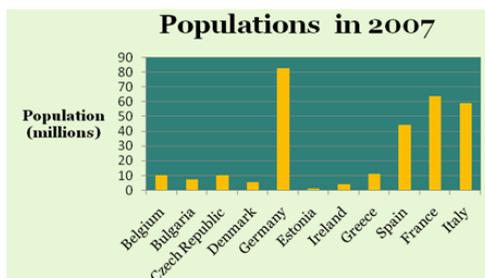
\_\_\_\_\_, Bulgaria's population \_\_\_\_\_ over the same period. The population \_\_\_\_\_ from 1996 to 2001, but from 2001 to 2002 the rate of decline was \_\_\_\_\_. From 2002 to 2007 the population fell at a \_\_\_\_\_ rate to the 1996-2001 period.

\_\_\_\_\_ Austria's population grew \_\_\_\_\_ 350,000, Bulgaria's population \_\_\_\_\_ twice that number, 700,000, a \_\_\_\_\_ 10%.

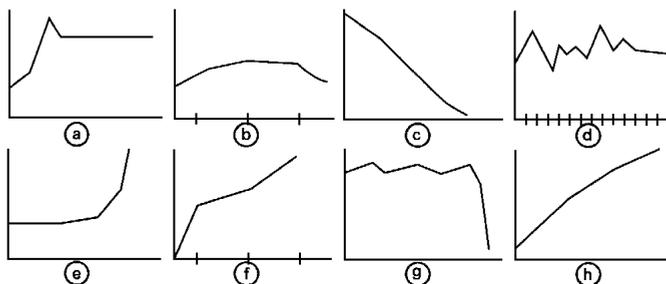


5. This chart shows the populations of some European countries in 2007. The country with the \_\_\_\_\_ population is Germany, with over 80 million people \_\_\_\_\_. Estonia has the population, at little more than a million. Belgium, Bulgaria, the Czech Republic, Denmark, Estonia and Ireland all have populations of ten million or less, \_\_\_\_\_. Greece has a \_\_\_\_\_

population of about eleven million. \_\_\_\_\_ Germany, the \_\_\_\_\_ countries are Spain, France and Italy with populations \_\_\_\_\_ from about forty-four to sixty-three million. Together, the four largest countries \_\_\_\_\_ over eighty per cent of the population of the countries shown.



Exercise 2. Match each sentence below with one of the following graphs.



1.  The investment level rose suddenly.
2.  The sales of our products fell slightly in the final quarter.
3.  The Research and Development budget has stabilized over the past few years.
4.  At the end of the first year, sales stood at 50 per cent of the present level.
5.  The price reached a peak before falling a little and then maintaining the same level.
6.  There has been a steady increase in costs over several years.
7.  The sudden collapse in share prices has surprised everyone.
8.  The value of the shares has shown a steady decline.

## Answer key

### Exercise 1. (*suggested answers*)

1. From 1999 to 2007, the population **rose slowly/ slightly/ gently/ gradually/steadily**. There was a **slow/ steady/ slight/ gentle/ gradual rise** in the population.

2. From 1996 to 1998, the population **increased dramatically/ significantly/ considerably/rapidly/ substantially/ markedly/ greatly**.

From 1996 to 1998 there was a **great dramatic/ significant/ considerable/ rapid/ substantial increase** in the population. From 1996 to 1998, the population **grew** (i) **from** 9.9 million **to** 10.25 million; (ii) **by** 0.35 million/ **by** 350,000/ **by** 3.535%.

After 1998, the population **grew** more slowly / the population **growth** was **slower**. From 1998 to 2007, **there was a growth in population:** (i) **from** 10.25 million **to** 10.30 million; (ii) **of** 0.05 million/ **of** 50,000/ **of** 0.488 per cent.

3. This graph shows population change in Hungary from 1996 to 2007. Hungary's population **fell steadily from** 10.32 million in 1996 **to** 10.07 million in 2007, a **decrease of** 250,000 people.

4. This graph shows population change in Austria and Bulgaria from 1996 to 2007. Austria's population **grew steadily from** 7.95 million in 1996 **to** 8.3 million in 2007, an **increase of** 350,000 people.

**By contrast**, Bulgaria's population **fell** over the same period. The population **declined steadily** from 1996 to 2001, but from 2001 to 2002 the rate of decline was **steeper**. From 2002 to 2007 the population fell at a **similar** rate to the 1996-2001 period.

**While** Austria's population grew **by** 350,000, Bulgaria's fell **by** twice that number, 700,000, a **decline of nearly** 10%.

5. This chart shows the populations of some European countries in 2007. The country with the **largest** population is Germany, with over 80 million people **whereas** Estonia has the **smallest** population, at little more than a million. Belgium, Bulgaria, the Czech Republic, Denmark, Estonia and Ireland all have populations of ten million or less, **while** Greece has a population of about eleven million. **Apart from** Germany, the **largest** countries are Spain, France and Italy with populations **ranging** from about forty-four to sixty-three million. Together, the four largest countries **account for** over eighty per cent of the population of the countries shown.

Exercise 2.

1.e; 2.b; 3.d; 4.f; 5.a; 6.h; 7.g; 8.c

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## References

Allen, R.C. (2011). *Global Economic History. A Very Short Introduction*. Oxford: Oxford University Press.

Essay builder. Writing about graphs and charts. <http://www.essaybuilder.net/Graphs.html>

ESL flow. How to talk about a visual aid. <http://www.eslflow.com/describing-graphstables.html>

## Common mistakes in students' writings (1)

In the first part of this unit, we will analyse some errors that we found in two extracts written by two students as part of their assignment on “The Wealth of Nations” by Adam Smith. We will guide you step by step to locate the errors, and then we will help you provide a grammatical and more appropriate alternative. In the second part, you will have to identify and correct the errors we found in some sentences from those essays.

Extract 1.

**Underline the conjugated verbs** (i.e. verbs which do not take the form V-ing, to V)

- This division can be used in any sector, but industry is the one in which is going to make a bigger difference.

Answer: This division can be used in any sector, but industry is the one in which is going to make a bigger difference.

**What's missing in this sentence? → the subject**

- This division can be used in any sector, but industry is the one in which IT is going to make a bigger difference.

The message contains a contrast. **Which elements do we want to contrast?**

- This division can be used **in any sector**, **but** industry is the one in which **it** is going to make a bigger difference.

**In any sector** vs X → **In any sector** vs **industry**

This division can be **used in any sector**, but **it is in industry that** it is going to make a bigger difference.

**What is the most appropriate relative pronoun?**

- This division can be **used in any sector**, but **it is in industry that** it is going to make a bigger difference.
- This division can be **used in any sector**, but **it is in industry where** it is going to make a bigger difference.

Extract 2.

**Underline the conjugated verbs** (i.e. verbs which do not take the form V-ing, to V)

- In the first chapter, we learn the concept of Division of Labour, that states that by dividing the production process in different parts enables workers to focus on specific tasks which as well increases efficiency.

Answer: In the first chapter, we learn the concept of Division of Labour, that states that by dividing the production process in different parts enables workers to focus on specific tasks which as well increases efficiency.

**What's missing in this sentence? → the subject:**

In the first chapter, we learn the concept of Division of Labour, that states that by dividing the production process in different parts **IT** enables workers to focus on specific tasks which as well increases efficiency.

**What is the referent of IT?**

In the first chapter, we learn the concept of Division of Labour, that states that **by dividing the production process** in different parts **it** enables workers to focus on specific tasks which as well increases efficiency.

- In the first chapter, we learn the concept of Division of Labour, that states that **by dividing the production process in different parts** enables workers to focus on specific tasks which as well increases efficiency.
- states that the **division** of the production process (nominalisation)

In the first chapter, we learn the concept of Division of Labour, that states that **dividing the production process in different parts** enables workers to focus on specific tasks which as well increases efficiency.

**Choose the right preposition**

- In the first chapter, we learn the concept of Division of Labour, that states that **dividing the production process** into different stages enables workers to focus on specific tasks which as well increases efficiency.

**Choice & position of adverb: ¿también (as well) OR a su vez (in turn)?**

- In the first chapter, we learn the concept of Division of Labour, that states that dividing the production process into different stages enables workers to focus on specific tasks which as well increases efficiency in turn.

**Do we need a comma after “that”? Is “that” correct? Should we use “which”?**

In the first chapter, we learn the concept of Division of Labour, **that** states that dividing the production process into different stages enables workers to focus on specific tasks which increases efficiency in turn.

→ **Defining relative clause vs non-defining relative clause**

**Is the information EXTRA (i.e. non-defining)?**

— **YES: It’s a non-defining relative clause → COMMAS; WHICH (THAT)**

- Colin told me about **his new job**, which/~~that~~ he’s enjoying very much.

— **NO: it’s a defining relative clause → NO COMMAS; WHICH or THAT**

- Barbara works for **a company** that/which makes washing machines.

**Do we need a comma after “that”? Is “that” correct? Should we use “which”?**

In the first chapter, we learn the concept of Division of Labour, **that** states that dividing the production process into different stages enables workers to focus on specific tasks which increases efficiency in turn.

→ **If it is a defining relative clause: no commas, which/that**

In the first chapter, we learn the concept of Division of Labour **that/which** states that dividing the production process into different stages enables workers to focus on specific tasks, which increases efficiency in turn.

→ **If it is a non-defining relative clause: comma, which**

In the first chapter, we learn the concept of Division of Labour, **which** states that dividing the production process into different stages enables workers to focus on specific tasks, which increases efficiency in turn.

Answer: Yes → In the first chapter, we learn the concept of Division of Labour **that/which** states that dividing the production process into different stages enables workers to focus on specific tasks, **which** increases efficiency in turn. (extra: non-defining relative clause)

### Make it a little bit more impersonal

In the first chapter, we learn the concept of Division of Labour that states that dividing the production process into different stages enables workers to focus on specific tasks, which increases efficiency in turn.

- In the first chapter, the author analyses/introduces/ discusses the concept of Division of Labour

### Avoid the repetition of *that*

In the first chapter, the author introduces the concept of Division of Labour that states that dividing the production process into different stages enables workers to focus on specific tasks, which increases efficiency in turn.

- In the first chapter, the author introduces the concept of Division of Labour which states that dividing the production process into different stages enables workers to focus on specific tasks,

### Provide another alternative to the relative headed by *which*

In the first chapter, the author introduces the concept of Division of Labour which states that dividing the production process into different stages enables workers to focus on specific tasks, which increases efficiency in turn.

- In the first chapter, the author introduces the concept of Division of Labour which states that dividing the production process into different stages enables workers to focus on specific tasks thereby increasing efficiency.

## Exercise

Exercise 1. **The following is a selection of sentences from students' essays on "The Wealth of Nations" by Adam Smith. In pairs, read the sentences and make all the necessary corrections. Whenever possible, also try to improve the writing style.**

1. According to economists this system should be defined as ...

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2. This book I just mentioned is going to be the bases for this.

---

3. This is the case of pin manufacture, as Adam Smith says, can be separated into many parts although being one of the simplest objects.

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---

4. The increase of dexterety in every particular workman, the save of time and the invention of efficient machines.

---

---

5. He couldn't knew about the egyptian expeditions to Punt, or the commerce with Lebanon and Crete. Neither could he knew that the earliest hindhus civilizations traded many goods with the sumerians on lower mesopotomia.

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6. Smith is cited as the father of the modern economics and is still among the most influential thinkers in the field of economics today.

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7. Therefore the production of a economy would be determinate for the demand of the market.

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8. It made there was not a big difference in the agriculture production between the developed countries and these which had a industry less developed.

---

---

9. Subdivide the work in some operations provide a great increase of the production ....

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10. A operator who make the same task in a constant and monotonous way during the whole working shift and everyday will see deteriorate his moral live.

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---

11. If a person is keen on making bows and arrows and he exchanges this material for other products that he needs to survive, this person would expend his live making bow and arrows ...

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---

PRACTICE MATERIALS



12. Usually is thought that it would be put on practice on small manufactures.

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13. Despite the superiority of rich country, the poor country is able of rivalizing with the rich country in the cheapness and goodness of its products.

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14. (...) is much greater than we should at first view be apt to imagine it.

---

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15. Such conditions was profitable for new way of think that reflect in his creation, particularly in his main book which is call the wealth of Nations.

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16. We can easily say that Wealth of Nations is the most important and influential book of Adam Smith were he explains us his economic theory (that explains in different chapters that we will see now).

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17. The extent of the market means that producing its not the only thing that matters, the products that you create are affected if the people like it or not.

---

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18. (...) production can be divided into very small parts or activities. The division can be bigger than it seems at a first sight.

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19. The conclusion that Adam Smith reaches (with this example) is that ...

---

20. In agriculture we can not may see wheter is a poor or a reach country focusing our attention to agricultural production.

---

---

## Answer key

1. According to economists, this system should be defined as ...
2. The aforementioned book is going to be the basis for this change / development.
3. This is the case of pin manufacture, as Adam Smith states / points out / underscores / highlights / affirms, which can be separated into many parts despite being one of the simplest objects.
4. The increase of dexterity in every particular workman, the saving of time and the invention of efficient machines.
5. He could not know about the Egyptian expeditions to Punt, or the commerce with Lebanon and Crete. Neither could he know that the earliest Hindu civilization traded many goods with the Sumerians in Lower Mesopotamia.
6. Smith is cited as the father of modern economics and is, still today, one of the most influential thinkers in the field.
7. Therefore, the production of an economy would be determined by the market demand.
8. As a consequence, there was not a big difference between the agricultural production of the developed countries and that of a less developed industry.
9. Subdividing the work in some operations brings / causes / leads to / produces / results in a great (dramatic / substantial / massive / vast / enormous) increase of the production ....
10. An operator who makes the same task in a constant and monotonous way during the whole working shift and everyday will see his moral life deteriorate.
11. If a person is keen on making bows and arrows and he exchanges these tools for other products that he needs to survive, this person will expend his life making bow and arrows ...
12. It is usually thought that it will be put into practice in small manufactures.
13. Despite the superiority of the rich country, the poor country is able to compete with the rich country in the price and quality of its agricultural products.
14. (...) is much greater than we could initially imagine (at first sight).

15. Such conditions led to a new way of thinking that is reflected in his work, particularly in his main book, which is called “The Wealth of Nations”.
16. We can affirm that “The Wealth of Nations” is the most important and influential book by Adam Smith, where he explains his economic theory.
17. The extent of the market means that production is not the only thing that matters, as / since the products that you create are affected by whether consumers like them or not.
18. (...) production can be divided into very small parts or activities. The division can be bigger than it may seem at first sight.
19. Based on this example, the conclusion reached by Adam Smith / Adam Smith’s conclusion is that ...
20. In agriculture we can not (cannot) decide whether it is a poor or a rich country based on its agricultural production.

# America in the Modern Age

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# Glossary

Edited by Óscar Álvarez Gila

(The underlining indicates the stressed syllable of the word)

## A

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<u>A</u> cephalous:	acéfalo o que carece de cabeza.
<u>A</u> drift:	a la deriva, perdido.
<u>A</u> lliance:	alianza, coalición.
<u>A</u> nachronism:	anacronismo. Error que resulta de situar a una persona o cosa en un período de tiempo que no se corresponde con el que le es propio.
<u>A</u> nathema:	anatema. Excomuni3n. Tambi3n puede referirse a la condena moral, prohibici3n o persecuci3n que se hace de una persona o de una cosa (actitud, ideolog3a, etc.) que se considera perjudicial.
<u>A</u> ntagonism:	antagonismo. Oposici3n sustancial en temas y opiniones.
Anti-Cath <u>o</u> lic seal:	sello, marca anticat3lica.
<u>A</u> ppraisal:	evaluaci3n.
<u>A</u> rbitrage:	arbitraje. En econom3a y finanzas, arbitraje es la pr3ctica de tomar ventaja de una diferencia de precio entre dos o m3s mercados: realizar una combinaci3n de transacciones complementarias que capitalizan el desequilibrio de precios.

Assuage: aliviar, mitigar, calmar.  
Atavism: atávico. Que es característico del pasado o arcaico.

## B

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Backfire: salir el tiro por la culata. Cuando algo planeado sale mal.  
Bargain: 1. ganga 2. negociar.  
Bereft: afligido o despojado de algo.  
Beset: acuciar, acosar.  
Besiege: asediar, sitiar, bombardear.  
Besmirch: envilecer o mancillar. Decir cosas malas sobre alguien para así influenciar la opinión que pueden tener otras personas sobre él o ella.  
Black legend: opinión contra lo español difundida a partir del siglo XVI.  
Boogeyman: hombre del saco.  
Booty-seeker: buscador de botines.  
Bounty: 1. recompensa. 2. generosidad.  
Bourgeois: burgués, perteneciente a la burguesía.  
Buccaneer: bucanero. Pirata que en los siglos XVII y XVIII se entregaba al saqueo de las posesiones españolas de ultramar.  
Bulk: tamaño, volumen. También puede referirse al por mayor o a grandes cantidades.



*Buccaneer: bucanero.*

## C

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Cabildo: cabildo 1. Corporación o grupo de personas integrado por un alcalde y varios concejales que se encarga de administrar y gobernar un municipio 2. Conjunto de sacerdotes que son miembros de una catedral o colegiata.

## GLOSSARY

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<u>Cadre</u> :	es un grupo pequeño de personas que forman una unidad política, militar o de negocios.
<u>Cassava bread</u> :	pan de yuca.
<u>Casta</u> :	ascendencia y descendencia de una persona o de un animal.
<u>Cataclysmic</u> :	catastrófico.
<u>Cedar-and-metal chain</u> :	cadena de cedro y metal.
<u>Chastise</u> :	castigar, escarmentar.
<u>Coalescence</u> :	fusión.
<u>Cockpit</u> :	cabina de mando.
<u>Concentric</u> :	concéntrico. Que tiene el mismo centro que otro
<u>Consensus</u> :	consenso, acuerdo.
<u>Corsair</u> :	corsario. Que estaba preparado para asaltar y destruir las naves piratas y enemigas, con la autorización del Gobierno de su nación.
<u>Counter-Reformation</u> :	contrarreforma. Movimiento religioso, intelectual y político destinado a combatir los efectos de la reforma protestante.
<u>Creole</u> :	lengua criolla o criollo. Los criollos eran los hijos e hijas de europeos nacidos en América.



*Cassava bread:*  
*pan de yuca.*

## D

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<u>Dereliction</u> :	negligencia o abandono.
<u>Despotism</u> :	despotismo.
<u>Detritus</u> :	desechos, detrito.
<u>Devilish art</u> :	arte diabólica.
<u>Disburse</u> :	desembolsar.
<u>Dismal state</u> :	un estado deprimente, triste, desalentador.

<u>Dividend</u> :	dividendo, cantidad que ha de dividirse entre otras.
<u>Draining war</u> :	una guerra devastadora.
<u>Ducat</u> :	ducado. Antigua moneda que se usó en España hasta el siglo XVI.
<u>Dynamo</u> :	dinamo, generador eléctrico.



*Ducat: ducado.*

## E

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<u>Endemic</u> :	propio de una zona y de una época. Se utiliza con enfermedades. Por ejemplo: La peste fue un mal endémico.
<u>Enlightenment</u> :	ilustración. Movimiento cultural e intelectual europeo que se desarrolló a mediados del siglo XVIII. Su objetivo era disipar las tinieblas de la humanidad con la luz de la razón.
<u>Entrepôt</u> :	almacén, depósito.
<u>Entrepreneur</u> :	emprendedor, emprendedora.
<u>Exclusivist</u> :	exclusivista.
<u>Executive decree</u> :	sentencia ejecutiva.
<u>Expenditure</u> :	gasto o desembolso.

## F

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<u>Financial strain</u> :	presión financiera.
<u>Fiscal strain</u> :	tensión presupuestaria.
<u>Fleet</u> :	flota.
<u>Forfeiture</u> :	decomiso o confiscación de derechos, propiedades o dinero generalmente provocado por romper un acuerdo legal.
<u>Full-fledged plantation</u> :	plantación plenamente desarrollada, consolidada.

## G

- GDP: gross domestic product. PIB o Producto Interior Bruto. Conjunto de los bienes y servicios producidos en un país durante un espacio de tiempo, generalmente un año.
- Ginger: jengibre. También puede referirse a personas pelirrojas.

## H

- Harbo(u)r: puerto.
- Hegemony: hegemonía. Es la supremacía que un estado o pueblo ejerce sobre otro.
- Heresy: herejía, sacrilegio.
- Hinterland: interior de un país.
- Huguenot: Hugonote. Sobrenombre dado por los católicos franceses a los protestantes calvinistas de los siglos XVI y XVII.



*Huguenot: Hugonote.*

## I

- Iconoclast: iconoclasta. Contrario al culto a las imágenes sagradas.
- In lieu of: en lugar de.
- Indentured servant: trabajador contratado. Indenture: contratar a alguien como aprendiz.
- Insalubrious: insalubre.
- Insolvent: insolvente. Que no tiene medios para pagar sus deudas.
- International warfare: guerra o conflicto internacional.
- Interventionist: intervencionista. Del intervencionismo: Tendencia política que defiende la intervención de un país en los conflictos o problemas que afectan a países terceros.

## K

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<u>Kinship</u> :	parentesco, similitud o afinidad.
<u>Knit</u> :	tejer, hacer punto.

## L

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<u>Lacuna</u> :	laguna.
<u>Linkage</u> :	unión, nexo o conexión.
<u>Loan</u> :	préstamo.
<u>Lump sum</u> :	pago único, suma global.

## M

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<u>Maelstrom</u> :	1. Es un gran remolino que se halla en las costas meridionales del archipiélago noruego de las islas Lofoten, en la provincia de Nordland. 2. Vorágine (a situation in which there is great confusion, violence, and destruction).
<u>Manorial</u> :	señorial.
<u>Martyrdom</u> :	martirio, sacrificio.
<u>Menace</u> :	amenaza.
<u>Menacingly</u> :	amenazadoramente, de forma amenazadora.
<u>Merchant guild</u> :	gremio mercantil o gremio de mercaderes.
<u>Miscegenation</u> :	relaciones sexuales entre parejas de distintas razas o hijos de padres de razas distintas. Mestizaje.
<u>Moat</u> :	foso.
<u>Mortar</u> :	argamasa, mortero.
<u>Mulatto</u> :	mulato. Hijo de progenitores blanco y negro.
<u>Musket</u> :	mosquete.

## N

---

<u>Nefarious</u> :	nefando. Que resulta abominable por ir contra la moral y la ética.
<u>Nepotism</u> :	nepotismo. Trato de favor hacia familiares o amigos, a los que se otorgan cargos o empleos públicos por el mero hecho de serlo, sin tener en cuenta otros méritos.

Net <u>transfer</u> :	transmisión neta.
Nomenclature:	nomenclatura. Conjunto de términos o palabras propias utilizadas en una ciencia, técnica, o especialidad, o por un autor.

## O

One-off <u>windfall</u> :	ganancia única.
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## P

<u>Papacy</u> :	papado.
<u>Paroxysm</u> :	paroxismo 1. Acceso violento a una enfermedad 2. Grado de mayor exaltación de un sentimiento, un estado de ánimo o una sensación.
Peace of <u>Westphalia</u> :	tratados de paz firmados en Osnabrück y Münster en el siglo XVII por los cuales finalizó la guerra de los treinta años.
<u>Pillage</u> :	saquear, hacer botín.
<u>Pious</u> :	devoto, pío.
<u>Plunder</u> :	saquear, desvalijar.
<u>Polarization</u> :	divergencia o polarización.
<u>Political turmoil</u> :	agitación política.
<u>Prelate</u> :	prelado, superior eclesiástico.
<u>Priest</u> :	sacerdote o cura.
<u>Privateering</u> :	corsario.
<u>Protean nature</u>	que cambia constantemente; versátil.
<u>Proxy</u> :	poder, representante, apoderado/a.



*Peace of Westphalia:  
tratados de paz.*

**Q**

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<u>Quarry</u> :	cantera.
Quest for <u>bounty</u> :	búsqueda de recompensa.

**R**

---

<u>Ragtag militia</u> :	milicia heterogénea, variada.
<u>Raid</u> :	asalto, incursión, ataque.
<u>Rampant contraband</u> :	contrabando desenfrenado, descontrolado.
<u>Ransom</u> :	rescate.
<u>Ravage</u> :	asolar, devastar.
<u>Recalcitrance</u> :	recalcitrante. Alguien que se mantiene firme a sus ideas, comportamiento o actitud a pesar de estar equivocado.
<u>Regionalism</u> :	regionalismo. Doctrina o tendencia política que defiende que el gobierno de un Estado debe considerar el modo de ser y las aspiraciones propias de cada región.
<u>Religious dissenter</u> :	disidente religioso.
<u>Remittance</u> :	remitir, remisión o disminución de una pena.
<u>Revenue</u> :	ingresos.
<u>Royal monopoly</u> :	monopolio Real.
<u>Royal purse</u> :	bolsillo real, se refiere al dinero o a la riqueza de la realeza.

**S**

---

<u>Sack</u> :	saco, zurrón.
<u>Schism</u> :	cisma o división.
<u>Sedition</u> :	sedición. Levantamiento de un grupo de personas contra un gobierno con el fin de derrocarlo.
<u>Seesaw</u> :	balancín o vaivén que hacen los barcos.
<u>Seigneurial regime</u> :	régimen señorial.
<u>Seven Years War</u> :	la Guerra de los Siete Años. Fueron una serie de conflictos internacionales que se desarrollaron entre los años 1756 y 1763 para establecer el control entre Silesia (Europa Nororiental) y por la supremacía colonial en América del Norte y la India.
<u>Shipwreck</u> :	naufragio.

## GLOSSARY

<u>Siphoning off</u> :	desviar fondos. Coger dinero de una organización y utilizarlo para otros fines.
<u>Slaughter</u> :	matanza o sacrificio.
<u>Smuggler</u> :	contrabandista.
<u>Smuggling</u> :	contrabando.
<u>Springboard</u> :	trampolín.
<u>Stakeholder</u> :	inversor o accionista.
<u>Stern sentence</u> :	una dura sentencia, una sentencia severa.
<u>Surcharge</u> :	recargo, sobretasa.



*Schism:*  
*cisma o división.*

## T

---

<u>Tariff schedule</u> :	lista arancelaria. Lista de aranceles.
<u>Tax levy</u> :	exacción fiscal. Una exacción es la exigencia del pago de impuestos, multas y deudas.
<u>Treaty of Tordesillas</u> :	tratado suscrito en Tordesillas en virtud del cual se estableció un reparto de las zonas de navegación y conquista del océano atlántico y del Nuevo Mundo mediante una línea situada 370 leguas al oeste de las islas de Cabo Verde, a fin de evitar conflictos de intereses entre la Monarquía Hispánica y el reino de Portugal.
<u>Teleological</u> :	teleología. Es la creencia que todo tiene un uso especial o un propósito.
<u>Territorial assembly</u> :	asamblea territorial.
<u>Thirty Year's War</u> :	fue una de los conflictos más largos y a la vez más destructivos que se conocen. Se trató de la más sangrienta de las guerras religiosas acaecida en Europa. Tuvo lugar entre los años 1610 y 1648 en el centro de Europa.
<u>Total fiscal burden</u> :	presión o carga fiscal total.
<u>Tout</u> :	promocionar.

Trade embargo:

embargo comercial.

Truce:

tregua, armisticio.

Túpac Amaru revolt:

la rebelión de Túpac Amaru II fue un levantamiento que tuvo lugar en Perú entre los años 1780 y 1782 en reacción a las Reformas Borbónicas.



Treaty of Tordesillas:

*tratado suscrito en Tordesillas.*

## U

---

Unicameral:

unicameral, que solo tiene un grupo de miembros.

Unremitting campaign:

campaña o acción persistente.

## V

---

Vessel:

buque, embarcación.

Viceregal:

virreinal.

Viceroyalty:

vicerrealeza, la realeza del virrey.

Volatile trade:

comercio volátil, inestable, voluble.

## W

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Wage:

salario.

## Y

---

Yoke:

yugo.

## Z

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Zealot:

fanático.

## Foreign and Latin expressions

<i>Alcabala</i> (domestic excise tax)	Del árabe hispánico alqabála. Antiguo tributo que el vendedor pagaba al fisco en una compraventa, y ambos contratantes en una permuta. Impuesto en general.
<i>Averias</i> (overseas trade tax)	Tasa de comercio transatlántico.
<i>De facto</i>	De hecho.
<i>De jure</i>	De derecho.
<i>Década ominosa</i>	Una década siniestra, abominable y que merece ser aborrecida.
<i>Ex ante</i>	Previo.
<i>Frondeurs</i>	Rebelde, indomable.
<i>Longue durée</i>	La larga duración (del francés “longue durée”) es el término con que se designa un nivel del tiempo histórico correspondiente a las estructuras cuya estabilidad es muy grande en el tiempo.
<i>Mare clausum</i>	“Mar cerrado”. Es una expresión usada en el derecho internacional para mencionar un mar, océano u otro cuerpo de agua navegable que está bajo la jurisdicción de un Estado y que está cerrado a otros estados.



# Practice materials

## **Including other people's words and ideas: citing and referencing**

“The object of academic writing is (...) for you to present your ideas in your own way. To help you do this, however, you will need to use the ideas of other people and when you do this, you need to say where the words and ideas are from.”

(<http://www.uefap.com/writing/citation/citing.htm#top>)

**Remember** that the reader will always assume that the words and ideas in your work are your own unless you say they are somebody else's.

In order to include other people's words and ideas there are two main strategies:

- To provide a direct quotation
- To report by:
  - summarising: shorter text than the original
  - paraphrasing: using your own words, similar length
  - synthesising: using information from various sources

In all four cases you have to **ACKNOWLEDGE** the source of your information.

### **Direct quotation**

The information in this section has been adapted from:  
<http://www.uefap.com/writing/citation/citing.htm#top>.

### Reasons for using quotations

1. to support your points, quoting is one way to do this
2. if the language used in the quotation says what you want to say particularly well

### Reasons for not using quotations

1. if the information is well-known in your subject area
2. do not use a quotation that disagrees with your argument unless you can prove it is wrong
3. if you cannot understand the meaning of the original source
4. if you are not able to paraphrase the original
5. to **make** your points for you; use them to **support** your points

**There are two kinds of sources:** primary and secondary

**Primary sources** refer to those sources you have actually read.

Use (single or double) quotation marks around the words you are taking from someone else. Do not change anything from the original:

“The consolidation of strong, expansive, centralized monarchies was actually financed by European exploitation of the New World’s colonies” (Martínez-Fernández, 2015: 9), yet ...

However:

1. If you need to **omit** some of the author’s original words, use three dots (...) to show where the omitted words were. This omission should not change the author’s original meaning.

Paquette stated that “[w]hile it may be plausibly claimed that no historian has created a great theory of independence ... recent scholarship has unearthed new evidence to support existing hypotheses (2009: 176)

2. If you need to **insert** some words such as additions or explanations into a quotation, use brackets, ([...]).

“Lord Byron might pity this ‘kingless people for a nerveless state’ and lament ‘how sad will be [its] reckoning day,<sup>5</sup> (Paquette 2009: 176)

<sup>5</sup> Lord Byron, ‘Childe Harold’s pilgrimage’, canto 1, stanzas 86 and 52, in *The works of Lord Byron* (rev. edn, London, 1899), II, pp. 78, 56.

3. Use single quotation marks (‘...’) when the material quoted has a quotation, as shown in the previous example.

4. Quotes which are more than two or three lines long should be provided as a separate indented paragraph with no quotation marks.

According to Paquette (2009, p. 178):

The triumph of the Franco-Spanish alliance in its war against Britain (1778-83), taken alone, might have justified the continued implementation of these new fiscal and administrative policies. It represented, however, an isolated and ephemeral geopolitical success among numerous setbacks.

**Secondary sources** refer to sources you have seen cited somewhere else. The primary work must be provided in the references or in a footnote.

— According to Lynch (**as cited in Paquette, 2009, p. 178**), the average value of exports from Spain to America ...

**References** (or in a footnote)

Paquette, Gabriel. (2009). The dissolution of the Spanish Atlantic monarchy. *The Historical Journal*, 52: 175-212.

Here are some expressions you can use to introduce an author’s words exactly: (<http://www.uefap.com/writing/citation/citing.htm#top>):

As X said/says, “... ..”	As X stated/states, “... ..”
As X wrote/writes, “... ..”	X claims that, “... ..”
As X commented/comments, “... ..”	As X observed/observes, “... ..”
As X pointed/points out, “... ..”	To quote from X, “... ..”
It was X who said that “... ..”	This example is given by X: “... ..”
According to X, “... ..”	X found that, “... ..”
The opinion of X is that, “... ..”	

**Remember**

- Keep the quotation as brief as possible and quote only when it is necessary.
- There are many ways of referring to other writers (e.g. the Harvard system for English Language and Business, the Vancouver system for Medicine and Science, the Footnote or Endnote system for Humanities) (Bailey, 2011). Ask your instructor which system is used in your field.

**Some tips while referencing**

1. Be accurate.
2. Be consistent.
3. Provide enough information to find the source.  
(<https://www.youtube.com/watch?v=jG0Rgwcw8k8>)

4. Keep track of everything you have used – start compiling your reference list as soon as you start reading a document.
5. Make accurate notes to distinguish your own words/ideas from the work of other people.
6. It is better to reference too much than not enough.  
(<https://www.youtube.com/watch?v=prETpsgBU4w>)

**Abbreviations in citations (Bailey 2011: 69)**

*et al.*: normally used when there are three or more authors. The full list of names is given in the reference list: Many Americans fail to vote (Hobolt et al., 2006: 137).

*ibid.*: taken from the same source (i.e. the same page) as the previous citation: Older Americans are more likely to vote than the young (*ibid.*) . . .

*op. cit.*: taken from the same source as previously, but a different page.

## Exercises

Exercise 1. **From the following selection of references in Martínez-Fernández (2015), find an example of (i-v):**

- |                                    |                                  |
|------------------------------------|----------------------------------|
| (i) a book by two or more authors: | (ii) a book by one author:       |
| (iii) a chapter in an edited book: | (iv) an undated website article: |
| (v) a journal article:             | (vi) an electronic article:      |

### References

- De Espronceda, José, *Antología poética*, Madrid, Ediciones Akal, 1999.
- De la Fuente, Alejandro; García del Pino, César and Iglesias Delgado, Bernardo, “Havana and the Fleet System: Trade and Growth in the Periphery of the Spanish Empire, 1550-1610”, *Colonial Latin American Review* V/1 (Albuquerque, New Mexico, 1996): 95-115.
- González Vales, Luis, “El Situado Mexicano y la financiación de las fortificaciones de San Juan de Puerto Rico”, San Juan, Oficina de Servicios Legislativos de Puerto Rico, 2007. In <http://www.oslpr.org/PDFS/SITUADO-MEXICANO-CORR-RCARO-8-FEB-2007.pdf> (Accessed February 10, 2015).
- Guerra y Sánchez, Ramiro; Pérez Cabrera, José M.; Remos y Rubio, Juan J. and Santovenia y Echaide, Emeterio, *Historia de la nación cubana*, Havana, Editorial Historia de la Nación Cubana, X vols., 1952.
- Newquist, Ingrid Marion, “Contraband in the Convento? Material Indications of Trade Relations in the Spanish Colonies”, L. Antonio Curet and Mark W. Hauser (eds.), *Islands at the Crossroads*, Tuscaloosa, University of Alabama Press, 2011: 87-103.
- Universidad de Sevilla, “De cómo Sevilla fue puerto y puerta de Indias”, Alma Mater Hispalense, [http://personal.us.es/alporu/histsevilla/sevilla\\_puerto.htm](http://personal.us.es/alporu/histsevilla/sevilla_puerto.htm) (Accessed February 10, 2015).

Exercise 2. **Find and correct the mistakes in the following quoted texts. You will need to use the reference list at the end of the activity.**

1. Fiscal functions were often ‘privatized’ in a pattern that had strong peninsular precedents (Grafe and Irigoin, 2012: 612)
2. ‘For most of China’s imperial history, its population growth has been equal to or less than that of such European countries as England and Russia’ (Jack Goldstone, pp. 241).
3. According to Coomes and Bradford economic returns tend to reward the scarcest factors (2008).

4. 'Some historians, it is true, have addressed the debate in a more tangential but satisfying way by investigating the war-making capacity of individual states.' (Steven Gunn, David Grummitt, and Hans Cools Martin, 2007: 157)

## References

- Coomes, Olivier and Barham, Bradford. (1994). The Amazon Rubber Boom: Labor Control, Resistance, and Failed Plantation Development Revisited. *Hispanic American Historical Review* 74 (2): 231-257. Extract from page 242.
- Goldstone, Jack, A. (2000). The Rise of the West Or-Not? A Revision to Socio-Economic History. *Sociological History* 18 (2): 175-194.
- Grafe, Regina and Irigoien, Alejandra. (2012). A Stakeholder Empire: the Political Economy of Spanish Imperial Rule in America. In *Economic History Review* 65 (2): 609-651
- Gunn, Steven, Grummitt, David, and Cools, Martin. (2007). War and the State in Early Modern Europe: Widening the Debate. In *War in History* 2008 15 (4): 371-388.

Exercise 3. **You used the following quotations in your essay and you need to cite them appropriately. Use the information below to do this.**

1. 'The technique of compensation by merging is to condense ST features carried over a relatively long stretch of text (say, a complex phrase or a compound word) into a relatively short stretch of the TT (say, a simple phrase or a single word).'

→ This quote can be found on page 31 of a book called *Thinking Spanish Translation*. The book was written by three authors: Sándor Hervey, Ian Higgins and Louise M. Haywood. This first edition was published in 1995 by Routledge, in New York.

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2. 'Until now, the core arguments for discarding the traditional model of Spanish imperial rule have come from an examination of Crown revenues in the colonies as an indicator of the performance of the imperial state'

→ This quote is from an article written by Regina Grafe and Alejandra Irigoien. This quote is from the article entitled "A stakeholder

empire: the political economy of Spanish imperial rule in America”, page 611, in the journal of *Economic History Review* published in 2012.

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3. ‘The Industrial Revolution (roughly 1760 to 1850) was a turning point in world history, for it inaugurated the era of sustained economic growth.’

→ This quote was taken from a book written by Robert Allen and published in Oxford in 2006. The title of the book is *Global Economic History. A Very Short Introduction*. The publishers are Oxford University Press. The quote was taken from page 27.

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## Answer key

### *Exercise 1.*

- i. Guerra y Sánchez, Ramiro; Pérez Cabrera, José M.; Remos y Rubio, Juan J. and Santovenia y Echaide, Emeterio, *Historia de la nación cubana*, Havana, Editorial Historia de la Nación Cubana, X vols., 1952.
- ii. De Espronceda, José, *Antología poética*, Madrid, Ediciones Akal, 1999.
- iii. Newquist, Ingrid Marion, “Contraband in the Convento? Material Indications of Trade Relations in the Spanish Colonies”, L. Antonio Curet and Mark W. Hauser (eds.), *Islands at the Crossroads*, Tuscaloosa, University of Alabama Press, 2011: 87-103.
- iv. Universidad de Sevilla, “De cómo Sevilla fue puerto y puerta de Indias”, Alma Mater Hispalense, [http://personal.us.es/alporu/histsevilla/sevilla\\_puerto.htm](http://personal.us.es/alporu/histsevilla/sevilla_puerto.htm) (Accessed February 10, 2015).
- v. De la Fuente, Alejandro; García del Pino, César and Iglesias Delgado, Bernardo, “Havana and the Fleet System: Trade and Growth in the Periphery of the Spanish Empire, 1550-1610”, *Colonial Latin American Review* V/1 (Albuquerque, New Mexico, 1996): 95-115.
- vi. González Vales, Luis, “El Situado Mexicano y la financiación de las fortificaciones de San Juan de Puerto Rico”, San Juan, Oficina de Servicios Legislativos de Puerto Rico, 2007. In <http://www.oslpr.org/PDFS/SITUADO-MEXICANO-CORR-RCARO-8-FEB-2007.pdf> (Accessed February 10, 2015).

### *Exercise 2.*

1. “Fiscal functions were often ‘privatized’ in a pattern that had strong peninsular precedents” (Grafe and Irigoin, 2012: 612)
2. ‘For most of China’s imperial history, its population growth has been equal to or less than that of such European countries as England and Russia’ (Goldstone, 2008: 241).
3. According to Coomes and Barham ‘economic returns tend to reward the scarcest factors’ (2008: 242).
4. ‘Some historians, it is true, have addressed the debate in a more tangential but satisfying way by investigating the war-making capacity of individual states’ (Gunn, *et al.*, 2007: 157).

*Exercise 3. (suggested answers)*

1. Hervey *et al.* (1995: 31) state that '[t]he technique of compensation by merging is to condense ST features carried over a relatively long stretch of text (say, a complex phrase or a compound word) into a relatively short stretch of the TT (say, a simple phrase or a single word).'
2. According to Grafe and Irigoin, '[u]ntil now, the core arguments for discarding the traditional model of Spanish imperial rule have come from an examination of Crown revenues in the colonies as an indicator of the performance of the imperial state' (2012: 611)
3. 'The Industrial Revolution (roughly 1760 to 1850) was a turning point in world history, for it inaugurated the era of sustained economic growth' (Allen, 2006: 269).

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## References

- Bailey, S. (2011). *Academic Writing. A Handbook for International Students*. London: Routledge, 3rd edition.
- Martínez-Fernández, L. (2015). Far beyond the Line: Corsairs, Privateers, Buccaneers, and Invading Settlers in Cuba and the Caribbean (1529-1670). *Revista de Indias*, 263: 7-38.
- Paquette, G. (2009). The Dissolution of the Spanish Atlantic Monarchy. *The Historical Journal*, 52: 175-212.
- Using English for Academic Purposes. <http://www.uefap.com/writing/citation/citing.htm#top>

## Connecting ideas: On how to make connections at the sentence and paragraph level in history academic writing

When working on a piece of academic writing, you need to present your arguments clearly and cohesively. Moreover, it is more than likely that you will be required to discuss and evaluate existing research or ideas about the topic under discussion in your history class. In order to achieve these two objectives (present clear arguments and discuss existing ideas), you need to develop the language to connect ideas. The appropriate use of *linking words or phrases* that signal a relationship will help you to structure your argument and make clear the relations between the different ideas put forward in your writing.

Linking words/phrases allow us to be more precise about the relationships between statements in a sentence or between sentences. Particular phrases and words serve different functions in connecting ideas and arguments, which is why some useful examples of each are categorised by function below.

### 1. Adding information

**In addition** / **Moreover** (very formal) / **Furthermore** (formal): además

- **In addition** / **Moreover** / **Furthermore**, wealthy merchants guaranteed to the Crown that tribute and other revenues would be collected.

**As well as**: así como, amén de

- The geographical area covered includes the Viceroyalties of Rio de la Plata and Peru, **as well as** New Spain.

**Not only (inversion) ..., but also ...** : no solo sino también

- **Not only** were there the obvious dangers, **but** there was **also** the weather to be considered.
- **Not only** did the Crown allow almost all of its revenue to remain in the colonies, **but** it **also** coopted colonial elites by letting them manage spending.

### 2. Being specific

**More to the point**: más concretamente; más precisamente

- In chapter twelve we saw this evolution. **More to the point**, so far as technology is concerned, Spanish wages were high relative to the price of capital.

### 3. Contrast (balancing contrasting points)

**While, whilst (formal alternative to *while*):** *mientras*

- The second mirrors the height of Bourbon reforms under Carlos III, **while** the last shows the empire under maximum stress in the war-torn end-of-century crisis.

**Whereas:** *mientras*

- France also spent 12.7% of total expenditure on the navy and colonies, **whereas** Spain's expenditure did not record any item of expense for the colonies.

**On the one hand; on the other hand:** *por una parte; por otra*

- The results were likewise mixed. **On the one hand**, about 35 cotton spinning mills were established between 1835 and 1843. Real wages also recovered after 1840. **On the other hand**, there was no stimulation to an engineering industry since the machines were imported.

**In contrast:** *por el contrario; in contrast to:* *al contrario que*

- The average height of Italians who enlisted in the Habsburg army fell from 167 cm to 162 cm as their diet shifted. **In contrast**, English soldiers in the 18<sup>th</sup> century averaged 172 cm due to their better nutrition.
- Interestingly, France, **in contrast to** Spain, never sold offices in its colonies.

### 4. Concession

**Although/though (less formal):** *aunque*

- **Although** royal revenues extracted from America to Spain formed a sizeable share of the total receipts of the Madrid hacienda (treasury), they were actually a notably smaller share of revenue collected in America.

**Even though (emphasises a contrast):** *aunque*

- **Even though** the Spanish government did not entirely understand what it implied, they accepted the proposal.

**However:** *sin embargo*

- The Spanish Crown was remarkably successful at almost no direct cost to itself. *However*, there was an indirect cost.

**Despite/In spite of + noun:** *a pesar de*

- *Despite/in spite of* the scientific breakthroughs, the steam machine would not have developed had the British coal industry not existed.

**Despite/In spite of + -ing:** *a pesar de*

- They arrived later than the French *despite/in spite of* leaving first.

**Despite the fact that, In spite of the fact that:** *a pesar del hecho de que*

- *In spite of/Despite the fact that* historians have many shades of opinion, the prevailing view correlates the Bourbon reforms and discontent in America.

**Yet (formal):** *sin embargo*

- Japan was the greatest success of the 20<sup>th</sup> century, for it was indubitable a poor country in 1820 and *yet* managed to close the income gap with the West.

## Exercises

Exercise 1. **Underline the most suitable word or phrase to complete each sentence.**

1. Before we turn to the analysis of expenditure, *however/whereas/in spite of*, we would like to place the Spanish Empire in an international comparison regarding the size of the state.
2. The Crown obtained officials who, instead of receiving a salary, actually paid the king for their positions. *While/In addition/On the other hand*, wealthy merchants guaranteed to the Crown that tribute and other revenues would be collected.
3. *Moreover/In contrast to/Although* the common notion of Bourbon reformism the fiscal structure of the empire became even more decentralized over the course of the eighteenth century.
4. *Despite the fact that/Although/In spite of* the superior population of America, there were 9 Americans as opposed to 26 peninsular Spaniards.
5. This article revises the traditional view of Spain as a predatory colonial state that extracted revenue from natural resources and populations in the Americas *whilst/while/in contrast* offering little in return.

Exercise 2. **Rewrite the sentences using linking words or phrases.**

1. The West European countries caught up to the leader. They also joined the leader in forming a group of innovators.

**Not only** did the West European countries catch up to the leader,  
**but they also** joined the leader in forming a group of innovators.

2. The Crown allowed almost all of its revenue to remain in the colonies. It also coopted colonial elites by letting them manage spending.

Not only \_\_\_\_\_

3. The population of America was superior, but there were 9 Americans as opposed to 26 peninsular Spaniards.

In spite of \_\_\_\_\_



Despite the fact that \_\_\_\_\_

4. Spanish guerrillas of the peninsular war have received major re-examination, but insurgent royal chiefs remain under-researched.

Whereas \_\_\_\_\_

## 5. Focusing and linking

**As far as X is concerned** (usually announces a change of subject): *por lo que respecta a*

- More to the point, **as far as** technology **is concerned**, British wages were high relative to the price of capital.

**With reference to:** *con referencia a*

- **With reference to** Colombia, even features of colonial legislation were maintained.

**Regarding:** *(con) respecto a*

- We would like to place the Spanish Empire in an international comparison **regarding** the size of the state.

**As regards** (usually announces a change of subject): *en lo referente a*

- There are no problems about production. Now **as regards** marketing, there are some issues that still need to be considered.

## 6. Generalising (to show how far the speaker/writer thinks a generalization is true)

**On the whole** (*en general, en términos generales, en su conjunto*); **in general** (*en general*); **in all/most/many/some cases** (*en todos, en la mayoría, en muchos en algunos casos*); **broadly speaking** (*en general, a grandes rasgos*); **by and large** (*en general, por lo general*); **to a great extent** (*en gran medida*); **to some extent** (*en cierta medida, hasta cierto punto*); **apart from...** (*aparte de, además de*); **except for ...** (*excepto*)

- **On the whole**, the colonies were not highly regarded.
- **In general**, the government was satisfied with their work.
- **Apart from** the Colombians, South American countries were happy with the deal.
- **Except for** Colombia, South American countries were happy with the deal.

## 7. In place of something or someone

**Instead (of):** *en lugar de*

- These machines owed nothing to scientific discoveries. None involved great conceptual leaps; **instead** they required years of experimental engineering to come up with designs that worked reliably.
- **Instead of** buying manufactures, most people made their own simple implements and bark clothing.

## 8. Purpose

**So as to/in order to:** *para* (formal) (the subject of the infinitive is the same as the subject of the main clause)

- They worked very hard **in order to** improve the Spanish governments' image.
- They did not exert any pressure **so as not to** create any additional tensions.

**So that/ so:** *para que* (informal) (frequently with a modal verb: can, will, may, etc.)

- I'll go by bus **so that** I can sleep during the journey.
- Subsidies came in from branches of government and were channelled to individuals through the frontier institutions, **so that** the latter could play the usual role of cities as a market of goods and labor.

## 9. Reason

**As:** *ya que, puesto que*

- Manufacturing had declined absolutely in China and India **as** their textile and metallurgical industries were driven out of business by mechanized producers in the West. (pp.8)

**Because**

- They did not implement the new laws **because** they regarded them as unfair.

**Because of + noun:** *debido a, a causa de, como consecuencia de*

- **Because of** the bad economic situation, the Spanish government had to change their policy.

**For** (very formal): *puesto que, porque, pues*

- Geography is rarely the whole explanation, **for** its significance depends on technology and economic opportunities.

**Since** (more formal than **because** and **as**): *puesto que*

- Even the workers gained from this **since** imperialism was the basis of the high-wage economy, which in turn led to growth by inducing labour-saving technical change.

**The reason that:** *la razón por la que; la razón de que*

- **The reason that** the Industrial Revolution happened in Europe does not lie in institutional or cultural differences but rather in the continent's accessible coal reserves and gains from globalization.

**Due to** (more formal than *because of*): *debido a, gracias a, por*

- In contrast, English soldiers in the 18<sup>th</sup> century averaged 172 cm **due to** their better nutrition.

## 10. Result

**As a result:** *como resultado, como consecuencia*

- **As a result**, productivity and living standards were similar (pp.53)

**To be the result of:** *ser el resultado de; ser la consecuencia de*

- The Industrial Revolution **was the result of** high wages – and not just their cause. (pp.13)

**With the result that:** *con el resultado de que, con la consecuencia de que*

- Plants were built to Spanish specifications without any adaptation to the different economic circumstances, **with the result that** production costs were higher than in Spain.

**So:** *por lo tanto*

- Mexico, in contrast, was run by a white elite whose interests were not served by schooling the masses. **So** they remained uneducated.

**Therefore:** *por consiguiente* (more formal than *so*)

- The notable feature of Spanish taxation was **therefore** not its size but that the tax incidence differed greatly between *reinos*.

**Consequently:** *por consiguiente, consecuentemente* (more formal than *so*)

- The population was growing enormously and, **consequently**, the government was not able to reduce the stock of accumulated social expenditure.

**Hence:** *por lo tanto, de ahí*

- **Hence**, the drop in the English price after 1790 dragged the Indian price down with it.

**Lead to/led to:** *llevar a, conducir a*

- The growing urban demand also **led to** energy revolutions in both England and the Netherlands.

## 11. Summing up

**In conclusion** (*en conclusión*); **to sum up** (*para resumir*); **briefly/in brief** (*brevemente, en resumen*); **in short** (*en resumen, en pocas palabras*)

- **In conclusion**, we can see that Britain's economic problems were mainly due to lack of industrial investment.

## Exercises

Exercise 3. **Underline the most suitable word or phrase to complete each sentence.**

1. Spanish soldiers in the 18<sup>th</sup> century averaged 168 cm *due to/so that/because of* their worse nutrition.
2. *By and large/On the whole/so that*, it was an encouraging year for the Spanish government.
3. *However/In general/Even though* they had a terrible record over tax and education, their candidate won the election.
4. Given that there were multiple centres of decision-making *in order to/regarding/instead of* revenue collection (recaudación de ingresos) this should not surprise us.
5. Local control over revenue and expenditure *therefore/led to/as regards* a heavy concentration of royal spending on a few regions.

Exercise 4. **Rewrite the sentences using linking words or phrases.**

1. The West European countries caught up to the leader. They also joined the leader in forming a group of innovators.

**Not only did the West European countries catch up to the leader, but they also joined the leader in forming a group of innovators.**

2. The Andalusian port of Cádiz was now defended, and not blockaded, by the English fleet.

\_\_\_\_\_ instead of \_\_\_\_\_

3. New ideas and patterns of thought inspired the creoles and subverted Spanish rule because they were anti-clerical and anti-absolutist tendencies.

\_\_\_\_\_ due to \_\_\_\_\_

4. Being well connected in the local business community mattered if they wanted to maximize the return to the investment.

\_\_\_\_\_ in order to \_\_\_\_\_

5. The absolute tax take per capita was not particularly high, but half of the expenditure was spent outside Upper Peru. Hence, inequalities were introduced in the fiscal mechanism.

\_\_\_\_\_ with the result that \_\_\_\_\_

**Exercise 5. Work in pairs. Do not check your notes and try to remember the following.**

1. Think of three items that can mean “in conclusion”.
2. Think of four items similar in meaning to “in general”.
3. Think of four items similar in meaning to “con respecto a”.
4. Think of two items that can mean “for example”.
5. Think of four formal items that can mean “as a result”.

**Exercise 6. Checking for paragraph links in your own work.**

When you are editing your next written assignment, ask yourself the following questions as you read through your work:

- Does the start of my paragraph give my reader enough information about what the paragraph will be about?
- Does my paragraph add to or elaborate on a point made previously and, if so, have I made this explicit with an appropriate linking word/phrase?
- Does my paragraph introduce a completely new point or a different viewpoint to before and, if so, have I explicitly shown this with a suitable connective?
- Have I used similar connectives repeatedly? If yes, you may need to vary them.

## Answer key

### Exercise 1.

1. however; 2. In addition; 3. In contrast to; 4. In spite of; 5. whilst / while.

### Exercise 2. (*Suggested answers*)

2. Not only did the Crown allow almost all of its revenue to remain in the colonies, but it also coopted colonial elites by letting them manage spending.
- 3a. In spite of the superior population of America, there were 9 Americans as opposed to 26 peninsular Spaniards.
- 3b. Despite the fact that the population of America was superior, there were 9 Americans as opposed to 26 peninsular Spaniards.
4. Whereas Spanish guerrillas of the peninsular war have received major re-examination, insurgent royal chiefs remain under-researched.

### Exercise 3.

1. due to / because of; 2. By and large / On the whole; 3. Even though; 4. regarding; 5. led to.

### Exercise 4. (*Suggested answers*)

2. The Andalusian port of Cádiz was now defended, instead of blockaded, by the English fleet.
3. New ideas and patterns of thought inspired the creoles, and subverted Spanish rule due to their anti-clerical and anti-absolutist tendencies.
4. Being well connected in the local business community mattered in order to maximize the return to the investment.
5. The absolute tax take per capita was not particularly high, but half of the expenditure was spent outside Upper Peru with the result that inequalities were introduced in the fiscal mechanism.

### Exercise 5. (*Suggested answers*)

1. in conclusion: to sum up, briefly (in brief), in short.
2. in general: on the whole, broadly speaking, by and large.

3. *con respecto a*: as far as X is concerned, with reference to, regarding, as regards.
4. for example: for instance, among others.
5. as a result: accordingly, consequently, hence, thus (remember that “so” is informal)

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## References

- Gillett, A. Hammond, A. & Martala, M. (2009). *Successful Academic Writing*. Harlow, UK: Pearson Longman.
- Grafe, R. & Irigoien, A. (2012). A stakeholder empire: the political economy of Spanish imperial rule in America. *Economic History Review*, 65, 609-651.
- Paquette, G. (2009). The dissolution of the Spanish Atlantic Monarchy. *The Historical Journal*, 52, 175-212.
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## Common mistakes in students' writings (2)

Exercise. **The following is a selection of sentences from students' essays for the subject entitled "America in the modern early age." In pairs, read the sentences and make all the necessary corrections. Whenever possible, also try to improve the writing style.**

1. Ten years later the fact of one only person governing all the new world impulse the monarchy to create "las casas de contratación", an institution created to help the govern of the colonies.

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2. In the talk she explained how the catholic kings were looking for a way to discover the Indies but instead they discovered America.

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3. The reason of this hurry is that the Portuguese and the Spanish crowns had an agreement about how to divide the world between them.

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4. Columbus took some of this natives to the court of the catholic kings to show the benefits of his new discovery, they were sell as slaves, so the kings ordered to search for those first natives to free them.

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5. When the legitimate king Carlos I reached the majority of age he arrived to Spain from Flandes and took the throne.

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6. For example she told us about a parade of people dressed as American natives that was celebrated when Carlos I arrived to Burgos, so he forgot about the important paper of Burgos in the revolt against him.

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7. She explained us how at the beginning people of Burgos were not keen on having Charles V as their king and how finally they supported him.

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8. We also learned a lot about different characters, who had a big impact in the Castilian history.

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9. Despite the Americans were already discovered, the travels were always hard, mostly the way back.

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PRACTICE MATERIALS



10. With these work I am going to speak about several things we learned in the trip to the city of Burgos.

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11. Pedro Fernanedez de Velasco is named condestable de Castilla and because of that a great palace started to be built in order him to live there.

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12. After several treaty's, as the one of Tordesillas or Pope Alexander's bulls, the world's influence was divided in two, on the one hand the west was far Castile and the east for the Portuguese.

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13. Before reaching to, the nowadays known as the Strait of Magellan, some sailors betrayed Magellan, that was stopped at the end but they lost one ship.

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14. At the end they reached the Philippines were trying to gain the support of one of the local tribes Magellan was murdered.

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15. Even all these, the city didn't disappear and it continued thanks to all the monuments and historical background it had as important city.

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16. The arrival to America was complicated but it was even more complicated the return.

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17. As it said before Spain and England created models of colonization, these were very different one from the other.

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18. First of all in the case of England there were not only group of people who moved to America, also single person decided to go there by their own.

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PRACTICE MATERIALS



19. These families act as moneylenders of the king and the payments were done by giving politic positions in Castile, Mexico, Peru ....

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## Answer key

2. Ten years later the fact of one only person governed the new world led/forced the monarchy to create the so-called “casas de contratación”, an institution created to help the rule the colonies.
3. In the talk she explained how the Catholic Kings were looking for a way to reach the Indies but instead they discovered America.
4. The reason for this hurry was that the Portuguese and the Spanish crowns had an agreement on/about how to divide the world between them.
5. Columbus took some of these natives to the court of the Catholic Kings to show the benefits of his new discovery. They were sold as slaves, but the kings ordered to search for those first natives to free them.
6. When the legitimate King Carlos I reached the age of majority, he arrived in Spain from Flanders and took the throne.
7. For example, she told us about a parade of people dressed as Native Americans that was celebrated when Carlos I arrived in Burgos, seemingly forgetting the important role Burgos played in the revolt against him.
8. She explained to us how at beginning people from Burgos were not keen on having Charles V as their king, but how they finally supported him.
9. We also learned a lot about different characters who had a big impact on Castilian history.
10. Despite the fact that the Americans had already been discovered, the travels were always hard, mostly the return journey/voyage (long journey especially by ship).
11. In the following lines I am going to comment on/tackle/deal with several facts we learned in the trip to the city of Burgos.
12. Pedro Fernández de Velasco was named Condestable de Castilla (Constable of Castile) and, because of his appointment/designation, a great palace started to be built in order for him to live in.
13. After several treaties, as the one of Tordesillas or Pope Alexander’s bulls, the world’s influence was divided in two, namely the West for Castile and the East for the Portuguese.
14. Before reaching the nowadays known as the Strait of Magellan, some sailors betrayed Magellan, but they were eventually quelled, although one ship was lost (during the uprising).

## PRACTICE MATERIALS



15. At the end they reached the Philippines, but while they were trying to gain the support of one of the local tribes, Magellan was murdered.
16. Despite all these drawbacks/conflicts/problems, the city didn't disappear and remained an important hub thanks to/duo to its historical monuments and background.
17. The arrival to America was complicated but the return was even more so.
18. As mentioned above, Spain and England created models of colonization and these were very different from each other/from one another.
19. First of all, in the case of England there were not only groups of people who moved to America, but also single persons who decided to go there on their own/by themselves.
20. These families acted as moneylenders for the king and the payments were made by giving political positions in Castile, Mexico or Peru, among others.



# Early Modern History I



# Glossary

Edited by Álvaro Aragón

(The underlining indicates the stressed syllable of the word)

## A

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<u>Abortifacient</u> <u>techniques</u> :	técnicas abortivas.
<u>Agricultural</u> lease:	arrendamiento (alquiler) agrícola.
<u>Agricultural</u> <u>technology</u> :	tecnología agrícola.
<u>Ancient</u> world:	civilización antigua.
<u>Anglican</u> church:	iglesia anglicana.
<u>Articulate</u> <u>believer</u> :	creyente religioso que expresa su creencia fácilmente y con claridad.
<u>Artisan</u> :	artesano.
<u>Antiquarian</u> :	anticuario.
<u>Assemble</u> the cash:	reunir el dinero.
<u>Assets</u> :	activos, acciones, bienes inmuebles.
<u>Astrolabe</u> :	astrolabio. Es un antiguo instrumento de navegación usado para orientarse que permite determinar la altura de un astro y deducir, según esta, la hora y la latitud.
<u>Autarky</u> :	autarquía. Sistema económico en el que un estado se abastece con sus propios recursos, evitando en lo posible las importaciones.

<u>Autocracy</u> :	autocracia. Es un régimen político en el que gobierna una sola persona sin ningún límite y pudiendo cambiar las leyes a su antojo.
<u>Autonomous</u> :	autónomo.
<u>Autonomous household</u> :	unidad familiar independiente.



*Astrolabe: astrolabio.*

## B

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<u>Battlefield</u> :	campo de batalla.
<u>Barrack</u> :	barracón.
<u>Barren</u> :	estéril, desértico.
<u>Benchmark</u> :	punto de referencia.
<u>Bestower</u> :	el que otorga.
<u>Biological constraint</u> :	limitación biológica.
<u>Black Death</u> :	la Peste Negra. También conocida como peste bubónica, fue una de las pandemias más catastróficas que se conocen. Afectó a Europa en el siglo XIV y mató a un tercio de la población continental.
<u>Blast furnace</u> :	alto horno. Es un horno de grandes dimensiones que se utiliza en la metalurgia.
<u>Boundary</u> :	límite, frontera.
<u>Bourgeois</u> :	burgués/burguesa.
<u>Brigandage</u> :	bandolerismo, bandidaje (robbery).
<u>Bubonic plague</u> :	peste bubónica o peste negra.
<u>Budgetary</u> :	presupuestario o del presupuesto.
<u>Budget</u> :	presupuesto.
<u>Bulk food</u> :	comida o alimentos a granel, a peso.
<u>Bullion</u> :	lingote, moneda de plata u oro, bullón.

## GLOSSARY

<u>B</u> ureaucracy:	burocracia.
<u>B</u> ureaucratic machinery:	máquina burocrática.
<u>B</u> ureaucratic system:	sistema burocrático.



*Black Death:*  
*la Peste Negra.*

## C

<u>C</u> apitalist:	capitalista.
<u>C</u> argo:	cargamento.
<u>C</u> arolingian <u>e</u> mpire:	Imperio Carolingio. Es un término utilizado para referirse al reino franco que dominó la dinastía carolingia del siglo VIII al siglo IX en Europa occidental.
<u>C</u> arvel <u>c</u> onstruction:	construcción de barcos conocidos como carabelas.
<u>C</u> atholic counter-reformation:	contra-reforma católica.
<u>C</u> attle trade:	comercio de ganado.
<u>C</u> hildbearing:	maternidad o estar en edad reproductiva.
<u>C</u> hinese junks:	barco de juncos chino.
<u>C</u> ircumvent:	1. circunvalar, dar la vuelta. 2. eludir, sortear.
<u>C</u> ivil <u>s</u> ervant:	funcionario público.
<u>C</u> lergy:	clero.
<u>C</u> lientelism:	clientelismo. Es la tendencia a favorecer, sin justificación, a determinadas organizaciones, personas, partidos políticos y demás.
<u>C</u> losed <u>e</u> conomy:	economía cerrada. Una economía que no interactúa con la economía de ningún otro país.
<u>C</u> oercive:	coactivo, represivo.
<u>C</u> oinage:	acuñación o invento.
<u>C</u> olonizer:	colonizador.
<u>C</u> ombatant:	combatiente.
<u>C</u> ommerce <u>i</u> nspector:	inspector de comercio.
<u>C</u> ommercial <u>t</u> ransaction:	transacción comercial.
<u>C</u> ommoner:	plebeyo/a.

<u>Compass</u> :	compás o brújula.
<u>Conscripted</u> :	reclutado a la fuerza.
<u>Consumption goods</u> :	bienes de consumo.
<u>Conundrum</u> :	misterio, enigma.
<u>Co-terminous</u> :	adyacente, colindante.
<u>Countryside</u> :	campo, campiña, medio rural.
<u>Court patronage</u> :	patrocinio de la corte, estar patrocinado por la corte.
<u>Craftsman</u> :	artesano.
<u>Crockery</u> :	vajilla o loza.
<u>Crusade</u> :	cruzada.



*Craftsman: artesano.*

## D

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<u>Deal</u> :	trato.
<u>Decentralization</u> :	descentralización. Transferir a diversas corporaciones u oficios parte de la autoridad que antes ejercía el Gobierno supremo del Estado.
<u>Deep vertical seams</u> :	vetas verticales y profundas.
<u>Default on loan</u> :	no poder pagar un préstamo.
<u>Demesne (dimein)</u> :	terratencia. Poseer tierras propias.
<u>Developing country</u> :	país en desarrollo.
<u>Discretionary income</u> :	sobrante, excedente.
<u>Disruption</u> :	perturbación, alteración.
<u>Dissenter</u> :	disidente.
<u>Dowry</u> :	dote. Puede referirse a la cantidad de bienes o dinero que la mujer aporta al matrimonio o puede referirse a las cualidades o aptitudes sobresalientes de una persona.
<u>Dweller</u> :	habitante.
<u>Dynastic agglomerate</u> :	dinastía aglomerada. Se refiere a muchas dinastías juntas. Se refiere a la monarquías compuestas o entidades dinásticas compuestas.

<u>Dynastic bonds</u> :	lazos dinásticos, lazos que puede haber entre una dinastía o entre varias.
<u>Dynastic interests</u> :	intereses dinásticos. Los intereses que puede llegar a tener una dinastía.
<u>Dynasty</u> :	dinastía. Es una serie de monarcas que en un determinado país son de una misma familia. Por ejemplo: La Dinastía Ming.

## E

<u>Economic enterprise</u> :	empuje o iniciativa económica. Empresa o proyecto económico.
<u>Economic hub regions</u> :	regiones que son un núcleo económico. Polos económicos o regiones de gran importancia económica
<u>Economic integration</u> :	integración económica.
<u>Emporium</u> (pl. emporia):	1. un gran establecimiento que vende una gran variedad de productos. 2. un lugar o ciudad de gran importancia comercial.
<u>Engine</u> :	motor o máquina.
<u>Engineer</u> :	ingeniero.
<u>Engrave</u> :	grabar o hacer un grabado.
<u>Enlightenment</u> :	periodo de la Ilustración.
<u>Entrepôt</u> :	almacén o depósito.
<u>Entrepreneur</u> :	empresario, emprendedor.
<u>Entrepreneurship</u> :	espíritu emprendedor.
<u>Ethical restraint</u> :	control ético.
<u>Exemption</u> :	exención (de cargos) o desgravación (de tasa).
<u>Expenditure</u> :	gasto o desembolso.
<u>Exploitation</u> :	explotación.
<u>Expropriation</u> :	expropiación. Requisar una propiedad por motivos de interés público, generalmente a cambio de una indemnización.



*Entrepôt:*  
almacén o depósito.

**F**

<u>Famine</u> :	hambruna.
<u>Fatherland</u> :	patria u origen.
<u>Fertile</u> :	fértil.
<u>Financial burden</u> :	carga financiera.
<u>Financial support</u> :	apoyo financiero.
<u>Flywheel</u> :	volante de inercia o volante motor.
<u>Food grains</u> :	granos de comida.
<u>Food shortage</u> :	escasez de alimentos.
<u>Forestry program</u> :	programa forestal.
<u>Fortification</u> :	fortificación o refuerzo.
<u>Fortress</u> :	fortaleza, fuerte.
<u>Fossil fuel</u> :	combustible fósil.
<u>Freedom of action</u> :	libertad o margen de acción.
<u>Fronde</u> :	una serie de guerras civiles que tuvieron lugar en Francia entre los años 1648 y 1653.
<u>Fuel</u> :	combustible.
<u>Fustian</u> :	fustán. Es una tela gruesa y algo burda de algodón que esta afelpada por una de sus caras.



*Fronde:  
una serie de guerras civiles.*

**G**

<u>Garrison</u> :	guarnición.
<u>Glassware</u> :	crystalería y objetos de cristal.
<u>Goldsmith</u> :	orfebre, persona que trabaja con oro.
<u>Governmental expenditure</u> :	gasto gubernamental.
<u>Grandeur</u> :	grandeza.
<u>Ground-water</u> :	agua subterránea.
<u>Guild</u> :	gremio.

## GLOSSARY

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Gunboat:

cañonera.

Gunpowder:

pólvora.

Gunpowder-proof fortification:

fortificación o refuerzo a prueba de bombas.



Goldsmith:  
*orfebre.*



Gunboat:  
*cañonera.*

## H

---

Harvest failure:

cosecha fracasada o fracaso de cosecha.

Heat energy:

energía térmica.

Heavy soil cultivation:

cultivo en tierras densas. Son tierras compactas, que contienen mucha masa en poco espacio.

Hellenism:

helenismo.

Herring:

arenque.

Highway:

autopista o camino principal.

Historian:

historiador.

Historiography:

historiografía.

Household:

1. casa. 2. familiar, doméstico.



Herring: *arenque.*

## I

---

Indian grand Mughal:

emperador indio del imperio mogol.

Industrialization:

industrialización.

Infantry:

infantería. Tropa que sirve a pie en la milicia.

Infantry revolution:

revolución de infantería.

Internal feud:

contienda/pelea interna.

Investment:

inversión.

**J**

Journeyman: trabajador, obrero.

**K**

Keep up: seguir el ritmo, seguir el paso.

**L**

Lacquers: lacas, barnices.

Latin Christendom: cristiandad Latina, cristianismo latino.

Law code: código de leyes.

Legislation: legislación.

Levy: 1. impuesto (nombre) 2. imponer (verbo).

Life annuity: renta vitalicia.

Lineage: linaje, ascendencia.

Literacy: alfabetización.

Litigation: litigio. También puede referirse a un pleito o demanda.

Livestock: ganado.

Living standard: condiciones o estándares de vida.

Local banditry: bandolerismo local.

Long-term lease: arrendamiento a largo plazo.

**M**

Male literacy: alfabetización masculina. Hombres con estudios.

Maritime merchant: marinero mercante o mercader/comerciante marítimo.

Maritime prowess: habilidad/destreza marítima.

Mass export: exportación masiva.

Mass production: producción masiva.

Mercantile network: red mercantil.

Meritocratic system: sistema meritocrático.

Metallurgy: metalurgia.

Military hardware: herramientas militares.

Mill: molino.

## GLOSSARY

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Miscreant:

malhechor o malhechora.

Modern statehood:

estado moderno.

Motive power:

fuerza o energía motriz.

Muscle-power:

fuerza o potencia muscular.

Musket drill:

mosquete (un tipo de fusil pero más largo).



*Musket drill: mosquete.*

## N

---

Neo-Malthusian interpretation:

interpretación neo-maltusiana.

Nepotism:

nepotismo. Es la tendencia a favorecer a familiares y personas afines con cargos o premios.

Networks of communication:

redes de comunicación.

Nuptiality:

nupcialidad, se puede referir a la tasa de nupcias, de bodas, que hay.

## O

---

Occasional flare-ups:

estallidos ocasionales.

Officialdom:

círculos oficiales.

Ottoman empire:

Imperio Otomano.

Outright starvation:

inanición total.

Overcome bottlenecks in production:

superar obstáculos en la producción.

Overlord:

señor.

Overpopulated:

sobrepoblado/a o superpoblado.

Overthrow:

derrocar.

Ox (pl. oxen):

buey(es).



*Ox (pl. oxen): buey(es).*

**P**

<u>Parliamentary control</u> :	control parlamentario.
<u>Payment of interest</u> :	pago de intereses.
<u>Peasant</u> :	campesino.
<u>Peasant rebellion</u> :	rebelión campesina.
<u>Petty trade</u> :	pequeño comercio.
<u>Pewter</u> :	peltre. Es una aleación de cinc, plomo y estaño que se utilizaba en la vajilla.
<u>Pilchard</u> :	sardina.
<u>Pillage</u> :	saquear.
<u>Plague</u> :	peste (enfermedad).
<u>Population turnover</u> :	renovación poblacional.
<u>Portolan chart</u> :	portulano. Colección de planos de varios puertos, encuadrada en forma de atlas.
<u>Prerogative</u> :	prerrogativa o privilegio. Cuando una persona recibe mejor trato, tiene más derechos o tiene menos obligaciones que otros, por razón de su edad, cargo, etc.
<u>Primitive backwater</u> :	estancamiento primitivo. También puede referirse a un lugar alejado o rural y primitivo.
<u>Private enterprise</u> :	empresa privada.
<u>Production output</u> :	capacidad de producción.
<u>Profit</u> :	beneficio.
<u>Profitable</u> :	rentable.
<u>Profiteer</u> :	especulador, usurero.
<u>Prussia</u> :	Prusia. Fue un reino alemán nacido de la unión del Ducado de Prusia y el Malgraviato de Brandenburgo.
<u>Public debt</u> :	deuda publica.
<u>Public fund</u> :	fondo, recursos o dinero público, financiación pública.
<u>Pulpit</u> :	púlpito.



Peasant:  
*campesino.*



Pulpit:  
*púlpito.*

**Q**

Query (pl. queries): consulta, pregunta.

**R**

Real wage: salario real. Diferencia entre el salario recibido y el índice de precios, que marca la capacidad adquisitiva

Realm: reino.

Relinquish: renunciar, dimitir, retirarse.

Renaissance: renacimiento.

Retrogression: retroceso o regresión.

Rivalry: rivalidad.

Riverine transport: transporte fluvial.

**S**

Sailing vessel: embarcación a vela.

Schumpeterian: Schumpeteriana. Joseph Alois Shumpeter fue un economista y político que popularizó el término “destrucción creativa” usado en economía.

Seaborne transport: transporte marítimo.

Seacoast: costa, litoral.

Secular government: gobierno laico.

Shaft: asta, rayo.

Shopkeeper: comerciante al por menor, tendero.

Shortage: escasez.

Siege artillery: bloqueo de artillería.

Silver bullion: lingote o mineral de plata.

Skirmish: escaramuza, refriega.

Smallholder: pequeño/a propietario.

Soldiery: soldadesca.

Sovereign: soberano.

Sovereign state: país o estado soberano. Es un país que tiene soberanía sobre su propio territorio. Las colonias no son países soberanos.

Spectacles: lentes, anteojos.

Stagnant: estancado, paralizado.

Stagnation: inactividad, estancamiento.

Star <u>va</u> tion:	hambruna, inanición.
State <u>fi</u> nance:	finanza pública.
State loan:	préstamo del estado.
Steel spring:	resorte, muelle de acero.
Stock <u>ma</u> rket:	mercado de valores.
<u>Stream</u> line:	1. hacer más aerodinámico, aerodinamizar. 2. racionalizar, hacer más eficiente.
Sub <u>su</u> me:	incluir o subsumir.
<u>Sur</u> plus <u>ex</u> traction:	plusvalía generada.

## T

---

<u>Tacit</u> bankruptcy:	bancarrotta tácita.
<u>Take</u> on paid work:	tener acceso a un trabajo pagado.
<u>Tax</u> :	tasa, tributo o impuesto.
<u>Tax</u> ation:	impuestos.
<u>Tax</u> <u>bu</u> rden:	presión o carga fiscal.
<u>Tax</u> <u>re</u> venue:	ingresos fiscales, recaudación fiscal.
<u>Techni</u> ques of <u>sup</u> pression:	técnicas de represión.
<u>Techno</u> logical <u>ce</u> iling:	techo tecnológico.
<u>Tenant</u> <u>far</u> mer:	arrendatario agrícola.
<u>Tenet</u> :	principio o dogma.
<u>Thir</u> ty Years' War:	Guerra de los Treinta Años (1618-1648). Fue una de los conflictos más largos y a la vez más destructivos que se conocen. Se trató de la más sangrienta de las guerras religiosas acaecida en Europa. Tuvo lugar entre los años 1618 y 1648 en el centro de Europa.
<u>Tin</u> <u>mi</u> ne:	mina de estaño.
<u>Tradi</u> ng <u>foo</u> thold:	centro o foco comercial.
<u>Truce</u> :	tregua.
<u>Truff</u> le- <u>hu</u> nter:	buscador de trufa o trufero.
<u>Tur</u> moil:	agitación, disturbio, crisis.



*Thirty Years' War:*  
*Guerra de los Treinta Años.*

## U

---

<u>Undernourished</u> :	subalimentado/a, desnutrido.
<u>Unfolding</u> :	despliegue.
<u>Unruly</u> :	indisciplinado.
<u>Untrustworthiness</u> :	que no es de fiar.
<u>Upheaval</u> :	agitación, turbulencia.
<u>Upsurge in education</u> :	aumento significativo en educación.
<u>Urbanites</u> :	urbanitas.

## V

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<u>Vessel</u> :	embarcación o navío.
<u>Vizier</u> :	visir.
<u>Voyage</u> :	viaje.



*Vizier: visir.*

## W

---

<u>Wage-earner</u> :	persona asalariada, que recibe un salario por el trabajo que hace.
<u>Warfare</u> :	guerra, contienda o conflicto armado.
<u>Warlord</u> :	señor de la guerra o caudillo militar.
<u>War-torn area</u> :	zona devastada por la guerra.
<u>Water-power</u> :	energía hidráulica.
<u>Weaponry</u> :	armamento, armas.
<u>Windmill</u> :	molino de viento.
<u>Wool production</u> :	producción de lana.

## Y

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<u>Yeoman</u> :	propietario rural (a man who was not a servant and who owned and cultivated an area of land).
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## Latin phrases

*Ceteris paribus*

Permaneciendo el resto constante/(siendo) las demás cosas igual.

*Deus ex machina*

Dios desde la máquina. Se utiliza cuando una situación que parecía imposible de resolver se resuelve de manera abrupta gracias a la intervención de algún evento, objeto o persona que no se esperaba.

*Lex terrae*

En inglés: Law of the land. Se refiere a todas las leyes que hay en un país o región.

*Patrias leges*

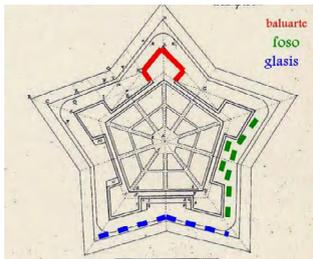
La ley de la patria. Se refiere a las leyes que hay en un país o región.

*Post hoc ergo propter hoc*

Después de esto, por tanto, a consecuencia de esto.

*Trace italienne*

Traza italiana, es un estilo de fortificación desarrollado en Italia a finales del siglo XV y principios de siglo. XVI en respuesta al intento de invasión de los franceses.



*Trace italienne:*

*Traza italiana.*

# Practice materials

## Forming and using passives

### Passive verb forms

<i>Present simple</i>	
<i>Active:</i> <b>tell(s)</b>	John <b>tells</b> me that you're thinking of leaving.
<i>Passive:</i> <b>am/is/are told</b>	I <b>'m told</b> (by John) that you're thinking of leaving.
<hr/>	
<i>Past</i>	
<i>Active:</i> <b>told</b>	John <b>told</b> me that you were leaving.
<i>Passive:</i> <b>was/were told</b>	I <b>was told</b> (by John) that you were leaving.
<hr/>	
<i>Present perfect</i>	
<i>Active:</i> <b>have/has told</b>	John <b>has told</b> me that you are leaving.
<i>Passive:</i> <b>have/has been told</b>	I <b>have been told</b> (by John) that you are leaving.
<hr/>	
<i>Past perfect</i>	
<i>Active:</i> <b>had told</b>	John <b>had</b> already <b>told</b> me that you were leaving.
<i>Passive:</i> <b>had been told</b>	I <b>had</b> already <b>been told</b> (by John) that you were leaving.
<hr/>	
<i>Present continuous</i>	
<i>Active:</i> <b>am/is/are telling</b>	John <b>is</b> always <b>telling</b> me that you are leaving.
<i>Passive:</i> <b>am/is/are being told</b>	I <b>am</b> always <b>being told</b> (by John) that you are leaving.
<hr/>	
<i>Past continuous</i>	
<i>Active:</i> <b>was/were telling</b>	John <b>was</b> always <b>telling</b> me that you were leaving.
<i>Passive:</i> <b>was/were being told</b>	I <b>was</b> always <b>being told</b> (by John) that you were leaving.
<hr/>	
<i>Future</i>	
<i>Active:</i> <b>will tell</b>	I <b>will tell</b> John that you are leaving.
<i>Passive:</i> <b>will be told</b>	John <b>will be told</b> (by me) that you are leaving.
<hr/>	
<i>Future perfect</i>	
<i>Active:</i> <b>will have told</b>	By tomorrow I <b>will have told</b> John that you are leaving.
<i>Passive:</i> <b>will have been told</b>	By tomorrow John <b>will have been told</b> (by me) that you are leaving.

Structures very common in academic and scientific writing - examples from Von Friedeburg (2010):

- By this time, most of the concepts that **were subsequently realized** in 19th century constitutional reforms already existed. (pp.4)
- Thus, **what has been interpreted** as vital elements of the emerging bureaucratic state, its offices and taxes, remained firmly in the hands of those who purchased the offices or farmed the taxes. (pp.7)
- Each empire **was also characterized** by large variations in law. (pp.16)
- An alternative solution **was pioneered by Sir Carl Wilhem Siemes** who built a regenerative furnace in the 1850s **that** could reach very high temperatures. (passive + relative clauses → organization of information) (Example from Allen, 2011: 44)

### When do we use a passive form?

A passive —rather than an active— is used in the following situations (from Hewings, 2013: 48):

1. To omit the agent because it is (i) not known; (ii) ‘people in general’; (iii) unimportant; (iv) obvious:
  - (i) My office **was broken** into when I was on holiday.
  - (ii) An order form **can be found** on page 2.
  - (iii) He **is thought** to be somewhere in Russia.
  - (iv) She **is being treated** in hospital.
2. In factual writing (e.g. describing procedures or processes) where the agent is often omitted:
 

Nuclear waste will be radioactive even after 20,000 years, so it **must be disposed** of very carefully. It **can be stored** as a liquid in stainless-steel containers which are encased in concrete.
3. To put the topic (what is already being talked about) at the beginning of a sentence and a comment on that topic at the end:
 

The three machines tested for the report contained different types of safety *valve*. *All the valves* **were manufactured** by the Boron Group in Germany.
4. To put long subjects at the end of a sentence:
 

I **was surprised** by Dev’s decision to give up his job and move to Sydney.

## Exercises

Exercise 1. **Complete the text using the phrases from the box. The first one has been done for you.**

was obliged to	is not known	are believed to have been
	was seen	
is thought to have been	was brought	is known to have experienced

A plane carrying 15 members of the government to a conference in Brussels **is known to have experienced** a small-scale fire earlier this morning. The plane \_\_\_\_\_ about 20 minutes into its journey when the fire occurred in the luggage department. It \_\_\_\_\_ how the plane caught fire, but early eyewitness reports confirm that a trail of smoke \_\_\_\_\_ coming from the undercarriage. The fire \_\_\_\_\_ rapidly under control, but the pilot \_\_\_\_\_ make an emergency landing. Five people \_\_\_\_\_ treated for shock.

Exercise 2. **Fill in the correct form of the verbs in brackets: active or passive.**

Today, paper **is used** (USE) for hundreds of things -not only books and newspapers, but also money, stamps, bags and even clothes. In ancient times, before the invention of paper, people \_\_\_\_\_ (WRITE) on animal skins, bones and stones. In 2700 BC the Egyptians \_\_\_\_\_ (START) to make papyrus, which was similar to paper. But the first real form of paper \_\_\_\_\_ (INVENT) in 105 AD by a Chinese government official. It \_\_\_\_\_ (MAKE) from a mixture of plants and clothes. The Chinese \_\_\_\_\_ (KEEP) their new discovery a secret for many centuries. Finally, in the 10<sup>th</sup> century, paper \_\_\_\_\_ (BRING) to Europe by the Arabs. The first European paper mill \_\_\_\_\_ (BUILD) in Spain in 1150. Since the 18<sup>th</sup> century, most paper \_\_\_\_\_ (MAKE) out of wood, because it is much stronger than cloth. Today, each person \_\_\_\_\_ (USE) about 300 kg of paper every year. It has become a material that we cannot do without.

Exercise 3. Turn the following phrases into passive. (Examples from Von Friedeburg, 2010)

1. (pp.1) The fact that some fundamental assumptions about the nature of the modern occidental state have lost their validity over the last twenty years complicates the discussion of the modern occidental state.

**Discussions of the modern occidental state are complicated by the fact that some fundamental assumptions about its nature have lost their validity over the last twenty years.**

2. (pp.4) Heinz Schilling has shown how people increasingly viewed diplomatic relations as affairs of “state” from the second third of the 17<sup>th</sup> century.

**Heinz Schilling has shown how diplomatic relations \_\_\_\_\_**

3. (pp.7) An unprecedented growth in public debt characterized the early modern period.

**The early modern period \_\_\_\_\_**

4. (pp.12) People also widely discussed the need to concentrate governing rights in the hands of one person for civil order to be sustained.

**The need to concentrate governing rights \_\_\_\_\_**

5. (pp.13) We must not forget (the fact) that vast powers and prerogatives remained in the hands of monarchs in most cases.
- 

6. (pp.5) Research has demonstrated that networks of patrons and clients of old and new elites permeated early modern bureaucratic institutions.

**\_\_\_\_\_ early modern bureaucratic institutions \_\_\_\_\_**

## Answer key

Exercise 1.

2. is thought to have been/ 3. is not known/ 4. was seen/ 5. was brought/  
6. was obliged to/ 7. are believed to have been

Exercise 2.

2. wrote/ 3. started/ 4. was invented/ 5. was made/ 6. kept/ 7. was brought/  
8. was built/ 9. has been made/ 10. uses

Exercise 3. (*Suggested answers*)

2. Heinz Schilling has shown how diplomatic relations *were increasingly viewed* as affairs of “state” from the second third of the 17th century. 3. The early modern period *was characterized* by an unprecedented growth in public debt. 4. The need to concentrate governing rights in the hands of one person for civil order to be sustained *was also widely discussed*. 5. *It must not be forgotten* that vast powers and prerogatives remained in the hands of monarchs in most cases / The fact that vast powers and prerogatives remained in the hands of monarchs in most cases *must not be forgotten*. 6. *It has been demonstrated* that early modern bureaucratic institutions *were permeated* by networks of patrons and clients of old and new elites.

---

## References

- Hewings, M. (2013). *Advanced Grammar in Use (with Answers and CD-ROM)* (3<sup>rd</sup> ed.). Cambridge: Cambridge University Press.
- Allen, R.C. (2011). *Global Economic History*. Oxford: Oxford University Press.
- Von Friedeburg, R.. (2010). State Forms and State Systems in Modern Europe. *European History Online*. Retrieved from <http://ieg-ego.eu/en/threads/crossroads/political-spaces/robert-von-friedeburg-state-forms-and-state-systems-in-modern-europe>
- English Grammar Online Exercises and Downloadable Worksheets. (n.d.). Retrieved from [http://www.english-grammar.at/online\\_exercises/passive-voice/pa003-history-of-paper.htm](http://www.english-grammar.at/online_exercises/passive-voice/pa003-history-of-paper.htm)

## Common problems with vocabulary (1)

### Exercises

Exercise 1. **Provide the English translation for the following.**

1. Peste negra \_\_\_\_\_
2. Burocracia \_\_\_\_\_
3. Circunvalar/dar la vuelta \_\_\_\_\_
4. Brújula \_\_\_\_\_
5. Lazos dinásticos \_\_\_\_\_
6. Hambruna \_\_\_\_\_
7. Ganado \_\_\_\_\_
8. Recaudación fiscal \_\_\_\_\_

Exercise 2. **Write words for the definitions.**

1. A circular device used from ancient times until about the 18th century for measuring the position of stars, and on ships for calculating the ship's position  
A \_\_\_\_\_
2. Gold or silver in the form of bars  
B \_\_\_\_\_
3. The period in the 18th century in Europe when many people began to emphasize the importance of science and reason, rather than religion and tradition  
En \_\_\_\_\_

PRACTICE MATERIALS

4. The act of using your power or influence to get good jobs or unfair advantages for members of your own family

Ne \_\_\_\_\_

5. The act of moving control of an organization or government from a single (central) place to several smaller ones

De \_\_\_\_\_

6. Someone who starts their own business, especially when this involves seeing a new opportunity

Ent \_\_\_\_\_

Exercise 3. **Circle the word that is different.**

- |               |              |              |               |
|---------------|--------------|--------------|---------------|
| 1. Law code   | Legislation  | Levy         | Litigation    |
| 2. Circumvent | Compass      | Sailor       | Guild         |
| 3. Dowry      | Garrison     | Fortress     | Fortification |
| 4. Artisan    | Carpenter    | Entrepreneur | Craftsman     |
| 5. Gunpowder  | Musket drill | Pewter       | Battlefield   |
| 6. Journeyman | Vizier       | Yeoman       | Peasant       |
| 7. Overlord   | Vizier       | Dweller      | Sovereign     |
| 8. Ox         | Herring      | Livestock    | Cattle        |
| 9. Vessel     | Pulpit       | Clergy       | Tenet         |

Exercise 4. **Circle the right word.**

1. Each state flaunts symbols of *sovereignty/taxation* —its flag, its seat in the United Nations— and each claims to represent a *people/person*.
2. *Making/Doing* state conform with nation is a recent phenomenon, neither fully carried out nor universally desired.
3. The magnetic *compass/astrolabe* was a Chinese contribution; the *astrolabe/compass* had been perfected by Arab navigators.

4. African spices were an early focus, only later *overthrown/overshadowed* by the Asian spice trade.
5. The attraction for local leaders was *profit/profiteer* and *arms/musket drills* useful in regional conflicts.

Exercise 5. **Fill in the gaps.**

Sugarcane had an earlier interempire history, passing through Persia and Mesopotamia to Egypt, introduced by \_\_\_\_\_ (1) into the Mediterranean world and into Spain in the tenth \_\_\_\_\_ (2). A breakthrough occurred with two imperial projects—the seizure of areas better suited than Spain to the crop and the systematization of slave acquisition. The latter became increasingly the focus of Portuguese Atlantic trade from its African \_\_\_\_\_ (3), especially after \_\_\_\_\_ (4) began to be cultivated in the Spanish Caribbean and Portuguese Brazil. Beginning in 1595 the \_\_\_\_\_ (5) government gave Portuguese merchants the *asiento*, the contract to supply its New World colonies with \_\_\_\_\_ (6). With the growth of slave trading, the linkage between increasingly militaristic kingdoms in Africa and the plantation complex of the Americas was strengthened—at a tremendous cost in violence throughout a large part of west and central \_\_\_\_\_ (7).

Exercise 6. **Complete the sentences with a word from the list.**

relinquishing	officialdom	rule	peasant	entrepots	decentralization	autocracy
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1. The company was more bellicose in the middle, attacking ships and \_\_\_\_\_ of the Portuguese merchant empire.
2. The government's attempt to Russify \_\_\_\_\_ in the Baltic provinces was welcomed by Latvians and Estonians.
3. Their industrial development was financed both by taxing \_\_\_\_\_ households and by funding from abroad.
4. The Mongols used knowledgeable people from different areas but avoid \_\_\_\_\_ too much power to them.

5. Empires could mix, match, and transform their ways of \_\_\_\_\_.
6. Nobles did not try to rid themselves of the \_\_\_\_\_ but instead strove to be close to the emperor or be connected to the highest offices of state.
7. The empire slid down the slippery slope of \_\_\_\_\_ by giving provincial governors control over their officials, including military ones, and the power to recruit.

Exercise 7. **Complete the sentences with the right preposition.**

1. The Roman empire exercised power \_\_\_\_\_ six hundred years in the western Mediterranean area.
2. The endurance of empire points us \_\_\_\_\_ exploring the wide range of ways in which people over time, and \_\_\_\_\_ better or worse, have thought about politics and organized their states.
3. Rome's empowerment \_\_\_\_\_ its citizens had lasting and profound effects \_\_\_\_\_ how people imagine their states and their place in them.
4. In the thirteenth century, \_\_\_\_\_ Chinggis Khan and his successors, Mongols put together the largest land empire of all time, based \_\_\_\_\_ a radically different principle.
5. \_\_\_\_\_ a time when no state on the western edge of Eurasia (today's Europe) could command loyalty and resources \_\_\_\_\_ a large scale, Mongols protected trade routes \_\_\_\_\_ the Black Sea to the Pacific
6. It was the wealth and commercial vitality \_\_\_\_\_ Asia that eventually drew people from what is now thought \_\_\_\_\_ as Europe into what was \_\_\_\_\_ them a new sphere of trade, transport, and possibility.
7. We focus instead \_\_\_\_\_ the reconfiguration of relations \_\_\_\_\_ empires at this time, a dynamic process whose consequences became evident only much later.

**Exercise 8. Match the word and its translation into Spanish.**

Guild	Lingote
Blast furnace	Gremio
Lineage	Habitante
Mill	Guarnición
Profitable	Escaramuza
Lacquers	Lacas, barnices
Skirmish	Linaje, ascendencia
Dweller	Molino
Bullion	Alto horno
Overthrow	Rentable
Garrison	Derrocar

## Answer key

### Exercise 1.

1. Black death; 2. Bureaucracy; 3. Circumvent; 4. Compass; 5. Dynastic bonds; 6. Famine; 7. Livestock; 8. Tax revenue.

### Exercise 2.

1. Astrolabe; 2. Bullion; 3. Enlightenment; 4. Nepotism; 5. Decentralization; 6. Entrepreneur.

### Exercise 3.

1. Levy; 2. Guild; 3. Dowry; 4. Entrepreneur; 5. Pewter; 6. Vizier; 7. Dweller; 8. Herring; 9. Vessel.

### Exercise 4.

1. sovereignty / people; 2. making; 3. Compass / astrolabe; 4. overshadowed; 5. profit / arms.

### Exercise 5.

1. Muslims; 2. century; 3. entrepots; 4. sugar; 5. Spanish; 6. slaves; 7. Africa.

### Exercise 6.

1. entrepots; 2. officialdom; 3. peasant; 4. relinquishing; 5. rule; 6. autocracy; 7. decentralization.

### Exercise 7.

1. for; 2. toward / for; 3. of / on; 4. under / on; 5. at / on / from; 6. of / of / for; 7. on / among

### Exercise 8.

Guild = gremio; blast furnace = alto horno; lineage = linaje, ascendencia; mill = molino; profitable = rentable; lacquers = lacas, barnices; skirmish = escaramuza; dweller = habitante; bullion = lingote; overthrow = derrocar; garrison = guarnición.

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Burbank, J. & Cooper, F. (2010) *Empires in World History: Power and the Politics of Difference*. Princeton, USA: Princeton University.

## How to make a good oral presentation

The material provided in this unit is taken and/or has been adapted from:

- Bourne, P.E. (2007). Ten Simple Rules for Making Good Oral Presentations. *PLoS Computational Biology*, N° 3(4), e77. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1857815/>
- British Council (n.d.). Oral presentation. Retrieved from <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>
- Jacobs, L.F. & Hyman, J.S. (2010). Fifteen strategies for giving oral presentations. Retrieved from <https://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations>
- Office of Undergraduate Research and Scholarship (n.d.). Oral presentation tips. Grand Valley State University. Retrieved from <https://www.gvsu.edu/ours/oral-presentation-tips-30.htm>

### Top tips for making a good oral presentation

#### Do:

- Take your time to prepare what you're going to say. Brainstorm ideas (if you work in a group) and organise your thoughts. Practice and time your presentation.
- If you are allowed to have a note card, write short notes in point form. Have your notes ready in case you forget anything.
- Use more formal language.
- Use short, simple sentences to express your ideas clearly. Convey the ideas clearly.
- Be Logical: Think of the presentation as a story. There is a logical flow—a clear beginning, middle, and an end. You set the stage (beginning), you tell the story (middle), and you have a big finish (the end) where the take-home message is clearly understood.
- Pause from time to time and don't speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.
- Speak clearly and at the right volume.
- Make your opinions very clear.
- Look at the people who are listening to you.
- Focus only on the most important aspects of your work/topic (oral presentation is normally much shorter than written assignment).
- If it is a group presentation: all members of the group should take part in a balanced way.

**Don't:**

- Write out the whole presentation and learn every word by heart.
- Write out the whole presentation and read it aloud. Don't read from the screen, either.
- Use very informal language.
- Only look at your note card. It's important to look up at your listeners when you are speaking.
- Try to say too much. Your knowledge of the subject is best expressed through a clear and concise presentation.

**Visual aids (Power Point slides, etc.):**

- Use visuals sparingly (with restraint) but effectively (visual cues, graphs or charts). The visual should support what you are saying either for emphasis or with data to prove the verbal point.
- Visual support is for the public: do not overload it. Make the points few and clear, use a large font, do not put too much text on the slides, only key ideas, images, etc.
- Review Audio and/or Video /or other links of your presentation.

**Useful language for presentations:**

**Explain what your presentation is about at the beginning:**

*I'm going to talk about ...*  
*I'd like to talk about ...*  
*The main focus of this presentation is ...*

**Use these expressions to order your ideas:**

*First of all, ...*  
*Firstly, ...*  
*Then, ...*  
*Secondly, ...*  
*Next, ...*  
*Finally, ...*  
*Lastly, ...*  
*To sum up, ...*  
*In conclusion, ...*

**Use these expressions to add more ideas from the same point of view:**

*In addition, ...*  
*What's more, ...*  
*Also, ...*  
*Moreover, ...*  
*Furthermore, ...*

**To introduce the opposite point of view you can use these words and expressions:**

*However, ...*  
*On the other hand, ...*  
*Nevertheless, ...*

**Time for practice!**

In pairs describe shortly the following object/invention to the rest of the class, you should place it within its historical context and explain its importance. Why is it worth mentioning? What is special about it? You have 5 minutes to prepare & take notes; then you will speak for 2 minutes.

WHEEL	PLOUGH	BLAST FURNACE	PRINTING PRESS
MAGNETIC COMPASS	TRIP HAMMER (HAMMER MILL)		
THREE-FIELD SYSTEM (CROP ROTATION)			

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**References**

- Bourne, P.E. (2007). Ten Simple Rules for Making Good Oral Presentations. *PLoS Computational Biology*, N° 3(4), e77. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1857815/>
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# Contemporary History of the Basque Country

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# Glossary

Edited by Santiago de Pablo & José María Portillo

(The underlining indicates the stressed syllable of the word)

(Pay attention to what is highlighted in **bold**)

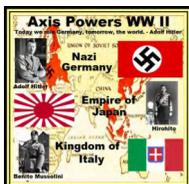
## A

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<u>Abide</u> by (the doctrine/ the rules):	acatar, respetar (la doctrina/las reglas).
<u>Abstract</u> from:	extraer de (online news/song/etc.).
<u>Advocate</u> :	partidario, defensor (sustantivo). Abogar por, ser partidario de (verbo).
<u>Advocacy</u> (of):	defensa (de).
<u>Aforementioned</u> :	ya/arriba mencionado.
Air raids:	ataques aéreos, incursiones aéreas.
<u>Allegiance</u> :	lealtad.
At odds:	en desacuerdo.
At <u>stake</u> :	en riesgo, en juego.
At the <u>forefront</u> of:	a la vanguardia de.
<u>Attachment</u> :	cariño, apego, vínculo.
Axis <u>powers</u> :	las potencias del eje, las fuerzas del eje.



*Air raids:*  
*ataques aéreos.*



*Axis powers:*  
*las potencias del eje.*

## B

Basque <u>fiscal autonomy</u> :	concierto económico vasco. El concierto económico es un instrumento jurídico que regula las relaciones tributarias y financieras entre la Administración General del Estado de España y la comunidad autónoma del País Vasco, y que forma parte del régimen foral.
<u>Batallion</u> :	batallón. Un batallón es una unidad militar de alrededor de 1.000 hombres (puede ir de 300 a 1.500) y mandada típicamente por un teniente coronel.
Bear (little/no/much) <u>resemblance to</u> :	(no) parecerse (un poco/mucho) a.
<u>Bizarre</u> :	extraño, raro.
<u>Blockade</u> :	bloqueo. Un bloqueo es cualquier esfuerzo para evitar que suministros, tropas, información o ayuda alcancen una fuerza de oposición. Los bloqueos son la piedra angular de toda campaña militar y una opción valiosa en las guerras económicas contra una nación contraria.
<u>Brief</u> :	informar (verbo). Informe (sustantivo).
<u>Boycott</u> :	boicotear.
Bring <u>about</u> :	ocasionar, provocar, producir (problems/obstacles/destruction/ change).
Build <u>consensus</u> :	crear consenso (also forge/reach/achieve/develop).

## C

<u>Cassock</u> :	sotana.
Cast your <u>vote</u> (for):	votar (por).
Chief of staff:	1. Jefe de Estado Mayor (ejército). 2. jefe de gabinete (político).
Clash:	enfrentamiento, choque, desacuerdo (verbo también).
<u>Cleavage</u> :	división, escisión (figurado).
<u>Collide</u> :	chocar, colisionar (figurado también: with the Constitution).
<u>Combatant</u> :	combatiente.
<u>Commit oneself/ commit to doing</u> :	comprometerse a.
<u>Condemnation</u> (of):	condena/repulsa de (violence/terror/etc.).
<u>Condone violence</u> :	condonar/tolerar la violencia (racism/corruption).

<u>Consensual decision</u> :	decisión consensuada.
<u>Contention</u> :	disputa, contienda.
<u>Councilor</u> :	consejero.
<u>Coup</u> :	Golpe de Estado.
<u>Custom</u> :	costumbre.
<u>Customary laws</u> :	fueros, leyes consuetudinarias. Régimen foral es el nombre usado en España genéricamente para el conjunto de las instituciones de la administración autónoma y de los ordenamientos jurídicos propios del antiguo Reino de Navarra y de los territorios históricos vascos de Álava, Guipúzcoa y Vizcaya, constituidos en la Comunidad Foral de Navarra y la Comunidad autónoma del País Vasco respectivamente, que por diversas vicisitudes históricas han mantenido sus regímenes tradicionales, a diferencia del resto de nacionalidades y regiones de España.



*Cast your vote (for):  
votar (por).*



*Coup:  
Golpe de Estado.*

## D

<u>Deadlock</u> :	punto muerto (negotiations).
<u>Deem</u> (sbd/sth):	considerar.
<u>Devolution</u> :	descentralización, traspaso de competencias.
<u>Devolve</u> (power from X to Y):	transferir competencias.
<u>Draft</u> :	boceto, borrador.
<u>Drop</u> :	abandonar (demand/project).

## E

<u>Emancipation</u> :	emancipación. Liberación respecto de un poder, una autoridad, una tutela o cualquier otro tipo de subordinación o dependencia.
<u>Embroided</u> :	enredado, enmarañado (become).

<u>Entente</u> :	entente, acuerdo.
<u>Ethnicity</u> :	etnicidad. Carácter distintivo de una etnia. La <i>etnicidad</i> es ante todo una forma de identificación, una identificación de uno con lo que uno mismo y otros entienden que es su grupo étnico o etnoracial.
<u>Expel</u> (from):	expulsar (de).

## F

<u>Fall short</u> (of):	no satisfacer, no cumplir, quedarse corto.
<u>Fledgling</u> :	novato, bisoño, sin experiencia (adjetivo).
<u>Foreseeable</u> :	predecible, probable.
<u>Francoist</u> :	franquista.
<u>Freemason</u> :	francmasón, masón.
<u>Fund</u> :	financiar (verbo). Fondo (sustantivo; money with purpose).



*Freemason:*  
*francmasón.*

## G

<u>Give credence</u> to:	dar crédito a.
<u>Grassroots movement</u> /mobilization:	movimiento/movilización de base/popular.
<u>Groundbreaking</u> :	innovador, pionero (exploration/research).
<u>Grounded in</u> :	basado en (facts).



*Grassroots movement:*  
*movilización de base.*

## H

<u>Hamper</u> :	obstaculizar, obstruir (autonomy/negotiations/ etc.).
<u>Happen upon</u> :	toparse con, encontrarse con.

I  
**Imagined communities:**

comunidades imaginadas. La comunidad imaginada es un concepto acuñado por Benedict Anderson que sostiene que una nación es una comunidad construida socialmente, es decir, imaginada por las personas que se perciben a sí mismas como parte de este grupo. En su libro *Comunidades imaginadas* (1983), Anderson explica el concepto en profundidad.

**Insurgency:**

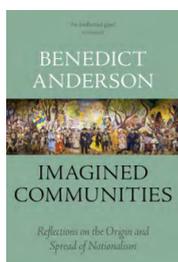
insurgencia, levantamiento, rebelión.

**Intercede:**

interceder, mediar.

**Issue (passports):**

expedir, emitir.



*Imagined communities:*  
*comunidades imaginadas.*

**J**

**Jacobean:**

los jacobinos eran los miembros del grupo político de la Revolución francesa llamado Club de los Jacobinos, cuya sede se encontraba en París, en el convento de los frailes dominicos de la calle Saint-Honoré. Eran republicanos, defensores de la soberanía popular, por ende propugnaban el sufragio universal; su visión de la indivisibilidad de la nación los llevaba a defender un estado fuerte y centralizado. En la Francia contemporánea, este término se asocia con una concepción centralista de la República.

**L**

(be) laden with:

cargado de.

**Lukewarm:**

tibio, templado (reaction/declaration/welcome).

**M**

Martial law:

ley marcial. La ley marcial (Del latín *marti lis*, de Marte) es un estatuto de excepción de aplicación de las normas legales ordinarias (normalmente regulado en la Constitución del Estado), por medio del cual se otorgan facultades extraordinarias a las fuerzas armadas o la policía en cuanto a la administración de jurisdicción y resguardo del orden público. Casos usuales de aplicación son la guerra o para sofocar rebeliones.

Membership:

afiliación, pertenencia (group).

Mint money:

acuñar moneda.



Martial law:  
*ley marcial*.

**N**

Non-enfranchised:

término anglosajón usado para referirse a quienes carecen de derecho al voto, como por ejemplo la población de color de Estados Unidos antes de la emancipación.

**O**

Ore, iron ore:

depósitos de hierro. Los minerales de hierro son rocas y minerales de los que se puede extraer económicamente el hierro metálico.

Outbreak:

estallido, comienzo (war/disease/violence).

Outnumber:

superar en número.

Overthrow:

derrocar (verbo). Derrocamiento (sustantivo).

**P**

Pass a law/bill:

aprobar una ley.

Plebiscite:

plebiscito. Procedimiento jurídico por el que se somete a votación popular una ley o un asunto de especial importancia para el Estado.

Plight:	apuro, aprieto.
Preclude from <b>doing</b> sth:	impedir hacer algo.
Preservation:	preservación, protección (cultural).
Preside (over):	presidir.
Provide a glimpse of/into:	proporcionar una visión de.
Provincialism:	provincialismo, mentalidad pueblerina.
Putsch:	Golpe de Estado.

## R

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Recession:	recesión. Disminución de la actividad comercial e industrial que comporta un descenso de los salarios, de los beneficios y del empleo.
Renounce:	renunciar (a political stance/control/etc.).
Rejected outright:	rechazado de plano/rotundamente.
Reprisals:	represalias (take/suffer/fear/face).
Rescind:	rescindir, anular (the rights).
Restore:	restaurar, recuperar (democracy).
Resume:	reanudar.
Revoke:	revocar, derogar, anular (the Statute of Autonomy).
Right/ <b>rightist</b> party:	partido de derecha.
Rubble:	escombros.
Run <b>aground</b> :	encallar (figurativamente también: acuerdo/conversaciones/etc.).



*Reprisals:*  
*represalias.*

## S

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Self-identity:	identidad propia.
Self-determination:	autodeterminación.
Self-governance:	autogobierno.

<u>Setback</u> :	revés, contratiempo.
<u>Scholars</u> :	académico, erudito.
<u>Shoddy</u> :	de mala calidad (information/service/treatment).
<u>Shrouded in mystery/controversy</u> :	envuelto en misterio/controversia.
<u>Shun</u> :	evitar, rehuir.
<u>Siblings</u> :	hermanos.
<u>Sideline</u> :	marginar.
<u>Signatory/signatories</u> :	signatario, firmante/firmantes.
<u>Spurn</u> :	rechazar, desdeñar.
<u>Statute of Autonomy</u> :	Estatuto de Autonomía.
<u>Steadfastly</u> :	incondicionalmente (loyal/committed/defend).
<u>Stronghold</u> :	fortaleza, bastion (figurado).
<u>Supersede</u> :	sustituir, reemplazar.
<u>Surface</u> :	aflorar, surgir.



LEGISLACIÓN CONSOLIDADA

Ley Orgánica 3/1979, de 18 de diciembre, de Estatuto de Autonomía para el País Vasco.

Boletín del Estado  
 (BOE) núm. 265, de 22 de diciembre de 1979.  
 Referencia: BOE-A-1979-20277

Statute of Autonomy:

*Estatuto de Autonomía.*

## T

<u>Tackle (a problem)</u> :	afrontar, abordar (un problema).
<u>Threat</u> :	amenaza (sustantivo). Amenazar (verbo).
<u>Troublesome</u> :	problemático.
<u>Twofold</u> :	doble.

## U

<u>Uncover</u> :	descubrir, destapar (reveal).
<u>Undermine</u> :	minar, socavar (progress/authority/confidence/etc.).
<u>Uprising</u> :	alzamiento, revuelta.

## V

<u>Verifiable</u> :	verificable, comprobable.
<u>Vested interest</u> :	interés personal.

## GLOSSARY

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### W

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Whereabouts:

paradero.

Withdrawal:

retirada (of troops/privileges/etc.).



*Air raids:*

*Ataques aéreos.*

### Y

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Yield:

rendir, producir, reportar.



*Ore, iron ore:*

*Depósitos de hierro.*

### Z

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Zealot:

fanático.



*Vested interest:*

*Interés personal.*



# Practice materials

## Common problems with vocabulary (2)

### Exercises

Exercise 1. **Provide the English translation for the following.**

1. Lucha de clases \_\_\_\_\_
2. Simpatizante \_\_\_\_\_
3. Concejal \_\_\_\_\_
4. Verificable/comprobable \_\_\_\_\_
5. Franquista \_\_\_\_\_
6. Descentralización/traspaso de competencias De \_\_\_\_\_

Exercise 2. **Write words for the definitions.**

1. The process of giving people social or political freedom and rights  
Eman \_\_\_\_\_
2. An occasion when a group of people attempt to take control of their country by force  
Ins \_\_\_\_\_

3. A period when the economy of a country is not successful and conditions for business are bad

R \_\_\_\_\_

4. The control of a city, country, etc. by an army instead of by its usual leaders

M \_\_\_\_\_ L \_\_\_\_\_ (declare/impose)

5. (An example of) activity against another person, especially as a punishment by military forces or a political group

R \_\_\_\_\_ (take/suffer/fear/face)

6. The situation in which a country or place is surrounded by soldiers or ships to stop people or goods from going in or out

B \_\_\_\_\_

**Exercise 3. Circle the word that is different.**

1. Coup          Putsch          Plot          Coup d'état
2. Scholar          Academic          Professor          Student
3. Ecclesiastical confiscations          Transfer          Disentailment          Confiscation of lands
4. Summarize          Resume          Sum up          Encapsulate
5. Overturn          Pass          Repeal          Abolish          (a law)
6. Pass          Repeal          Enact          Introduce          (a law)
7. Put down          Plan          Plot          Launch          (a coup)

**Exercise 4. Circle the right word.**

1. When Napoleon's army was *won/defeated*, Fernando VII came back to Spain.
2. After the uprising in July 1843, Espartero goes *in/into* exile and Narvaez takes his *paper/place*.
3. Three years later she was married *with/to* Fernando de Asis.

4. A new law was *done/enacted* by the government with a view to improving the situation.
5. The theatre became an important way to *scape/escape* from reality.

**Exercise 5. Fill in the gaps.**

Before the late eighteenth and nineteenth century, each of the Basque provinces held a significant degree of political, social and economic autonomy. In return for their all \_\_\_\_\_ (1) to the French and Iberian monarchs, Basque self-g \_\_\_\_\_ (2) was protected by a series of c \_\_\_\_\_ (3) laws known as the *fueros*. Dating to the twelfth century, these regulated many aspect of Basque life including marriage, in \_\_\_\_\_ (4), political participation and taxation. Additionally the *fueros* insured that Basques would maintain a measure of independence through their own provincial parliaments, c \_\_\_\_\_ s (5), militias and other political institutions. However, following the French Revolution (1789) and the Carlist Wars in Spain (1832-39, 1872-76), liberal regimes rescinded the rights g \_\_\_\_\_ (6) under the *fueros* and brought an e \_\_\_\_\_ (7) to the long history of Basque autonomy.

**Exercise 6. Complete the sentences with a word from the list.**

devolving   building   tackle   grassroots   revoked   outbreak   overthrow   uprising
--

1. It was the \_\_\_\_\_ of the Spanish Civil War that provided the Basques with an opportunity to regain lost political and economic freedoms.
2. After taking power, Franco \_\_\_\_\_ the autonomy statute.
3. While the Primo dictatorship had brought political tranquility, it had not dared to \_\_\_\_\_ any of the major problems that had undermined the solidity of the Spanish State.
4. Traditionalism was the most radical enemy of the new Republic and did not hide its desire to \_\_\_\_\_ the new regime.

5. A new democratic constitution was ratified and the process of \_\_\_\_\_ political and economic power from Madrid to the Basque region was begun once again.
6. Profound disagreements still exist within the Basque community, yet avenues for \_\_\_\_\_ consensus are available.
7. The PNV organized a movement with the aim of putting popular pressure on the new government through \_\_\_\_\_ mobilization.
8. In October 1934 it took the army a couple of weeks to break the revolutionary \_\_\_\_\_ of the workers.

**Exercise 7. Complete the sentences with the right preposition.**

1. The Restoration Monarchy was in reality a regime \_\_\_\_\_ the control of the traditional elites that excluded large parts of the non-monarchic options and social sectors \_\_\_\_\_ power.
2. In the communal elections of April 1931, the votes of the republican parties \_\_\_\_\_ far outnumbered those of the monarchic parties.
3. In January 1930 the leaders of both parties initiated negotiations aimed \_\_\_\_\_ the reunification of Basque nationalism into one single party.
4. The Spanish parliament had the right to reform the autonomy without relying \_\_\_\_\_ the Basque institutions.
5. When \_\_\_\_\_ the end of March, Franco started his new campaign \_\_\_\_\_ the northern front, the German military leader \_\_\_\_\_ charge of the Condor Legion decided to assume an even greater responsibility \_\_\_\_\_ in previous operations.
6. This triggered the entry of the Spaniards into the war \_\_\_\_\_ the side of the Axis powers.

PRACTICE MATERIALS



7. Aguirre's and the Basque nationalists' influence \_\_\_\_\_ many predominantly Catholic Latin American societies and governments could counterbalance the effectiveness \_\_\_\_\_ conservative and clerical pro-Axis propaganda.

Exercise 8. **Match the word and its translation into Spanish.**

Cassock	Extraño, raro
Deadlock	Descentralización, traspaso de competencias
Devolution	Escombros
Bizarre	Paradero
Plight	Doble
Twofold	Apuro, aprieto
Resume	Fanático
Rubble	Fortaleza, bastion (figurado)
Whereabouts	Reanudar
Zealot	Punto muerto (negotiations)
Stronghold	Sotana

## Answer key

### Exercise 1

1. Class conflict / Class struggle; 2. Sympathiser (sympathizer, US) / Supporter;
3. Councilperson (councilman, councilwoman) / city or town councillor;
4. Verifiable; 5. Francoist; 6. Devolution (devolve, verb)

### Exercise 2

1. Emancipation; 2. Insurgency; 3. Recession; 4. Martial law; 5. Reprisal;
6. Blockade.

### Exercise 3

1. Plot; 2. Student; 3. Transfer; 4. Resume; 5. Pass; 6. Repeal; 7. Put down

### Exercise 4

1. defeated; 2. into / place; 3. to; 4. enacted; 5. escape.

### Exercise 5

1. allegiance; 2. self-governance; 3. customary laws; 4. inheritance; 5. courts;
6. guaranteed; 7. end.

### Exercise 6

1. outbreak; 2. revoked; 3. tackle; 4. overthrow; 5. devolving; 6. building;
7. grassroots; 8. uprising.

### Exercise 7

1. under / from; 2. by; 3. at; 4. on; 5. at / on / in /than; 6. on; 7. on / of

### Exercise 8

Cassock = sotana; deadlock = punto muerto (negotiations); devolution = descentralización, traspaso de competencias; bizarre = extraño, raro; plight = apuro, aprieto; twofold = doble; resume = reanudar; rubble = escombros; whereabouts = paradero; zealot = fanático; stronghold = fortaleza, bastion (figurado)

## References

- David, T.C. (1997) Patterns of identity: Basques and the Basque nation. *Nationalism and Ethnic Politics* 3, 61-88.
- Molina, F. (2010) The historical dynamics of ethnic conflicts: confrontational nationalisms, democracy and the Basques in contemporary Spain. *Nations and Nationalism* 16, 240-260.

## Expressing a point of view, making a comment, distancing

In order to make a comment on what you are saying, there are a few strategies you can use, such as some special adverbs, adjectives and expressions. Let's consider a few examples from each category

**Adverbs** (based on Hewings, 2013: 156)

These adverbs are used to:

— To say how likely we think something is	Apparently, certainly, clearly, definitely, obviously, presumably, probably, undoubtedly
— To indicate our attitude to or opinion of what is said	Astonishingly, frankly, generally, honestly, interestingly, luckily, naturally, sadly, seriously, surprisingly, unbelievably
— To provide our judgement of someone's actions	Bravely, carelessly, foolishly, generously, kindly, rightly, stupidly, wisely, wrongly

- Comment adverbs often apply to the whole sentence but can also apply to only part of the sentence.
- When they apply to the **whole** sentence, they usually occur in front position, but they can also be at the end of the sentence and in other positions. A comma is usually inserted between the adverb and the rest of the sentence:
  - **Apparently**, he is not coming to the meeting.
- When they apply to **part** of the sentence, they are next to the element they apply
  - **Astonishingly**, I never used the library while I was studying at school. (= I was surprised that I never used the library) (the comment affects the whole sentence)
  - He did **astonishingly** well in the presentation. (= he did extremely well)
- Comment adverbs which show judgement usually follow the subject, although they can be put in front position for emphasis:
  - He **kindly** offered to help me with the presentation. (**Kindly**, he offered... to emphasise 'kindly')

Exercise 1. Complete the sentences using the adverbial form of the adjectives in the box. Put a comma after the adverb when necessary (sentences from Allen, 2011 and Lupu & Stokes, 2009).

significant; surprising; extraordinary; large; special; seeming; evident

1. Indian history is an \_\_\_\_\_ important experiment in answering these questions, for India had the benefit of British rule... (p.62)
2. A major question in staples theory is how and when an economy develops beyond dependence on its staple. \_\_\_\_\_ the USA made the transition in the first half of the 19th century. (p.81)
3. The present division between rich and poor countries \_\_\_\_\_ emerged since... (p.1)
4. From the global perspective, what is striking is the difference between the rich countries, who, as a group, pushed technology forward, and the rest of the world, which \_\_\_\_\_ made no innovations at all. (p. 45/46)
5. The repertoire was \_\_\_\_\_ broadened again in the 16th century with the introduction of maize, manioc (cassava), groundnuts, and tobacco from the Americas. (p.93)
6. Native wages were \_\_\_\_\_ low (p.74)
7. Mora and Araujo (1975) found, \_\_\_\_\_ a negative correlation between the proportion of working-class voters and the Peronist vote in both of the 1973 elections.

## Adjectives

Exercise 2. Complete the sentences using an adjective from the box. Sometimes the same adjective may be used in two sentences. (Most of the sentences are from Allen 2011, and Lupu & Stokes, 2009).

unsurprising, meteoric; remarkable; conflicting; increasing; decisive, venerable

1. China's \_\_\_\_\_ growth ...(p.12)
2. A \_\_\_\_\_ explanation is Habakkuk's hypothesis that ...
3. Ever since the \_\_\_\_\_ rise ...
4. The \_\_\_\_\_ findings may ...
5. After Peron's \_\_\_\_\_ victory in 1946
6. The \_\_\_\_\_ of Perón's rule
7. Given these shortcomings, it is \_\_\_\_\_ that studies that were in many ways...

## Expressions (Most of the sentences are from Allen 2011)

- Staples theorists believe that cotton exports drove the whole US economy. **According to this view** (p.79)
- **It looks as though** the differences between countries ...(p.1)
- **It is likely that** more believed in witchcraft than in Newton's laws of motion. (p.30)
- **It appears/seems (that)** she went to the party on her own.
- **Most doubtful** is the suggestion that the ... (p.53)
- **This so-called** 'dependency theory' has been politically influential, although its claims are debatable. (p.127)
- An increase in British manufacturing productivity that was not matched by an equal increase in India **was bound to** increase the competitiveness of English cotton manufacturers while reducing the competitiveness of Indian manufacturers... (p.57)
- The accident **may** have been caused by a reckless driver.

## Answer key

### Exercise 1

1. especially. 2. evidently, 3. largely. 4. seemingly. 5. significantly. 6. extraordinarily, 7. Surprisingly

### Exercise 2

1. remarkable. 2. venerable, 3. meteoric. 4. conflicting, 5. decisive, 6. increasing, 7. unsurprising

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## References

- Allen, R.C. (2011). *Global Economic History. A Very Short Introduction*. Oxford: Oxford University Press.
- Hewings, M. (2013). *Advanced Grammar in Use (with Answers and CD-ROM) (3<sup>rd</sup> ed.)*. Cambridge: Cambridge University Press.
- Lupu, N. & Stokes, S. (2009). The social bases of political parties in Argentina, 1912-2003. *Latin American Research Review*, 44(1): 58-87.



## Common mistakes in students' writings (3)

### Exercise

Exercise 1. **The following is a selection of sentences from students' essays for the subject entitled "Contemporary history of the Basque Country." In pairs, read the sentences and make all the necessary corrections. Whenever possible, also try to improve the writing style.**

1. First I will explains some important events of the period in question, them I will deepen in some points.

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2. Fernando VII will abolish the Sadic law in order to make his successor king or queen. Because of this Fernando's brother, Don Carlos was excluded from the succession line, taking his paper the infant Isabel.

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3. Cabrera continues the war for another year in Catalonia until he goes to exile.

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---

4. Is born too the idea of a Spain fulfilled of bandits and bullfighters.

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5. ... so after an uprising in July of 1843, Espartero goes to the exile and Narvaez takes his paper.

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---

6. It's very much documented. Some of the ideas in it, are repeated several times, but the Reading is easy to follow, and it gives light to those difficult years.

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7. The authors of the chapter look like very much objective, although, they are members of the public administration or university education in the Basque Country.

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8. Although the french military invasion of Napoleón was unacceptable, and brutal during four years, on the other hand, it brought the french model of administration.

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9. As we can see in the text between 1808 and 1876 the relationship between Fueros and Constitution has been changing and adapting all over.

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10. The new incoming liberal ideas were reflected in what it is known as Constitution of Bayonne (1808) which was implemented by Jose I.

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11. After some talks with Basque elites they decided to introduce the 144<sup>th</sup> article in which was said no to suppress the Fueros and to evaluate what is better for all the parts as soon as in the first Cortes.

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12. In 1810 Spanish territories above the Ebro started to be controlled directly by French government.

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13. When Napoleon's army was won Fernando VII came back to Spain and started a new period of absolutism.

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14. In 1820 after Riego's military coup Fernando was obligated to assume the Constitution of Cadiz starting a period of three years called "trienio liberal" after which came another period of ten years of absolutism just with some changes.

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PRACTICE MATERIALS



15. In 1830 the “Salic law” was eliminated by Fernando VII, a law introduced by the Borbons which makes the woman can’t be queen instead there was no other possibility.

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16. On this short essay I will resume the second part of the XIX century in Spain.

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17. It is remarkable that the theatre will become into an important way to scape from the reality, successfully achieved between the bourgeoisie.

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---

18. Madoz, who was named estate minister promoted a new *desamortización* or confiscation of civil lands, aggravating the situation of rural population.

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19. About the population, is quite contradictory that the population was growing, the cholera epidemics and the famines where cyclic though. In this moment starts the immigration to the big cities and the coasts. In Catalonia appears an important textile industry; appears the first industrial proletariat of Spain.

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20. New uprisings begin in 1856, and O'Donell makes a coup.

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21. The queen Elizabeth II, daughter of Ferdinand VII, reigned in Spain during 25 years and went to the exile in France in 1868, when she was 38 years old.

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22. Is the case of the regency of the general Espartero between 1840 and 1843.

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23. The meaning of the spanish revolution of 1868 or September Revolution also known as the Septembrina was called the Glorious ...

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24. The revolution began due to several factors that at the end all of them produced something inevitable: the change.

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PRACTICE MATERIALS



25. Three years later she was married with Fernando de Asis.

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26. As the governments were weaker and more authoritarians in 1854 the Moderates started a conspiracy against the government, which was from the Moderate party.

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27. A new law was done who allowed the foreign capitals enter to Spain to finance the works.

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## Answer key

1. First, I will explain some important events of the period in question, then I will delve into/elaborate on some points.
2. Fernando VII will abolish the Salic law in order to allow his successor to become king or queen. Because of this Fernando's brother, Don Carlos, was excluded from the line of succession (to the throne), Princess Isabel taking his place.
3. Cabrera continues the war for another year in Catalonia until he goes into exile.
4. The idea of Spain full of (brimming with) bandits and bullfighters is also born.
5. ... so after an uprising in July 1843, Espartero goes into exile and Narvaez takes his place.
6. It is well documented. Some of the ideas in it are repeated several times, but the reading is easy to follow and it sheds light on those difficult years.
7. The authors of the chapter seem to be (truly/very) objective, although they are members of the public administration or university lecturers/professors/faculty (members) in the Basque Country.
8. Although the French military invasion by Napoleon was unacceptable and brutal during four years, it brought the French model of administration.
9. As can be observed/seen in the text, between 1808 and 1876 the relationship between the Fueros and the Constitution was changing and adapting over time.
10. The new incoming liberal ideas were reflected in what is known as Constitution of Bayonne (1808), which was implemented by Jose I.
11. After some talks with Basque elites, they decided to pass the 144<sup>th</sup> article, in which it was stated that the Fueros not only should not be suppressed, but also evaluated to decide what was best for all the parts involved.
12. In 1810 the Spanish territories above the Ebro started to be controlled directly by the French government.
13. When Napoleon's army was defeated/vanquished, Fernando VII came back to Spain and started a new period of absolutism.
14. In 1820, after Riego's military coup, Fernando was obligated to assume the Constitution of Cadiz, starting a period of three years called "trienio liberal" after which another period of ten years of absolutism followed/ensued just with some minor changes.

15. In 1830 the “Salic law” was overturned/repealed by Fernando VII, a law introduced by the Borbons which prevented women from becoming queen even if there was no other heir (possibility).
16. In this short essay I will summarize the second part of the XIX century in Spain.
17. It is remarkable that the theatre will become an important way to escape from reality, a success achieved by the bourgeoisie.
18. Madoz, who was named/appointed Prime Minister, promoted a new *desamortización* or ecclesiastical confiscations/disentailment, aggravating the situation of the rural population.
19. In terms of population/With regard(s) to the population, it is quite contradictory that it was growing, since the cholera epidemics and the famines were cyclical. At this point/stage, migration to the big cities and the coastal areas starts. In Catalonia an important textile industry appears/comes into being, which leads to/results in the appearance of the first industrial proletariat of Spain.
20. New uprisings begin in 1856 and O’Donnell plans/plots/launches a coup.
21. Queen Elizabeth II, daughter of Ferdinand VII, reigned in Spain for 25 years and went into exile in France in 1868, when she was 38 years old.
22. This is the case of the regency of the general Espartero between 1840 and 1843.
23. The meaning of the Spanish revolution of 1868 or September Revolution, also known as the Septembrina, was called the Glorious ...
24. The revolution began due to several factors that eventually produced something inevitable: A change.
25. Three years later she was married to Fernando de Asis.
26. As the governments were weaker and more authoritarian, in 1854 the Moderates started a conspiracy against the government, which was of their own party.
27. A new law was introduced/passed/enacted which allowed foreign capitals to enter Spain to finance the works.



# Contemporary History of Ibero America

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# Glossary

Edited by Óscar Álvarez Gila

(The underlining indicates the stressed syllable of the word)

**Vocabulary from: Lupu, N. & Stokes, S. (2009). The social bases of political parties in Argentina, 1912-2003. *Latin American Research Review*, 44(1):58-87.**

## Political organization/governments

Bring (verb):

- to bring Perón to power
- to bring to the presidency

llevar.

Foothold:

- (firm) foothold

punto de apoyo.

Instability:

- political instability

inestabilidad.

Military coup:

- The 1955 military coup that overthrew Perón.

golpe militar; golpe de estado.

Mobilization:

- mass mobilization

movilización.

Mobilize:

- mobilize mass protests

movilizar.

<u>Movement</u> :	movimiento.
• labor movement	
<u>Political landscape</u> :	panorama político.
<u>Popular authoritarianism</u> :	autoritarismo popular.
<u>Programmatic shift/ switch / turn</u> :	cambio / giro programático.
<u>Regime</u> :	régimen.
• Perón's regime.	
<u>Remove (verb)</u> :	eliminar, quitar.
• to remove conservative provincial leaders from power.	
<u>Resign (verb)</u> :	renunciar, dimitir.
• resignation (noun).	
<u>Rise (noun)</u> :	ascenso (al poder).
• the rise of Perón.	
<u>Term</u> :	mandato (duración del cargo).
• In the 1995 presidential election, which gave Menem a second term .	
<u>Turn</u> :	giro.
• neoliberal turn.	
<u>Upheaval</u> :	revuelta.
• sociopolitical upheavals.	



*Military coup:*  
*golpe militar.*

## Voting

<u>Ballot</u> :	papeleta.
• blank ballot.	
• secret ballot.	

## GLOSSARY

<b>Bar (verb):</b> <ul style="list-style-type: none"><li>• The military barred him from running in the presidential election.</li></ul>	prohibir, impedir.
<b>Be held (verb):</b> <ul style="list-style-type: none"><li>• an election to be held.</li></ul>	celebrarse.
<b>Cast (verb):</b> <ul style="list-style-type: none"><li>• cast blank ballots.</li><li>• to cast a vote.</li></ul>	echar, lanzar.
<b><u>Census</u>:</b> <ul style="list-style-type: none"><li>• national census/censuses (pl.).</li></ul>	censo.
<b><u>Constituency</u>:</b> <ul style="list-style-type: none"><li>• lower-class constituency.</li><li>• city and country constituencies.</li><li>• urban and rural constituencies.</li></ul>	distrito, circunscripción (electoral).
<b><u>Constituent</u>:</b> <ul style="list-style-type: none"><li>• urban and rural constituent.</li></ul>	votante, elector.
<b><u>Garner (verb)</u>:</b> <ul style="list-style-type: none"><li>• Peron garnered a majority of literate voters.</li></ul>	conseguir, obtener.
<b><u>Metropolis(es) – city (-ies) – hamlet(-s)</u>:</b> <ul style="list-style-type: none"><li>• huge metropolises – large cities – hamlets.</li></ul>	metropolis, urbe – ciudad – aldea.
<b><u>Support (noun)</u>:</b> <ul style="list-style-type: none"><li>• popular-sector support.</li><li>• socialists drew support from the working class.</li><li>• lower-class support.</li></ul>	apoyo, respaldo.
<b><u>Poll</u>:</b> <ul style="list-style-type: none"><li>• the polls.</li></ul>	votación, sondeo. elecciones.
<b><u>Proscribe (verb)</u>:</b> <ul style="list-style-type: none"><li>• Perón was proscribed from running as candidate.</li><li>• Perón was proscribed from presenting as candidate.</li></ul>	prohibir, excluir.

Proscription (noun):

prohibición.

Run:

presentarse como candidato.

- to run in the legislative elections / run for an office.

Turnout:

participación.

- voter turnout.

Vote (verb):

votar.

Vote share:

porcentaje/proporción de votos.

- Peronist vote share.

Voter:

votante.

- eligible voters.
- low-income voters.
- middle-class voters.
- voter registration rolls.
- voter turnout.

Voting:

votación.

- compulsory voting.



Ballot:  
*papeleta.*



Support (noun):  
*apoyo, respaldo.*

## Social classes/describing society

Citizens/non-citizens:

ciudadanos / no-ciudadanos.

Class lines/ polarization/ polarized/ basis (sing.)/ bases (pl.):

clase, nivel social/ divergencia, polarización de las clases; clases polarizadas/ las bases, fundamentos de la clase social.

## GLOSSARY

<u>Cleavage</u> :	división.
• class cleavage between owners and workers.	
• socioeconomic cleavage.	
• urban-rural cleavage.	
<u>Divide</u> (noun):	división.
• urban-rural divide.	
<u>Laborers</u> :	peón, obrero.
• rural day laborers; rural <i>jornaleros</i> .	jornaleros.
<u>Landowners</u> :	terratenientes.
• large landowners.	
• provincial landholders.	
<u>Lower class</u> (also: the lower classes):	clase baja, clase obrera/ de clase baja.
• urban lower class.	
• lower-class (adjective).	
<u>Lower/ Higher social strata</u> :	estrato social bajo/ alto.
<u>Lower-class movement/ support</u> :	movimiento/ apoyo de la clase obrera.
<u>Lower middle class</u> (noun):	clase media baja.
lower-middle-class (adjective).	de clase media baja.
<u>Lower sectors</u> :	los sectores bajos, clases bajas.
<u>Middle class</u> (noun):	clase media; burguesía.
• emerging middle class.	
• middle-class (adjective).	de clase media.
<u>Middle-class sharecropper</u> :	aparcerero de clase media (granjero, agricultor que paga la renta en especie/cultivo).
<u>Party</u> :	partido.
• class-based party.	
• multiclass party.	
• multiclass support.	
• workers' party.	
<u>Professionals</u> :	expertos, especialistas, profesionales.

Self-employed:

trabajador autónomo, freelance.

Upper class (noun):

clase alta.

- upper-class (adjective).

de clase alta.

Upper middle class (noun):

clase media alta.

- upper-middle-class (adjective).

de clase media alta.

Urban elite:

la élite urbana.

Workers:

trabajadores.

- skilled or white-collar worker.
- unskilled or blue-collar worker (e.g. factory workers, merchants, sweepers).

Working class:

clase obrera/ trabajadora/ proletaria.

urban working class.

clase urbana obrera/ trabajadora/ proletaria.

Working-class party:

partido obrero, partido de la clase obrera.

Working- and lower-class support:

apoyo de la clase baja y trabajadora/ obrera.



Laborers: *peón*.



Working class:  
*clase obrera*.

## GLOSSARY

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Vocabulary from: Coomes, O. & Barham, B. (1994). The Amazon rubber boom: labor control, resistance, and failed plantation development revisited. *The Hispanic American Historical Review*, 74(2): 231-257.

### A

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Auction: subasta; subastar.

### B

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Baron: barón, magnate.

### C

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Commodity: materia prima; mercancía, producto.

Contractual: contractual.

- contractual arrangement.
- contractual forms.

Consumer goods: bienes de consumo.

Cost: coste, valor, precio.

- cost of provisioning.
- opportunity cost.

### D

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Debt: deuda.

- debt-bonded workers.
- debt-merchandise arrangement contract.
- debt-merchandise contract.
- debt-merchandise relationship.
- debt peons/ serfs/ slaves.

Demand: demanda.

industrial demand.

## E

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<u>Economic returns</u> :	rendimientos / rentabilidad económica.
<u>Expenditure</u> :	gasto.
<ul style="list-style-type: none"> <li>• expenditure flow.</li> </ul>	

## F

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<u>Flow</u> :	flujo.
<ul style="list-style-type: none"> <li>• investment flow.</li> <li>• expenditure flow.</li> </ul>	

## G

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<u>Government official</u> :	funcionario gubernamental; funcionario del estado.
<u>Gross domestic product (GDP)</u> :	producto interior bruto (PIB).

## I

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<u>Incentive</u> :	incentivo, aliciente.
<ul style="list-style-type: none"> <li>• state fiscal incentive.</li> <li>• development incentive.</li> <li>• disincentive.</li> </ul>	
<u>Income level</u> :	renta, salario; beneficio; ingreso, ganancia.
<u>Industrialists</u> :	empresarios industriales.
<u>Infestation</u> :	infestación, plaga.
<u>Investment</u> :	inversión.
<ul style="list-style-type: none"> <li>• capital investment.</li> <li>• state investment activity.</li> <li>• private investment patterns.</li> </ul>	

## L

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<u>Leaf blight</u> :	tizón.
<u>Level</u> :	nivel.
<ul style="list-style-type: none"> <li>• saving level.</li> <li>• investment level.</li> </ul>	
sector-level:	al nivel sectorial.
<ul style="list-style-type: none"> <li>• sector-level problem.</li> <li>• sector-level failure.</li> </ul>	

## GLOSSARY

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Loan: préstamo.

- cash loan.



*Leaf blight: tizón.*

## M

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Manufacturer: productor, fabricante.

- foreign manufacturer.

Material: material.

- processed material.
- raw material: materia prima.

Monopoly: monopolio.

- monopoly profits.

Monopolistic: monopolístico.

- monopolistic market.
- structure.
- monopolistic traders.



*Material: material.*

## P

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Patron: dueño; patrocinador, sponsor.

Peon: peón, obrero.

Pricing: fijación de precios, tarificación.

- pricing scheme.

<u>Production</u> :	producción; fabricación.
<ul style="list-style-type: none"> <li>• extraction-based production.</li> <li>• plantation-based production.</li> </ul>	

## R

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<u>Recruitment</u> :	reclutamiento.
<u>Registry</u> :	registro / registro Civil.
<ul style="list-style-type: none"> <li>• public land registry.</li> </ul>	
<u>Relations</u> :	relaciones; conexiones.
<ul style="list-style-type: none"> <li>• capital-labor relation.</li> </ul>	
<u>Retention</u> :	retención.
<ul style="list-style-type: none"> <li>• local retention.</li> </ul>	
<u>Return</u> :	rendimiento; rentabilidad.
<ul style="list-style-type: none"> <li>• average returns.</li> <li>• economic returns.</li> <li>• immediate, substantial.</li> <li>• returns.</li> <li>• secure returns.</li> <li>• short-term returns.</li> </ul>	
<u>Revenue</u> :	ingresos; impuestos.
<ul style="list-style-type: none"> <li>• income revenue.</li> <li>• state revenue.</li> </ul>	
<u>Rubber</u> :	caucho.
<ul style="list-style-type: none"> <li>• crude rubber.</li> <li>• low-cost rubber.</li> <li>• rubber entrepreneur.</li> <li>• rubber tappers.</li> <li>• rubber sector.</li> <li>• rubber exchange/extraction/ trade/ trees/sales/stock.</li> <li>• rubber workers:</li> <li>• wild rubber (industry).</li> <li>• monocrop stands of rubber.</li> <li>• trees:</li> </ul>	caucheros.
	monocultivos de árbol de caucho.

## S

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Serf:	siervo.
<u>Shortage</u> :	escasez, falta.
<u>Stalemate</u> :	punto muerto; estancamiento; callejón sin salida.
Slave:	esclavo.
Spot-sale / spot sale (cash sale):	(compra-) venta al contado.
<u>Supply</u> (noun):	suministro, provisión.
<ul style="list-style-type: none"> <li>• advance-supply contracts.</li> <li>• supply inelasticity.</li> <li>• supply problem.</li> <li>• supply responsiveness.</li> <li>• to match the supply of wild rubber with the industrial demand.</li> <li>• unresponsive supply/ inelastic supply:</li> </ul>	suministro indiferente a los cambios del precio.
<u>Supply</u> (verb):	suministrar, proveer (de algo a alguien).
<ul style="list-style-type: none"> <li>• to supply goods on credit to.</li> <li>• patrons.</li> </ul>	
<u>Surplus</u> :	superávit; excedente, sobrante.
<ul style="list-style-type: none"> <li>• accumulated surplus.</li> <li>• to capture surplus.</li> <li>• drained surplus.</li> <li>• economic surplus.</li> <li>• industry surplus.</li> <li>• local surplus.</li> <li>• surplus generation.</li> <li>• to retain surplus.</li> <li>• surplus retention.</li> <li>• surplus retention/ retention of surplus/ local retention of surplus.</li> <li>• surplus-based.</li> </ul>	

**T**

( <u>rubber</u> ) <u>Tapper</u> :	cauchero.
( <u>rubber</u> ) <u>Tapping</u> :	explotación de caucho; recolección de caucho (savia).
<ul style="list-style-type: none"> <li>• contract tapping.</li> <li>• fixed-rent tapping.</li> <li>• piece-rate tapping.</li> <li>• share tapping.</li> <li>• worked by wage tapping, share tapping, fixed-rent.</li> <li>• tapping for wage, piece rate, share or fixed rent.</li> </ul>	
<u>Trade</u> :	comercio.
<ul style="list-style-type: none"> <li>• trade consular officers.</li> <li>• chain of trade:</li> </ul>	cadena del comercio.
<u>Trader</u> :	vendedor, comerciante.
<ul style="list-style-type: none"> <li>• itinerant trader.</li> <li>• river trader.</li> </ul>	
<u>Transaction costs and risks</u> :	costes y riesgos de la transacción / de la venta.
<u>Turnover (high)</u> :	ventas, volumen de venta; facturación.



*(rubber) Tapping:  
explotación de caucho.*

**V**

<u>Value-added activity</u> :	actividad de valor añadido.
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**W**

Wage: salario.

- minimum wage.
- regional wage rates.
- wage-based production.
- wage contracts.
- wage labor.
- wage workers.
- wage differentials.

Welfare: bienestar.

- welfare of rubber tappers.

**Y**

Yield (noun): cosecha; rédito, interés.

- yielders: rendidores.
- to yield: producir; rendir.
- yield rate: rendimiento, rentabilidad.



*Debt peons/serfs/ slaves:  
peones/siervos/esclavos  
de la deuda.*



*Peon: peón,  
obrero*



*Rubber workers:  
caucheros.*

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# Practice materials

## Comparisons. Adjectives and adverbs

### Comparative phrases and clauses

#### Alike (al igual que)

- The English constitution has been a model for European liberals and modern economists **alike**.

#### As (como)

- Africans were shipped **as slaves**.
- Silver had significant disadvantages **as the principal export**.

#### As ... as (tan ... como)

- Western Europe built railways, and **Europe's locomotives were as advanced as Britain's**.
- **The policies pursued by African colonies were at least as detrimental to growth as those followed in India and elsewhere**.
- **Wheat in Mexico, for instance, was four to ten times as expensive as in Amsterdam**.
- **As early as 1800**

**Almost** as tall as; **just** as bossy as; **half** as good as; **twice** as big as; **three** times as much as;

**As likely to X as Y (tan probable de X como de Y)**

- Some historians think that the Revolution was **as likely to have happened in France or Germany as in Britain**

**As well as (así como)**

- Colonies were acquired for **economic as well as strategic** reasons.

**By (en, por, bajo)**

- The population increased **by a factor of eight**, and income per head doubled.
- The rate of economic growth achieved in the century after 1760 (1.5% per year) was very low **by the standards** of recent growth miracles in which GDP has grown **by much as 8-10%** per year.
- In Mexico, the native population **declined by over 90%**, reaching a low point of 750,000 in the 1620s.
- By 1760, **the gap** between the Indian and English prices in Figure 5 had **dropped by 85%**

**From X to Y (de X a Y)**

- Real wages slumped **from twice subsistence in 1780 to bare-bones subsistence** in the 1830s.

**Like X/ Unlike X (como Y, a diferencia de X)**

- **Like sugar** in the Caribbean —but **unlike the USA**— Brazil's staple booms never turned into modern economic growth

**Like X in that clause (era como X en que )**

- The southern cone of Latin America was **like North America in that** it had a small native population

**More X than Y (más en X que en Y)**

- It is likely that **more** believed **in witchcraft than in Newton's laws of motion**.

- World War that the USA has sought to unwind the system of protection, finding that its interests were **better served by penetrating other countries' markets than by protecting its own.**

### **Much of (gran parte de)**

- **Much of** sub-Saharan Africa **was** less fortunate, being both poorer in 1820 and achieving income gains of only 3- to-6 fold.

### **On a par with (a la par que)**

- Putting India **on a par with** Britain in 1820.

### **Versus (versus)**

- Britain smelted 3 million tons of pig iron **versus** 245,000 in Germany

### **(X) rather than Y (X en lugar de Y, más que X)**

- Why did X happen in **England rather than France?**
- Table 4 shows estimates of literacy (measured by the ability to **sign one's name rather than make a mark**)
- **Rather than a complicated schedule** with departure and arrival times varying over the year, the state instead abolished traditional Japanese time and replaced it with the Western 24-hour clock.

### **X to**

Comparable to (comparable a)

- **China's legal system** was **comparable to** Europe's

### **Superior to (superior a)**

- X proved **superior to** Y in the production of C

### **X relative to Y (en relación con)**

- Figure 17 shows **the price of palm oil relative to** cotton cloth at West African ports from 1817 to the present.

**Close enough to (lo suficientemente cercano a)**

- It was **close enough to** Europe **to** export sugar

**X fold/times (X veces más)**

- Much of sub-Saharan Africa were less fortunate, being both poorer in 1820 and achieving income gains of only **3- to-6 fold**.
- Wheat in Mexico, for instance, was **four to ten times** as expensive as in Amsterdam.

**With X**

- With** Parliament **supreme**, absolutism was checked...

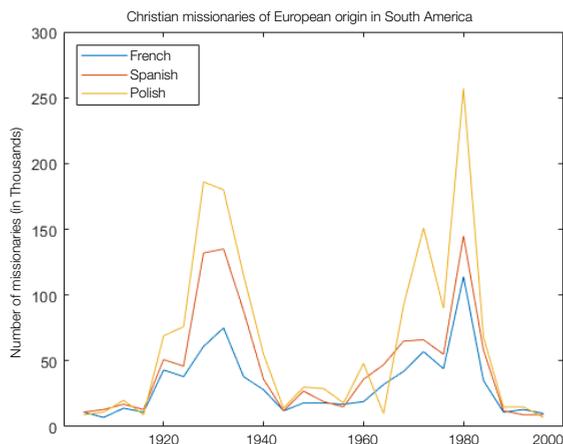
## Exercises

Exercise 1. Complete the sentences with particles provided in the box.

as...as    to    fold    from...to...  
 like... in that    much of    alike

6. The western territories were not **as** well explored **as** the northern and eastern ones.
7. The southern cone of Latin America was comparable \_\_\_\_\_ North America regarding the native population.
8. It is likely that \_\_\_\_\_ the urban population was somehow related to the first Spanish conquerors.
9. The law must apply to rich and poor \_\_\_\_\_.
10. Brazil was \_\_\_\_\_ Colombia \_\_\_\_\_ it had a similar production of coffee beans.
11. The amount of wood exported from the colonies to mainland Europe increased \_\_\_\_\_ 100 \_\_\_\_\_ 500 tons a year.
12. By the end of the 19<sup>th</sup> century the increase was 5 \_\_\_\_\_.

Exercise 2. Compare the data presented on the graph\* using comparative structures (\*not real data):



Exercise 3. Rewrite the sentences using a comparison form given in parentheses:

1. The council decided to ask for help, which was quite clever. (enough to)  
The council *was clever enough to (decide to) ask for help.*
2. It was the diseases brought by settlers and not the war against them what was responsible for the majority of deaths. (rather than)

- 
3. The Netherlands had its own colonies, but not Italy or Sweden. (unlike)

- 
4. The discovery of rich gold mines enabled Spain to develop as fast as England (on a par with)  
The discovery of rich gold mines \_\_\_\_\_ with England.

5. For the Argentineans, trading with Spain and not fighting it was a better protection of their interests. (better x than y)  
For the Argentineans, their interests were \_\_\_\_\_

- 
6. The costs of maintenance of such a big army increased six-fold by the end of the year. (by a factor of)
-

## Answer key

### Exercise 1

2. to / 3. much of / 4. alike / 5. like...in that / 6. from...to / 7. fold

### Exercise 2

Possible answers: First missionaries reached the continent as early as 1910. / In the 1940s there were two times more Spanish missionaries than French ones, but the number of Polish ones was three-fold (as compared to French). / In the year 1955 and 1995 Spain sent as many missionaries as Poland and France. / By the year 2000 the number of Polish missionaries declined by over 250 thousand.

### Exercise 3

Suggested answers: 2. It was the diseases brought by settlers rather than the war against them what was responsible for the majority of deaths. 3. Unlike Italy or Sweden, the Netherlands had its own colonies. 4. The discovery of rich gold mines put Spain on a par with England. 5. For the Argentineans, their interests were better protected by trading with Spain than by fighting it. 6. The costs of maintenance of such a big army increased by a factor of six by the end of the year.

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## Signposting

The material provided in this unit is taken and/or has been adapted from:

BBC Learning English. Talking Business. Retrieved from: <https://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>

Harvard College Writing Center. Topic Sentences and Signposting. Retrieved from: <https://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

Public Speaking Power. What is a Signpost in Public Speaking? 9 Examples. Retrieved from: <https://publicspeakingpower.com/what-is-a-signpost-in-public-speaking/>

Since one of your tasks in this subject is a long oral presentation, you will need to organise it well. A good way to make your presentations effective, interesting and easy to follow is to use signpost language.

‘Signpost language’ is the words and phrases that people use to tell the listener what has just happened, and what is going to happen next. In other words, signpost language guides the listener through the presentation. A good presenter will usually use a lot of signpost language, so it is a good idea to learn a few of the common phrases.

## Exercises

### Exercise 1. Put the following in the correct section below:

The subject of my talk is...  
 Take the case of...  
 We've looked at...  
 Why is this important?  
 In short  
 My talk is concerned with...  
 As an illustration  
 Let's turn now to...  
 We'll be covering... from two points of view...

There are a number of points I'd like to make  
 To put it another way...  
 I'll conclude very briefly by saying that...  
 Please feel free to ask questions.  
 I'd like to begin/start by

Now we'll move on to...  
 If you would like me to elaborate on any point, please ask.  
 The significance of this is...  
 Finally  
 That's all I have to say about...  
 I'd like now to recap...

<b>Introducing the topic</b>	<b>Overview (outline of presentation)</b>	<b>Finishing a section</b>
<b>Starting a new section</b>	<b>Analysing a point and giving recommendations</b>	<b>Giving examples</b>
<b>Summarising and concluding</b>	<b>Paraphrasing and clarifying</b>	<b>Invitation to discuss/ask questions</b>

Do you already know and use any other signpost language?

**Exercise 2. Use some expressions from the table to signpost the arrangement of a presentation based on the notes below. Exchange ideas with a partner.**

Topic of the talk: Decolonisation of the Americas: The Ibero-American wars of independence (source: Wikipedia)

1. Conditions prior to revolution (Historical context; Undermining of metropolitan authority; Napoleonic Wars; Spanish military presence in its colonies; Other factors)
2. Military campaigns in Spanish America (Argentina; Bolivia; Colombia; Chile; Ecuador; Guatemala; Mexico; Paraguay; Peru; Uruguay; Venezuela)
3. Independence consolidated
4. Effects of independence

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## Answer key

### Exercise 1. Signpost language

Section of presentation	Signpost language
<b>Introducing the topic</b>	The subject/topic of my talk is ... I'm going to talk about ... My topic today is... My talk is concerned with ... We will be looking at/identifying/investigating the effects of... Today I will be discussing...
<b>Overview (outline of presentation)</b>	I'm going to divide this talk into four parts. This presentation is divided into four parts... There are a number of points I'd like to make. Basically/ Briefly, I have three things to say. There are three key points I'll be discussing... We'll be covering... from two points of view... I want to begin by..., and then I'll move on to... I'd like to begin/start by ... Let's begin/start by ... To get started, let's look at... First of all, I'll... ... and then I'll go on to ... Then/ Next ... Finally/ Lastly ...
<b>Finishing a section</b>	That's all I have to say about... We've looked at... So much for...
<b>Starting a new section</b>	Moving on now to ... Turning to... Let's turn now to ... The next issue/topic/area I'd like to focus on ... I'd like to expand/elaborate on ... Now we'll move on to... I'd like now to discuss... Let's look now at...
<b>Analysing a point and giving recommendations</b>	Where does that lead us? Let's consider this in more detail... What does this mean for...? Translated into real terms... Why is this important? The significance of this is...

Section of presentation	Signpost language
<b>Giving examples</b>	For example,... A good example of this is... As an illustration,... To give you an example,... To illustrate this point... This is demonstrated by... For instance... Take the case of... You may be asking whether this happens in X? The answer is yes... To show/illustrate/highlight this... Let me illustrate this by...
<b>Summarising and concluding</b>	To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered... To conclude... In conclusion ... In short ... So, to remind you of what I've covered in this talk, ... Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that ... I'd like now to recap...
<b>Paraphrasing and clarifying</b>	Simply put... In other words... So what I'm saying is... To put it more simply... To put it another way...
<b>Invitation to discuss / ask questions</b>	I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?

## Exercise 2 (Possible answers)

Today we will be looking at the effects of decolonisation of the Ibero-America, and the Ibero-American wars of independence.

I'm going to divide the talk into four parts, first I'll provide the setting of the conditions prior to the revolution, by describing the historical context, the

influence of Napoleonic Wars and Spanish military presence in its colonies, as well as other factors.

Secondly, I'll give an overview of the military campaigns in Spanish America (in such territories as Argentina; Bolivia; Colombia; Chile; Ecuador; Guatemala; Mexico; Paraguay; Peru; Uruguay; and Venezuela).

Thirdly, I'll focus on how the independence was consolidated.

And finally, I'll discuss the effects of independence for the American countries.

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Public Speaking Power. What is a Signpost in Public Speaking? 9 Examples. Retrieved from: <https://publicspeakingpower.com/what-is-a-signpost-in-public-speaking/>

## Guidelines for long oral presentations

The material provided in this unit is taken and/or has been adapted from:

British Council (n.d.). Oral presentation. Retrieved from <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>

Harvard College Writing Center. Topic Sentences and Signposting. Retrieved from: <https://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

Jacobs, L.F. & Hyman, J.S. (2010). Fifteen strategies for giving oral presentations. Retrieved from <https://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations>

Office of Undergraduate Research and Scholarship (n.d.). Oral presentation tips. Grand Valley State University. Retrieved from <https://www.gvsu.edu/ours/oral-presentation-tips-30.htm>

Virtual Speech. Speech transitions: words and phrases to connect your ideas. Retrieved from: <https://virtualspeech.com/blog/speech-transitions-words-phrases>

**Topic sentences and signposting.** Now that you have revised the information on signposting, remember that every part of your talk should be clearly signposted in the topic sentence/part. The same rules apply to writing and speech alike. Since your presentations are going to be quite long (1h approx.), topic sentences and signposts will make your claims clear to your audience, as they reveal the main point of a paragraph/part and guide your audience throughout your talk.

**Transitions.** Transition phrases & expressions help you to move between sections of your talk. In a transition, you should always move from old to new information: recap information from previous paragraphs/parts then introduce the new information. Here are some examples of transitions, taken from Virtual Speech website:

<b>Shifting between similar points</b>	In the same way...	Likewise,...	Equally...
	This is similar to...	Similarly,...	
<b>Shifting between disagreeing points</b>	Conversely...	Despite this...	On the other hand..
	On the contrary...	Now let's consider...	Even so...
	Nonetheless...	We can't ignore...	However...
<b>Transition to a significant issue</b>	Fundamentally...	A major issue is...	
	The crux of the matter...	A significant concern is...	
<b>Referring to previous points</b>	Let's return to...	Let's go back to...	
	We briefly spoke about X	earlier; let's look at it in more depth now...	
	Let's revisit...	Do you recall when I mentioned...	

## PRACTICE MATERIALS



### **Internal summaries**

Internal summarising consists of summarising before moving on to the next point. You must inform the audience:

- a) What part of the presentation you covered - “In the first part of this speech we’ve covered...”
- b) What the key points were - “Precisely how...”
- c) How this links in with the overall presentation - “So that’s the context...”
- d) What you’re moving on to - “Now I’d like to move on to the second part of presentation which looks at...”

### **Transition to a demonstration**

Now that we’ve covered the theory, let’s practically apply it...  
I’ll conduct an experiment to show you this in action...  
Let me demonstrate this... I’ll now show you this...

### **Introducing a quotation**

X was a supporter of this thinking because he said...  
There is a lot of support for this, for example, X said...

## Guidelines for long oral presentations

Here are a number of general guidelines concerning the structure of your presentations, your oral performance, and materials & visual aids you decide to use.

### 1. General guidelines: structure

- You will have one hour to develop your topic.
- You will be **the teacher**, distribute your time in such a way that there is some space for interaction with your audience (some exercise(s), a brief class/group discussion, a short survey or a quiz) during your talk.
- Ask questions to your audience to keep their attention and to make your talk interactive.
- Plan your presentation and manage your time efficiently.
- Introduce yourself and the topic, then outline your talk briefly.
- Use signposting language, topic sentences and appropriate transitions.
- End your talk with a “take-home message” to summarise what your audience should learn & remember from your talk.
- Explain any specific terms & concepts you use during your talk when necessary.

### 2. General guidelines: your speech

- Use short, simple sentences to express your ideas clearly.
- Pause from time to time and don't speak too quickly. This allows the listener to understand your ideas. Include a short pause after each idea.
- Speak clearly and at the right volume; vary your tone (don't sound monotonous).
- Avoid repetition of pet words/phrases or fillers (e.g., okay, uh...)
- You may have an occasional look, but don't read out from your notes or from the screen.
- Rehearse your talk as many times as necessary, practice it in advance.

### 3. Guidelines for materials and visual aids

- PowerPoint etc. is a visual support for the public: do not overload it. Make the points few and clear, use a large font, do not put too much text on the slide, only key ideas, images, dates & figures, etc.
- Use visuals effectively: visual cues, photos/videos, graphs, charts, conceptual maps, etc. to explain or connect the ideas. The visuals should support what you are saying either for emphasis or with data to prove the verbal point.
- Simplicity: Keep slides as simple and uncluttered as possible.

- Reference your images & sources appropriately.
- Incorporate photos, short videos or audios, to make your talk more attractive to the public.
- Review audio and/or video or other links of your presentation, make sure they work properly.
- Bring some additional materials, if necessary and/or possible.

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## References

- British Council (n.d.). Oral presentation. Retrieved from <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>
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- Virtual Speech. Speech transitions: words and phrases to connect your ideas. Retrieved from: <https://virtualspeech.com/blog/speech-transitions-words-phrases>

## Reduced relative clauses

### What are *reduced relative clauses*?

The man **who lives** upstairs is very noisy → the man **living** upstairs is very noisy.

### Different types

#### 1. Present participle (-ing) clauses

The man **who is eating a hamburger** is French → the man **eating a hamburger** is French.

#### Careful:

- The subject of the main clause = the clause in the relative clause.

The building which **we work in** is very new. → ~~The building **work-**~~  
~~**ing** in is very new.~~

- V-ing cannot be used in one single completed action/situation.

The person **who killed** the man has been charged guilty. → ~~The person **killing** the man has been charged guilty.~~

#### 2. Past participle (-ed) clauses

They identified the body **which was found** in the river. → ... The body **found** in the river.

#### 3. To-infinitive clauses

##### (i) A superlative + noun:

The youngest person **who won** the prize was just fifteen.

→ The youngest person **to win** the programme ...

**The oldest** person **who has won** the Nobel prize is 90 years old.

→ **The oldest** person **to have won** the Nobel prize is 90 years old.

##### (ii) The first, the second, etc. + noun:

The window seat is usually **the first one which is taken**.

The window seat is usually **the first one to be taken**.

##### (iii) The only/next/last/another/one + noun

Mary was **the only one who came** for the party.

→ Mary was **the only one to come** for the party.

#### 4. Adjective phrases

It was easy to find a **photographer who was willing** to take an assistant for no pay!

→ It was easy to find a **photographer willing** to ...

It's a **job which is difficult** for even a skilled photographer. → It's a **job difficult** for ...

#### 5. Prepositional phrases

The **vegetables which are around** that succulent piece of meat could be made from plastic. → The **vegetables around** that succulent ...

## Exercises

Exercise 1. We have replaced the participles with relative clauses in bold in the following sentences from Allen (2011). Provide the participles (-ing, -ed form of the verbs) back again.

1. Table 2 shows the consumption pattern **which defines** bare-bones subsistence for an adult male. (pp. 9)
2. Bare-bones subsistence has further implications for social wellbeing and economic progress. First, people **who live** on the bare-bones diet are short. (pp. 13)
3. Japan faced a problem that has only become worse with time: modern technology was embodied in machinery and plant specifications that were designed for Western firms **which were facing** Western conditions. (pp. 122)
4. The Revolution was not the abrupt discontinuity that its name suggests but was the result of the transformation of the early modern economy **which was discussed** in the last chapter. (pp. 27)

Exercise 2. Complete the sentences with an -ing, -ed or being + -ed form of the verbs in the brackets. Then rewrite each sentence using a relative clause instead of the participle clause. (With the exception of the sentence model, the sentences have been taken from Bradford, 1978 and Coomes and Barham, 1994. Some small modifications have been made to the original texts).

1. The man **eating** the sandwich is my brother. The man **who is eating** the sandwich is my brother. (*to eat*)
2. Some scholars characterize Peronism as a party \_\_\_\_\_ the working class. (*to represent*)
3. To create a more responsive supply of wild rubber, given the high returns \_\_\_\_\_, would have required a wholesale transformation of the underlying productive environment. (*already, to be generated*)
4. Canton and Jorrat (1998, 146) find that, between 1936 and 1942, the Radical vote “repeated the patterns \_\_\_\_\_ in the years 1912-1930, suggesting a party.” (*faintly, to be established*) (note: 5 is the continuation of 4)

5. \_\_\_\_\_ by various sectors without being preeminent among any of them” (*to be encouraged*)
6. First, previous accounts have given insufficient attention to the crucial role of microeconomic and geographic factors that shaped the organization of the wild rubber industry, \_\_\_\_\_ current explanations of the industry’s failures highly problematic. (*to make*)
7. Export houses \_\_\_\_\_ (*to be located*) in the major port cities of the basin were among those 8. \_\_\_\_\_ (*to provide*) credit to river traders.

Exercise 3. **Complete the sentences with phrases from the box. Use a to-infinitive clause, an adjective phrase or a prepositional phrase. Make changes and additions as necessary.**

ask about the newest iphone	to avoid the partition
<b>become the president of the United States</b>	was elected
the other side of the river	a lot of food to share
full of life	you should ask a nutritionist

1. In 2008, Barack Obama became the first African American **to become the president of the United States**.
2. If you have any questions about your diet, the person \_\_\_\_\_.
3. My friends and I have just found an amazing apartment \_\_\_\_\_ to share.
4. You need not worry about not having enough food for everybody. I’m sure people will bring \_\_\_\_\_.
5. At 42, Theodore Roosevelt was the youngest president \_\_\_\_\_.
6. The capital city of Brazil is Brasilia, a city \_\_\_\_\_.
7. With the rejection of the Cabinet Mission, India lost the last opportunity \_\_\_\_\_.
8. You’re the sixth person \_\_\_\_\_. I’m sorry, but we’re sold out.

## Answer key

### Exercise 1

1. defining; 2. living; 3. facing; 4. discussed

### Exercise 2

2. representing; Some scholars characterize Peronism as a party which represents the working class.
3. already being generated; To create a more responsive supply of wild rubber, given the high returns which were already being generated, would have required a wholesale transformation of the underlying productive environment.
4. established; Canton and Jorrat (1998, 146) find that, between 1936 and 1942, the Radical vote “repeated the patterns which were faintly established in the years 1912-1930. 5. Encouraged; suggesting a party which was encouraged by various sectors without being preeminent among any of them.”
6. making; First, previous accounts have given insufficient attention to the crucial role of microeconomic and geographic factors that shaped the organization of the wild rubber industry, which make current explanations of the industry’s failures highly problematic.
7. located; Export houses which were located in the major port cities of the basin were among those 8. providing; which provided credit to river traders.

### Exercise 3

2. to ask is a nutritionist; 3. the other side of the river; 4. a lot of food to share; 5. to be elected; 6. full of life; 7. to avoid the partition; 8. to ask/to have asked about the newest iphone

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- Allen, R.C. (2011). *Global Economic History. A Very Short Introduction*. Oxford: Oxford University Press.
- Coomes, O. & Barham, B. (1994). The Amazon Rubber Boom: Labor Control, Resistance, and Failed Plantation Development Revisited. *The Hispanic American Historical Review* 74(2): 231-257.

PRACTICE MATERIALS



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Lupu, N. & Stokes, S. (2009). The social bases of political parties in Argentina, 1912-2003. *Latin American Research Review*, 44(1): 58-87.

## Common mistakes in students' writings (4)

### Exercise 1. Find the mistakes and rewrite the phrases to improve the style

1. After the second travel of Christopher Columbus to America in 1493, the man who were controlling all the affairs of the lands was Juan Rodríguez Fonseca, a chaplain who was a confidence man for the Queen of Castile.

1 ungrammaticality:

What is the important part of the message?

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2. In the subject of America in the early modern age we made a trip to Burgos. There we attended the university of Burgos were a teacher gave us a talk about the importance of Burgos during the XVI. Century.

2 Vocabulary problems/ 1 Basque influence:

1 spelling mistake:

Can you be a bit more specific in the first part of the sentence?

Where would you use “...” or italics?

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3. The guide told us that Columbus lived in Burgos for a while and that his family also lived there for a while

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4. The trip and the talk were quite interesting to me because I didn't know the important relation between this city and America and because we learnt the first decisions that were taken about the Americas.

Academic register:

2 imprecise statements:

Do you want to sound more positive?

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5. More than 25.000 pieces can be found in the museum, where the oldest pieces belong to the Royal Cabinet of Natural history.

Could you improve the original?

Más de 25.000 piezas pueden ser encontradas en el museo, donde las piezas más antiguas pertenecen al Royal Cabinet of Natural history.

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## Answer key

Improving your writing skills: suggested revisions

1. After Christopher Columbus's second trip to America in 1493, Juan Rodríguez Fonseca, a chaplain and man of confidence of the Queen of Castile, controlled the affairs of the land.
2. As part of the extra curricular activities for the subject of "American in the early modern age," we went on a field trip to Burgos. We visited the University of Burgos where [...] sixteenth century.
3. The guide told us that Columbus and his family lived in Burgos ...
4. The trip and the talk were very interesting because I did not know that the relation between this city and America had been so important and because we learnt about the first decisions that were taken about the Americas.
5. There are over 25,000 pieces/objects in the museum and the oldest ones belong to the In the museum there are over 25,000 pieces and the oldest ones belong to the ...

## Useful expressions

And this became a **turning point** in history: **un punto de inflexión/un momento crucial**

The British industrial revolution **led to** (lead/led/led) continuous growth: **llevó a/dio lugar a**

This allowed Europe to **catch up with/to** England: **alcanzar/ponerse al nivel de**

In an attempt to **reap** economic **benefits**: **cosechar/obtener beneficios económicos**

Growth **over time** looks like differences across space today: **a lo largo del tiempo**

Putting India **on a par with** Britain in 1820: **a la par con/al nivel de**

Poor countries **make do with** archaic technology: **conformarse con/arreglárselas con**

The price of raw cotton **rose** (rise/rose/risen) gradually: **el precio subió**

The fraction of the population in agriculture had **dropped to** 45%: **cayó a/se redujo a**

The share of manufacturing **leapt** (leap/leapt-leaped/leapt-leaped) **from** 20% of GDP in 1910 **to** 35% in 1938: **pasó (saltó) de a**

## PRACTICE MATERIALS

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European manufacturing was promoted **at the expense/cost of** the colonies: a expensas de/a costa de

These aims were expected to be accomplished **at no cost to** the imperial power: sin coste alguno para

Automobiles **accounted for** 10% of the economy: representaban

Not enough to **close the gap with** the West: reducir la brecha/distancia con

Growth also **surged**: aumentó

Using tariffs and war to **prevent** other countries **from** trading with them: impedir que

In 1890, a written constitution that created a constitutional monarch **on the Prussian model** was adopted / Mexico was not a staple economy **on the North American model**: basado en el modelo/según el modelo

The Puritan's desire to read the Bible **played a crucial role in** pushing Massachusetts literacy above that in England: desempeñó un importante papel a la hora de

To increase their trade **by acquiring** colonies: por medio de la adquisición de

It **was far from** democratic: estaba lejos de/distaba mucho de ser

One might question their importance **in view of the growth** achieved in the colonial period: dado el crecimiento

Subtler versions include the view that Africans are bound by tradition or noncommercial values. **None of these claims**, however, **stand up to historical examination**: ninguna de estas afirmaciones resiste un análisis histórico

One advantage that **did not bode well for** their future: no era un buen presagio para



# **Pronunciation guidelines**

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Edited by Esther Gómez Lacabex



# Module 1. Do I need pronunciation?

Targets:

- A. I think about the relevance of pronunciation of English for my EMI studies and in my future
- B. I reflect about my own English pronunciation skills
- C. I realize that there is not one 'correct' English accent

## **Some questions to consider individually, with peers or in class**

### **1. Think or talk about the relevance of pronunciation of English for my EMI studies and in my future:**

- What is pronunciation?
- Is pronunciation important for communication?
- Will I need 'good' English pronunciation in my career?
- Do my teachers pay attention/correct to my pronunciation when I speak?
- Do I think that my student peers understand me when I speak English in class?
- Do I think that my Erasmus/international peers understand me when I speak English in class?
- Would I say that it is difficult to have good English pronunciation? Some people often mention reasons such as ... (tick if I agree and state if not mentioned)

Because English has a lot of new and difficult sounds

Because I have never been taught English pronunciation

## PRONUNCIATION GUIDELINES

Because my teachers were/are non-native speakers

Because my teachers do/did not correct my pronunciation

Because my teachers do/did not evaluate my pronunciation

Others: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 2. Questions about my own English pronunciation skills

- Can I identify different English accents when I hear them?
- Would I need to improve my pronunciation?
- Would I participate more in class if I felt more confident with my pronunciation?
- Can I state my weak and strong points when I speak in English?
- Do I think that a non-native English listener understands me when I speak in English?
- Do I think that a native English listener understands me when I speak in English?
- Do I see myself speaking English confidently in the future? Would I like to sound like someone in particular?
- Do I try to improve my English pronunciation? If so, I tick the actions and add if necessary

I listen to authentic English by:

Watching films, series

Using streaming media (Netflix, movistar etc.)

Using Internet (podcasting, youtube, etc)

Playing on-line videogames

Others: \_\_\_\_\_

\_\_\_\_\_

I have contact with native speakers

I study it on my own:

I check pronunciation in dictionaries

I use pronunciation apps

I use pronunciation manuals

I have taken a phonetic/pronunciation course

I have stayed in English speaking countries

Others: \_\_\_\_\_

\_\_\_\_\_

### 3. Questions about 'correct' English accent

- Is good pronunciation the same as 'correct' pronunciation?
- Can I identify different English accents when I hear them?
- Where in the world would I go if I were offered a course on pronunciation?
- Do/Would I change my pronunciation when I communicate with:

Someone who speaks my same L1

Someone who speaks another L1 different than mine (a non-native speaker of English)

Someone who speaks English as an L1 (a native speaker of English)

- Watch Trevor Noah's show on 'accents' (of English) at:

<https://www.youtube.com/watch?v=MhCEdIqFCck>

Do you think English is becoming an accent-added language rather than an accent-reduced language? Do you agree with him when he sets relevance to the listener and says just try and learn the accent, that's all it is... (minute 5'27")?



## Module 2. Pronunciation work

Targets:

I activate pronunciation autonomously:

- A. I can work with different interfaces: visual information (e.g: phonetic symbols) or audio information
- B. I become aware of common difficulties (silent letters, spelling interference, etc.)
- C. I integrate pronunciation-check resources (dictionaries, apps, etc.)
- D. I can practice pronunciation autonomously if desired

### Phonetic symbols

Phonetic symbols can help us:

- access a sound (especially if they are new sounds in English)

ban  
/bæn/



van  
/væn/



## PRONUNCIATION GUIDELINES

- realise that spelling-sound correspondence is not always constant in English; Spanish speakers benefit from learning to depend less on spelling

red

/red/



choir

/kwaɪə/



The charts below show the sound-symbol association most commonly used in pronunciation resources, displaying Standard British English. We also add a chart with common (not all) spellings for vowel and diphthong sounds.

## English vowel sounds

<b>i:</b>	<b>ɪ</b>	<b>ʊ</b>	<b>u:</b>
sheep	sit	book	two
<b>e</b>	<b>ə</b>	<b>ɜ:</b>	<b>ɔ:</b>
bed	ban <u>a</u> na	bird	sport
<b>æ</b>	<b>ʌ</b>	<b>ɑ:</b>	<b>ɒ</b>
cat	but	car	not

## English vowel sounds: common spellings

<b>i:</b> beef dream	<b>ɪ</b> win lyric build	<b>ʊ</b> push wood	<b>u:</b> cool rude true
<b>e</b> debt deaf	<b>ə</b> ago enemy habit parrot upon	<b>ɜ:</b> her bird world turn	<b>ɔ:</b> for fore four
<b>æ</b> tax	<b>ʌ</b> mumps	<b>ɑ:</b> car spa	<b>ɒ</b> dot war

## English diphthongs: common spellings

<b>aɪ</b> buy April daisy	<b>aʊ</b> bow out	<b>ɪə</b> here dear Beer
<b>ɔɪ</b> coin boy	<b>ɔʊ</b> no know boat	<b>eə</b> air care wear
<b>eɪ</b> daisy obey bay		<b>ʊə</b> cure tour

## English consonant sounds

<b>p</b>	<b>b</b>	<b>m</b>	<b>v</b>	<b>s</b>	<b>ʒ</b>	<b>l</b>	<b>h</b>
pin	bit	man	van	sea	vi <u>ʒ</u> ion	law	hi
<b>t</b>	<b>d</b>	<b>ð</b>	<b>f</b>	<b>z</b>	<b>tʃ</b>	<b>r</b>	<b>w</b>
tin	do	this	fan	zoo	chin	run	wow
<b>k</b>	<b>g</b>	<b>θ</b>	<b>n</b>	<b>ʃ</b>	<b>dʒ</b>	<b>j</b>	<b>ŋ</b>
kin	go	thing	no	shoe	jazz	you	sing

**You can listen to these sounds at:**

<http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/interactive-phonemic-chart-british-english/>

[http://cambridgeenglishonline.com/interactive\\_phonemic\\_chart/](http://cambridgeenglishonline.com/interactive_phonemic_chart/)

## Further tips

If you think you cannot say some of these sounds, try:

1. ‘Impersonation’ technique: imitate the speech of a speaker and record yourself. Listen to your recording: it is very likely that you produce more new sounds than you thought; it is well documented that our speech system CAN perceive and produce new sounds.
2. ‘Shadowing’ technique: choose an appealing audio file for you with its transcript (song, poem, famous speech etc.) and read aloud along with the audio. You should also notice your potential to say new sounds.
3. Once you have experienced that you can indeed produce all the new sounds of English, it is time to reflect on how much of this you need to feel COMFORTABLY INTELLIGIBLE when you communicate in English, that is, so that you can understand and be understood and have a relaxed and confident attitude about your own pronunciation.

By looking at the charts above, write the word (in letters) for each transcription:

### Activity 1. (general words)

- |           |       |
|-----------|-------|
| a) /bed/  | _____ |
| b) /sæm/  | _____ |
| c) /hæt/  | _____ |
| d) /tɪm/  | _____ |
| e) /hɑ:t/ | _____ |
| f) /tɜ:n/ | _____ |
| g) /mɑ:θ/ | _____ |
| h) /wʌn/  | _____ |
| i) /ni:/  | _____ |
| j) /sʌm/  | _____ |
| k) /sɑ:m/ | _____ |
| l) /ti:m/ | _____ |
| m) /jʌŋ/  | _____ |



**Activity 2. (as for World Economic History)**

- a) /det/ \_\_\_\_\_
- b) /kəʊkəʊ/ \_\_\_\_\_
- c) /wəl/ \_\_\_\_\_
- d) /həʊ/ \_\_\_\_\_
- e) /sti:l/ \_\_\_\_\_
- f) /tæks/ \_\_\_\_\_
- g) /fju:əl/ \_\_\_\_\_
- h) /weɪdʒ/ \_\_\_\_\_

**Activity 3. (as for Early Modern History)**

- a) /'kɑ:gəʊ/ \_\_\_\_\_
- b) /'klɜ:dʒi/ \_\_\_\_\_
- c) /'fju:əl/ \_\_\_\_\_
- d) /'levi/ \_\_\_\_\_
- e) /'weɪdʒ/ \_\_\_\_\_
- f) /'tɜ:məɪl/ \_\_\_\_\_
- g) /'dæəri/ \_\_\_\_\_
- h) /'wɔ:'lə:d/ \_\_\_\_\_
- i) /'jəʊmən/ \_\_\_\_\_
- j) /ɪg'zempfən/ \_\_\_\_\_

**Activity 4. (as for Contemporary History of the Basque Country)**

- a) /'klɜ:dʒi/ \_\_\_\_\_
- b) /'hɒstail/ \_\_\_\_\_
- c) /'ɔ:/ \_\_\_\_\_
- d) /'plebəsət/ \_\_\_\_\_
- e) /'eksail/ \_\_\_\_\_

MODULE 2. PRONUNCIATION WORK



- f) /bɪ'si:dʒ/ \_\_\_\_\_
- g) /bə'tæljən/ \_\_\_\_\_
- h) /'plɑ:t/ \_\_\_\_\_
- i) /rɪ'seɪʃən/ \_\_\_\_\_
- j) /rɪ'sɪnd/ \_\_\_\_\_

## Answer key

### Activity 1

- a) bed
- b) Sam
- c) hat
- d) Tim
- e) heart
- f) turn
- g) mouth
- h) one
- i) knee
- j) sum
- k) psalm
- l) team
- m) young

### Activity 2

- a) debt
- b) cocoa
- c) wool
- d) hoe
- e) steel
- f) tax
- g) fuel
- h) wage

### Activity 3

- 1. cargo
- 2. clergy
- 3. fuel
- 4. levy
- 5. wage
- 6. turmoil
- 7. dowry
- 8. warlord
- 9. yeoman
- 10. exemption

#### Activity 4

1. clergy
2. hostile
3. ore
4. plebiscite
5. exile
6. besiege
7. battalion
8. plight
9. recession
10. rescind

You can use the following on-line dictionaries with audio samples so as to complete the activities below

<a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a>	(British and American accents)
<a href="https://www.ldoceonline.com/">https://www.ldoceonline.com/</a>	(British and American accents)
<a href="https://www.merriam-webster.com/">https://www.merriam-webster.com/</a>	(American accent)
<a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a>	(British and American accents)

## Common English pronunciation challenges

1. Transcribe the following words, the clarification support on the right column will help you note similar but, in fact, different sounds. Remember to check audio files in dictionaries if you need to:

a)	/	/	Jess	...not yes / j e s /
b)	/	/	chip	...not cheap / tʃ i: p /
c)	/	/	Sue	...not shoe / ʃ u: /
d)	/	/	heart	...not hat / h æ t /
e)	/	/	berry	...not very / v e r i /
f)	/	/	jeep	...not cheap / tʃ i: p /

2. Which is the silent letter in these words? Remember to check audio files in dictionaries if you need to:

- knife
- debt
- listen
- muscle
- cupboard
- aisle
- yacht
- scene
- psalm
- sigh

3. Spot the pronunciation mistake in these commonly mispronounced words and provide the correct sound. Remember to check audio files in dictionaries if you need to:

e.g: very /berɪ/ → /berɪ/ should be: /verɪ/

- Spain /espeɪn/
- ham /xæm/
- young /dʒʌŋ/
- jaw /jɔ:/
- some /sʌn/
- reason /ri:sən/

## Answer key

### Activity 1

- |                       |                            |
|-----------------------|----------------------------|
| a) / d ʒ e s / Jess   | ...not yes / j e s /       |
| b) / t ʃ i p / chip   | ...not cheap / t ʃ i : p / |
| a) / s u : / Sue      | ...not shoe / ʃ u : /      |
| d) / h a : t / heart  | ...not hat / h æ t /       |
| e) / b e r i / berry  | ...not very / v e r i /    |
| f) / d ʒ i : p / jeep | ...not cheap / t ʃ i : p / |

### Activity 2

- a) k
- b) b
- c) t
- d) c
- e) p/(r)
- f) s
- g) ch
- h) c/e
- i) p
- j) gh

### Activity 3

- |                    |   |                              |
|--------------------|---|------------------------------|
| a) Spain /espɛɪn/  | → | /ɛspɛɪn/ should be: /spɛɪn/  |
| b) ham /xæm/       | → | /xæm/ should be: /hæm/       |
| c) young /dʒʌŋ/    | → | /dʒʌŋ/ should be: /jʌŋ/      |
| d) jaw /jɔ:/       | → | /jɔ:/ should be: /dʒɔ:/      |
| e) some /sʌn/      | → | /sʌn/ should be: /sʌm/       |
| f) reason /ri:sən/ | → | /ri:sən/ should be: /ri:zən/ |

## Some useful pronunciation tools

**WATCH PRONUNCIATION TUTORIALS BY BBC LEARNING ENGLISH: PRONUNCIATION AT:**

<https://www.bbc.co.uk/learningenglish/english/features/pronunciation/introduction>

**LISTEN TO THE ENGLISH VOWEL AND CONSONANT SOUNDS AT:**

<http://www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/interactive-phonemic-chart-british-english/>

[http://cambridgeenglishonline.com/interactive\\_phonemic\\_chart/](http://cambridgeenglishonline.com/interactive_phonemic_chart/)

**DOWNLOAD A PRONUNCIATION APP AT:**

<https://sayitrightonline.pl/en-US/>

<https://learnenglish.britishcouncil.org/apps/learnenglish-sounds-right>

<http://www.macmillaneducationapps.com/soundspron/>

**SELF-STUDY BOOKS FOR ENGLISH PRONUNCIATION:**

Hancock, M. (2012). *English Pronunciation in Use. Intermediate-Book with Answers*. Ernst Klett Sprachen.

Marks, J., & Donna, S. (2007). *English Pronunciation in Use. Elementary Book with Answers*. Cambridge University Press.

Hewings, M. (2007). *English Pronunciation in Use. Advanced Book with Answers*. Cambridge University Press.

Vilaplana, E.E. (2014). *Teach Yourself English Pronunciation: An Interactive Course for Spanish Speakers*. Netbiblo.

## Module 3. Pronunciation gym

Targets:

I monitor my fluency practice:

- A. I acknowledge stress and unstress
- B. I can use some fluency tips for read aloud practice
- C. I can supervise my pronunciation in an oral presentation

### Drilling, chanting or repeating techniques

Say the utterances and words in the stress charts below first vertically (JIM was here, SHE can swim, TOLD you so..) and then horizontally (JIM was here, Jim WAS here, Jim was HERE...). We included a line with nonsense syllables to help you notice the stress pattern in each column. They work three aspects of English stress:

- variable: English words exhibit different stress patterns
- mobile: stress may shift depending on the meaning
- multiple: longer words bear more than one stress beat
- unstress: in English **unstress** is rather noticeable: syllables reduce duration, and vowels lose ‘color’; we can represent this phenomenon with a degraded ə symbol

PRONUNCIATION GUIDELINES

stress in English is **variable**:  
words exhibit different stress patterns

<b>0o(o)</b>	<b>o0o</b>	<b>(o)o0</b>
<i>d<b>A</b>dada</i>	<i>dad<b>A</b>da</i>	<i>dadada<b>A</b></i>
<b>A</b> pple	ban <b>A</b> na	tanger <b>I</b> ne
d <b>I</b> nosaur	gor <b>I</b> lla	kangar <b>O</b> O
<b>U</b> niform	pol <b>I</b> tical	conf <b>O</b> rm

stress in English is **mobile**:  
the important word in the utterance will receive stress

<b>0o(o)</b>	<b>o0o</b>	<b>(o)o0</b>
<i>d<b>A</b>dada</i>	<i>dad<b>A</b>da</i>	<i>dadada<b>A</b></i>
<b>JIM</b> was here	Jim <b>WAS</b> here	Jim was <b>HERE</b>
<b>SHE</b> can swim	She <b>CAN</b> swim	She can <b>SWIM</b>
<b>TOLD</b> you so	Told <b>YOU</b> so	Told you <b>SO</b>

stress in English long words is **multiple**

(o)0o(o)0(o)
dEmocrAtic
nAtionallism
demOcratizAtion
rEpresentAtion
cOnfrontAtional

English **UNSTRESS**: ə symbol

some hints for ə ...

- a little bit of air in between consonants
- lazy vowel
- Friday afternoon vowel
- Unstressed mid-central vowel (phonetic)
- Listen to ə at BBC pronunciation workshop:  
<https://www.youtube.com/watch?v=KwDJnXt3ZVQ>

PRONUNCIATION GUIDELINES

in English **UNSTRESS** is rather noticeable:  
 syllables reduce duration, and vowels lose 'color'; we can represent this  
 phenomenon with a degraded ə symbol

<b>0o(o)</b>	<b>o0o</b>	<b>(o)o0</b>
<i>dAdədə</i>	<i>dədAdə</i>	<i>dədədA</i>
<b>App</b> lə	bən <b>An</b> ə	tan <b>gər</b> l <b>ne</b>
d <b>l</b> nəsaur	g <b>ər</b> ll <b>ə</b>	kan <b>gər</b> OO
<b>Un</b> iform	p <b>ə</b> ll <b>tic</b> əl	c <b>ən</b> f <b>Or</b> m

in English **UNSTRESS** is rather noticeable:  
 syllables reduce duration, and vowels lose 'colour'; we can represent this  
 phenomenon with a degraded ə symbol

<b>0o(o)</b>	<b>o0o</b>	<b>(o)o0</b>
<i>dAdədə</i>	<i>dədAdə</i>	<i>dədədA</i>
<b>JIM</b> wəs here	Jim <b>WAS</b> here	Jim wəs <b>HERE</b>
<b>SHE</b> cən swim	She <b>CAN</b> swim	She cən <b>SWIM</b>
<b>TOLD</b> yə so	Told <b>YOU</b> so	Told yə <b>SO</b>

in English **UNSTRESS** is rather noticeable:  
syllables reduce duration, and vowels lose 'colour'; we can represent this  
phenomenon with a degraded ə symbol

(o)0o(o)0(o)
dEməcrAtic
nAtənəIsm
demOcrətizAtən
rEpresəntAtən
cOnfrəntAtənəl

## Some graphic tips to signal pronunciation for fluency

**1. Look the following sequence and record yourself reading it aloud:**

All the historical moments in which the Basque debate reached political protagonism in contemporary Spain coincided with political contexts of institutional democratisation.

**2. Try the following tips which can help you improve your fluency:**

- Highlight stressed syllables with a bright colour, for example: **All**
- Identify weak syllables with ə symbol, for example: **mə**momənts
- Identify speech chains/units with hyphens (no pause), for example: thə-historicəl-mə

**3. Try reading and recording again. Compare the recordings. Did the tips help you sound more fluent?**

## Further practice:

At the end of the 19<sup>th</sup> century and, above all, since the 1950's, thousands of emigrants of Castilian speech arrived massively from different areas of Spain to look for a job in the Basque industry, what made the sociolinguistic situation change.

## Answers

All the historical moments in which the Basque debate reached political protagonism in contemporary Spain coincided with political contexts of institutional democratisation.

At the end of the 19<sup>th</sup> century and, above all, since the 1950's, thousands of emigrants of Castilian speech arrived massively from different areas of Spain to look for a job in the Basque industry, what made the sociolinguistic situation change.

### Remember...

- You have become more conscious about your own English pronunciation
- You can identify and work on English sounds
- You can check pronunciation in dictionaries or use pronunciation apps
- You can recognize strong and weak syllables
- You can note pronunciation aspects in fluent speech

**work these assets for your English oral skills!**



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