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Image: Liquor.com / Tim Nusog Bulldog gin is an assertive London dry gin with a robust juniper profile that stands up well in cocktails. It’s that assertiveness that makes it play well in this autumnal-themed cocktail, where it's married with lemon, maple syrup and fresh pear. The Modern English comes from Michael Waterhouse, a longtime New York City bartender and bar consultant. The drink has a unique approach to its construction—a gin sour like a Gimlet flavored with pear is by no means unheard of, but generally that means fresh squeezed lemon juice, simple syrup and some kind of pear liqueur or pear syrup. Instead, Waterhouse uses lemon wedges, maple syrup and a pear slice, all muddled together with the Bulldog gin. Thanks to global markets and imported goods, you can make this drink at anytime of the year. However, it’s going to be best in late summer into early fall, when local pears are at their peak season. The fun thing about using fresh pear rather than a liqueur or even a syrup is that you can play with your favorites to see which go best in the drink. Try mixing it up, using something like an Anjou, Bartlett or Bosc and seeing what best suits your fancy. Likewise, feel free to swap out the Bulldog Gin for something that works better for you, or whatever gin you have on hand. Something lighter and more floral like Hendrick’s or something more subtle like Plymouth will make for a drastically different final product than Bulldog. While a cinnamon stick is called for a garnish, it won’t affect the flavor of the drink too much unless you leave it in the glass for an extended time. Feel free to omit it if desired. 1/4 fresh pear, peeled, seeded and cubed 2 lemon wedges 1/2 ounces maple syrup 2 1/2 ounces Bulldog gin Garnish: cinnamon stick (optional) In a shaker, muddle all ingredients except the gin. Add the gin and fill with ice, and shake until well-chilled. Double-strain into a coupe glass. Garnish with a cinnamon stick. Rate This Recipe I don't like this at all. It's not the worst. Sure, this will do. I'm a fan—would recommend. Amazing! I love it! Thanks for your rating! Each learner has different objectives and, therefore, different approaches to learning English. But some tips and tools are likely to help most English learners. Let's begin with the three most important rules: The most important rule to remember is that learning English is a process. It takes time, and it takes lots of patience! If you are patient, you will improve your English. The most important thing to do is to create a plan and follow that plan. Start with your English learning goals, and then make a specific plan to succeed. Patience is key to improving your English, so go slowly and focus on your goals. You'll speak English well soon if you keep to the plan. It's absolutely necessary that learning English becomes a habit. In other words, you should work on your English every day. It's not necessary to study grammar every day. However, you should listen, watch, read or speak English every day - even if it's for a short period of time. It's much better to learn 20 minutes a day than to study for two hours twice a week. Have patience: Remember that learning a language is a gradual process—it does not happen overnight. Define your learning objectives early: What do you want to learn and why? Make learning a habit: Try to learn something every day. It is much better to study (or read, or listen to English news, etc.) 10 minutes each day than to study for 2 hours once a week. Choose your materials well: You will need reading, grammar, writing, speaking and listening materials. Vary your learning routine: It is best to do different things each day to help keep the various relationships between each area active. In other words, don't just study grammar. Find friends: Finding friends to study and speak with in invaluable and learning English together can be very encouraging. Keep it interesting: Choose listening and reading materials that relate to what you are interested in. Being interested in the subject will make learning more enjoyable - thus more effective. Relate grammar to practical usage: Grammar by itself does not help you USE the language. You should practice what you are learning by employing it actively. Use reading to help with other English skills: Reading can be used to help with vocabulary, grammar, pronunciation and much more. Flex your mouth muscles: Understanding something doesn't mean the muscles of your mouth can produce the sounds. Practice speaking what you are learning aloud. It may seem strange, but it is very effective. Exercises like tongue twisters can help improve your flexibility. Communicate: Grammar exercises are great, but having your friend on the other side of the world understand your email is fantastic! Use the Internet: The Internet is the most exciting, unlimited English resource that anyone could imagine and it is right at your fingertips. In morphology and verbal play, an isogram is a word with no repeating letters (such as ambidextrously) or, more broadly, a word in which the letters occur an equal number of times. It is also known as a non-pattern word. The term isogram (derived from two Greek words meaning "equal" and "letter") was coined by Dmitri Borgmann in Language on Vacation: An Olio of Orthographical Oddities (Scribner, 1965). "In a first-order isogram, each letter appears just once: dialogue is an example. In a second-order isogram, each letter appears twice: deed is an example. Longer examples are hard to find: they include Vivienne, Caucasus, intestines, and (important for a phonetician to know this) bilabial. In a third-order isogram, each letter appears three times. These are very rare, unusual words such as deeded ('conveyed by deed'), sestettes (a variant spelling of sextets), and geggee ('victim of a hoax'). I don't know of any fourth-order isograms... "The really interesting question is: which is the longest isogrammatic place-name in English? "As far as I know — and that's an important qualification — it is a small village in Worcestershire, west of Evesham: Bricklehampton. Its 14 letters, with no spaces, make it the longest such name in the language." (David Crystal, By Hook or by Crook: A Journey in Search of English. Overlook, 2008) "The longest nonpattern word ever devised utilizes 23 of the 26 letters of our alphabet: PUBVEXINGFJORD-SCHMALTZY, signifying 'as if in the manner of the extreme sentimentalism generated in some individuals by the sight of a majestic fjord, which sentimentalism is annoying to the clientele of an English inn.' This word is also an example of going to the uttermost limit in the way of verbal creativeness." (Dmitri Borgmann, Language on Vacation: An Olio of Orthographical Oddities. Scribner, 1965) "UNCOPYRIGHTABLE [is] the longest isogram in Merriam-Webster's Collegiate Dictionary, Tenth Edition, the source used in Scrabble for long words. Borgmann, who searched the dictionary manually in his quest to manipulate the language, coined UNCOPYRIGHTABLE by placing the prefix UN- before the dictionary-sanctioned COPYRIGHTABLE." (Stefan Fatsis, Word Freak: Heartbreak, Triumph, Genius, and Obsession in the World of Competitive Scrabble Players. Houghton-Mifflin, 2001) The term "New Englishes" refers to regional and national varieties of the English language used in places where it is not the mother tongue of the majority of the population. The phrase is also known as new varieties of English, non-native varieties of English, and non-native institutionalized varieties of English. New Englishes have certain formal properties—lexical, phonological, and grammatical—that differ from those of British or American standard English. Examples of New Englishes include Nigerian English, Singapore English, and Indian English. "Most adaptation in a New English relates to vocabulary, in the form of new words (borrowings—from several hundred language sources, in such areas as Nigeria), word-formations, word-meanings, collocations, and idiomatic phrases. There are many cultural domains likely to motivate new words, as speakers find themselves adapting the language to meet fresh communicative needs." – David Crystal, "English as a Global Language, 2nd ed." Cambridge University Press, 2003 "The pioneer in the study of New Englishes has been, without doubt, Braj B. Kachru, who with his 1983 book The Indianization of English initiated a tradition of describing non-native varieties of English. South Asian English remains a well-documented institutionalized second-language variety, yet the cases of Africa and South East Asia are by now also relatively well described." – Sandra Mollin, "Euro-English: Assessing Variety Status." Gunter Narr Verlag, 2006 "A term that has gained popularity is 'New English,' which Platt, Weber and Ho (1984) use to designate an English variety with the following characteristics: (a) It has developed through the education system (possibly even as a medium of education at a certain level), rather than as a first language of the home. (b) It has developed in an area where a native variety of English was not spoken by a majority of the population. (c) It is used for a range of functions (for example, letter-writing, government communications, literature, as a lingua franca within a country and in formal contexts). (d) It has become natvised, by developing a subset of rules which mark it as different from American or British English. Excluded from their designation New English are the 'Newer Englishes' of the British Isles (i.e. Scots and Celtic-influenced varieties like Hiberno-English); immigrant English; foreign English; pidgin and creole Englishes." – Rajend Mesthrie, "English in Language Shift: The History, Structure, and Sociolinguistics of South African Indian English." Cambridge University Press, 1992 "The varieties of English spoken in outer circle countries have been called 'New Englishes,' but the term is controversial. Singh (1998) and Mufwene (2000) argue that it is meaningless, in so far as no linguistic characteristic is common to all and only 'New Englishes' and all varieties are recreated by children from a mixed pool of features, so all are 'new' in every generation. These points are certainly true, and it is important to avoid suggesting that the new (mainly non-native) varieties are inferior to the old (mainly native) ones. . . . Nevertheless, the Englishes of India, Nigeria, and Singapore and many other outer-circle countries do share a number of superficial linguistic characteristics which, taken together, make it convenient to describe them as a group separately from America, British, Australian, New Zealand, etc. varieties." – Gunnel Melchers and Philip Shaw, "World Englishes: An Introduction." Arnold, 2003 "We can view the spread of English in terms of the 'old Englishes,' the 'new Englishes' and English as a foreign language variety, representing the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages. . . . The 'old varieties' of English, for example, might be traditionally described as British, American, Canadian, Australian, New Zealand, etc. The 'new Englishes' on the other hand have two major features, in that English is only one of two or more codes in the linguistic repertoire and that it has acquired an important status in the language of such multilingual nations. Also in functional terms the 'new Englishes' have extended their functional range in a variety of social, educational, administrative, and literary domains. Moreover, they have acquired great depth in terms of users at different levels of society. India, Nigeria and Singapore would be examples of countries with 'new Englishes.' The third variety of English, that of English as a foreign language, has often been characterized by the fact that unlike the countries where we find the 'new Englishes' these countries do not necessarily have a history of colonization by the users of the 'old Englishes' but use English as a necessary international language. Japan, Russia, China, Indonesia, Thailand, etc. would fall into this category." – Joseph Foley, Introduction to "New Englishes: The Case of Singapore." Singapore University Press, 1988

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