

Text ID	ID2	Sentence ID	Sentence
Villains	Q1	Villains1	In many of the cases studied, Ø villains were given foreign accents.
Villains	Q3	Villains2	A modern-day example is Dr. Heinz Doofenshmirtz, the bad guy in Phineas and Ferb who speaks in a German(ish) accent
Villains	Q4	Villains3	and hails from the fictional European country Drusselstein.
Villains	Q7	Villains4	Meanwhile, the study found that most of the heroic characters in their research sample were American-sounding;
Villains	Q8	Villains5	only two heroes had Ø foreign accents .
Villains	Q9	Villains6	Since television is a prominent source of cultural messaging for children, this correlation of Ø foreign accents with “bad” characters could have concerning implications for the way kids are being taught to
Villains	Q10	Villains7	The most wicked foreign accent of all was British English, according to the study. From Scar to Aladdin’s Jafar, the study found that British is the foreign accent most commonly used
Villains	Q13	Villains8	for Ø villains .
Villains	Q16	Villains9	German and Slavic accents are also common for Ø villain voices .
Villains	Q17	Villains10	Henchmen or assistants to Ø villains often spoke
Villains	Q18	Villains11	in Ø dialects associated with low socioeconomic status, including working-class Eastern European dialects or regional American dialects such as “Italian-American gangster” (like when Claude in Captain Planet
Villains	Q21	Villains12	None of the villains in the sample studied seemed to speak Ø Standard American English ;
Villains	Q22	Villains13	when they did speak with an American accent, it was always in Ø regional dialects associated with low socioeconomic status.
Villains	Q25	Villains14	Some shows also gave foreign accents to Ø comic characters , though British English was almost never used in this way.
Villains	Q26	Villains15	“Ø Speakers of British English are portrayed dichotomously as either the epitome of refinement and elegance or as the embodiment of effete evil,” the study concludes.
Winfrey	Q51	Winfrey1	On Sunday night, Oprah Winfrey gave a stirring speech at the Golden Globes in which she inveighed against ubiquitous sexual abuse,
Winfrey	Q52	Winfrey2	warning Ø abusers that “their time is up.”
Winfrey	Q57	Winfrey3	Many people appreciated the speech for what it was: an important spotlight on the ways sexual assault hurts
Winfrey	Q58	Winfrey4	not only Ø women in Hollywood, but domestic workers, Olympians, soldiers, scientists, factory workers, and others across class strata.
Winfrey	Q61	Winfrey5	It was difficult to ignore that in addition to a heartfelt message of solidarity, Oprah projected dignity, poise, and an air of hopefulness which felt unfamiliar a year into Trump’s presidency.
Winfrey	Q62	Winfrey6	Perhaps for that reason, it occurred to thousands of viewers that Oprah Winfrey might be the 2020 candidate the Democrats have been looking for.
Winfrey	Q63	Winfrey7	Ø Celebrities ranging from Sarah Silverman to Aasif Mandvi tweeted their support of #Oprah2020,
Winfrey	Q65	Winfrey8	joining a chorus of pundits like Joy Ann Reid and Shaun King.
Winfrey	Q68	Winfrey9	Even Bill Kristol tweeted #imwithher in support of Oprah’s candidacy, proving she has Ø bipartisan appeal .
Winfrey	Q69	Winfrey10	Notably, NBC seemingly offered its endorsement, tweeting: “Nothing but respect for OUR future president” – a tweet which received over 20,000 favourites before it was deleted the next day.
Winfrey	Q70	Winfrey11	But the enthusiasm around the mere spectre of Oprah’s presidency reveals an uncomfortable truth about the hypocrisy of Democrats:
Winfrey	Q71	Winfrey12	all the talk of competency during the 2016 presidential election , qualifications, be they ideological or political, are mere pretexts for their choice of candidate.
Doggo	Q96	Doggo1	It wasn’t the first time Merriam, the hippest dictionary that ever was (sorry, Oxford), incorporated Ø internet-beloved words into its corpus;
Doggo	Q99	Doggo2	it recently added definitions for the terms “troll,” “woke,” and “hashtag.”
Doggo	Q102	Doggo3	Nor was it the first time Ø social media reacted strongly to such a move (see: the Great “Shade” Elation of 2017).
Doggo	Q107	Doggo4	But for the prestigious lexical arbiter to acknowledge doggo’s place and popularity was a win for practitioners of “DoggoSpeak,”
Doggo	Q109	Doggo5	a specialized vernacular used primarily in Ø memes extolling the cuteness of dogs.
Doggo	Q115	Doggo6	(DoggoSpeak includes Ø fun-to-say made-up words like doggo, pupper, flufferino, and doge. You probably don’t have to be fluent to translate, though NPR did a thorough deep-dive on the vocabulary.)
Doggo	Q117	Doggo7	The announcement was also a recognition by Merriam that its original entry for “doggo”—defined as “in hiding—used chiefly in the phrase to lie doggo”—was out of step with its more current incarnation.
Doggo	Q119	Doggo8	“The nature of lexicography in general is that it always lags behind Ø language ,
Doggo	Q121	Doggo9	and that’s the case with Ø doggo ,” says Merriam-Webster associate editor Kory Stamper.
Doggo	Q127	Doggo10	“The real swell of the modern doggo wave came in 2016 and 2017
Doggo	Q129	Doggo11	with the popularization of the WeRateDogs Twitter account .”
Doggo	Q133	Doggo12	But while the account brought the word to WeRateDogs’s 5 million followers, Matt Nelson, the account’s founder , is quick to clarify he can’t be credited with its genesis.
Doggo	Q137	Doggo13	“I didn’t coin the term,” he says, “but I did recognize that Ø dog-lovers latched on to it quickly.”
Pronunciation	Q140	Pronunciation1	When I used to present Ø programmes on English usage on Radio 4,
Pronunciation	Q142	Pronunciation2	people would write in and complain about the pronunciations they didn’t like. In their hundreds. (Nobody ever wrote in to praise the pronunciations they did like.)
Pronunciation	Q148	Pronunciation3	It was the extreme nature of the language that always struck me.
Pronunciation	Q150	Pronunciation4	Ø Listeners didn’t just say they “disliked” something. They used the most emotive words they could think of. They were “horrified”, “appalled”, “dumbfounded”, “aghast”, “outraged”, when they heard
Pronunciation	Q152	Pronunciation5	Why do Ø people get especially passionate about pronunciation,
Pronunciation	Q154	Pronunciation6	using Ø language that we might think more appropriate as a reaction to a terrorist attack than to an intruded “r” (as in “law(r) and order”)?
Pronunciation	Q160	Pronunciation7	One reason is that pronunciation isn’t like the other areas of speech which generate complaints, such as vocabulary and grammar.
Pronunciation	Q162	Pronunciation8	You may not like the way people use a particular word , such as disinterested, but you’re not going to meet that problem frequently. Similarly, if you don’t like split infinitives, you won’t hear one very often.
Pronunciation	Q164	Pronunciation9	But every word has to be pronounced, so if you don’t like the sound of an accent , or the way someone drops consonants, stresses words, or intones a sentence with a rising inflection, there’s no escape.
Pronunciation	Q166	Pronunciation10	Ø Pronunciation is always there, in your ears.
Pronunciation	Q168	Pronunciation11	Another reason is that Ø pronunciation is not only the foundation of clarity and intelligibility,
Pronunciation	Q170	Pronunciation12	it also expresses Ø identity .
Pronunciation	Q176	Pronunciation13	When we hear someone speak our language, we not only recognise the words that are said, we recognise who is saying them.
Pronunciation	Q178	Pronunciation14	It is Ø pronunciation , more than anything else, that makes someone sound British, American or Indian; from Liverpool, Newcastle or London.

Pronunciation	Q180	Pronunciation15	It is Ø pronunciation – again, more than anything else – that gives us a clue
Pronunciation	Q182	Pronunciation16	about a speaker's ethnic group , social class, education or occupation.
Changing	Q189	Changing1	Historians are skilled in building and interpreting Ø varied narratives dealing with change over time.
Changing	Q191	Changing2	Yet still too many are reluctant to attempt comparison of any kind between Ø past phenomena and contemporary concerns.
Changing	Q193	Changing3	Far from being irreconcilable opposites, the past and future should be viewed as two sides of the same coin.
Changing	Q195	Changing4	Responsibly engaging with the future as a historian does not mean making bold predictions, which is always a dangerous enterprise
Changing	Q197	Changing5	– just ask Francis Fukuyama, who declared Ø liberal capitalist democracy to represent the “end of history”.
Changing	Q203	Changing6	David Staley, one of the few historians to look at the future from a historical perspective ,
Changing	Q205	Changing7	instead recommends drawing on Ø context , imparting lessons from the past, and deploying techniques such as scenario building, which analyses historic trends and events to understand likely future situations.
Changing	Q211	Changing8	Similarly, historians can help widen the reference points for policymakers.
Changing	Q213	Changing9	Political actors of all stripes barely refer to past experience in making Ø momentous decisions ,
Changing	Q215	Changing10	or have done so only with extremely limited timeframes and Ø clumsy stereotypes .
Changing	Q221	Changing11	For all his unpopularity among Ø fellow historians , Niall Ferguson's latest mission, to teach Silicon Valley that networks shaped the world long before the dawn of Facebook and Twitter,
Changing	Q223	Changing12	is exactly the kind of grand narrative Ø historians should tackle.
Changing	Q229	Changing13	Equally, the recent 500th anniversary of Luther's 95 Theses has shown
Changing	Q231	Changing14	that Ø individuals , enabled by technology, challenged hierarchies and disrupted social order long before the current era of fake news. This kind of informed comparison should be embraced, not shunned, by
Lecturer	Q238	Lecturer1	Last week, a student of mine asked for my political views. They wanted to know what I thought about the decision by University College Dublin students' union to impeach their president,
Lecturer	Q240	Lecturer2	after she withdrew information about abortion services from a university magazine , spawning a national debate on freedom of speech.
Lecturer	Q246	Lecturer3	I am not without personal opinions on these issues: I am pro-choice. Yet I felt I could not speak freely with my student about this. Instead, I gave her the sort of non-answer that one would expect from a
Lecturer	Q248	Lecturer4	“There are many sides to this debate,” I said, “and Ø student politics should be the preserve of students.”
Lecturer	Q250	Lecturer5	I felt distinctly uncomfortable giving a mealy mouthed statement that in no way reflected how I actually felt.
Lecturer	Q252	Lecturer6	For me, university is not a place where I can speak my mind.
Lecturer	Q254	Lecturer7	It is a place where I teach facts, present evidence and introduce a diverse range of other people's attitudes.
Lecturer	Q256	Lecturer8	I seldom, if ever, make my personal opinions known, fearing Ø accusations of bias and – ironically - of stifling free speech. It's dehumanising to feel that I cannot be honest with my students.
Lecturer	Q258	Lecturer9	At the same time, I worry that I do them a disservice by failing to engage them in Ø debates that might challenge their (or indeed my own) opinions.
Lecturer	Q260	Lecturer10	To me, it seems that the dual forces of a consumerist vision of academia and a media pushback
Lecturer	Q262	Lecturer11	against the viewpoints of experts are to blame.
Lecturer	Q268	Lecturer12	Take, for example, Ø news reports following MP Chris Heaton-Harris' request
Lecturer	Q270	Lecturer13	that universities provide him with a list of tutors who lecture on Brexit.
Lecturer	Q276	Lecturer14	In between arguments about McCarthyism and an alleged remainder bias in academia, many professors responded with grander claims of academic freedom and of the embracing of a wide diversity of opinion
Cheating	Q279	Cheating1	I volunteer to sit as a lecturer on our academic misconduct board several times a semester,
Cheating	Q281	Cheating2	joining a small panel that decides whether or not Ø students flagged up by their lecturers for cheating have broken the rules.
Cheating	Q287	Cheating3	We get a stack of roughly 10 cases, and for two or three hours we pore over them,
Cheating	Q289	Cheating4	not only deciding if Ø students are guilty as charged but also what the punishment should be, according to our university guidelines.
Cheating	Q295	Cheating5	OK, I admit it: it's Ø intriguing work .
Cheating	Q297	Cheating6	Ø Ways in which students cheat are either ingenious or surprisingly obvious.
Cheating	Q299	Cheating7	Among the day-to-day banality of preparing lectures, marking assessments and dealing with the bureaucracy of university life, sitting on the board is often a welcome escape.
Cheating	Q301	Cheating8	Ø Students have been known to hide earphones in headscarves, buy essays online or articles from content writers, and steal other students' papers.
Cheating	Q303	Cheating9	One grabbed another student's USB stick when he went to the toilet, downloaded a project and sent it to himself. Another submitted the exact paper his sister had submitted for the same module a year
Cheating	Q305	Cheating10	Don't be shocked at how gormless Ø students can be (they'd have to be, or they wouldn't cheat, right?).
Cheating	Q307	Cheating11	One left the sales receipt from the essay mill in his book. Another advertised online – using her photograph – for someone to do her work for her.
Cheating	Q309	Cheating12	A third denied that the text he had so meticulously copied was plagiarism
Cheating	Q311	Cheating13	– until he was shown the original, in a book written by the tutor.
Cheating	Q317	Cheating14	Another sent an army of male students pretending to be him to sit his exams, all equipped with fake IDs.
Trolling	Q320	Trolling1	I had always imagined academia to be a collegial environment .
Trolling	Q322	Trolling2	I pictured Ø teams of researchers putting heads together to solve real-world problems, collaborating on new discoveries.
Trolling	Q324	Trolling3	After completing my PhD, I realised it was more about Ø academics competing against each other for grants and jobs.
Trolling	Q326	Trolling4	Even then, I thought optimistically that our shared experiences of Ø unsuccessful applications might bond us together.
Trolling	Q328	Trolling5	But a recent experience online has confirmed for me that, actually, it's a dog-eat-dog world out there.
Trolling	Q330	Trolling6	Earlier this year, I published a book based on my research but aimed at the general reader to supplement my income from academic work.
Trolling	Q332	Trolling7	A few months after publication, I was idly scrolling through the Facebook page for an academic group I'm a member of,
Trolling	Q334	Trolling8	and caught sight of my name on a new post .
Trolling	Q341	Trolling9	It was from a young academic researcher , publicly proclaiming that my book was “useless”.
Trolling	Q343	Trolling10	Another researcher responded, and what started as an attack based on my book's lack of endnotes – which they viewed as unacademic – descended into a personal attack on me.
Trolling	Q345	Trolling11	Yet nobody actually appeared to have read my book. There were pages of endnotes, all of which the people posting had completely missed.

Trolling	Q347	Trolling12	This hadn't stopped them from airing their perceived grievances on a public forum .
Trolling	Q349	Trolling13	It was their aggression that particularly struck me, and the increasingly bullying nature of Ø posts that appeared – from their profile photos – to have been written by younger researchers.
Trolling	Q351	Trolling14	Ø Academic debate is vital:
Trolling	Q353	Trolling15	at conferences and symposia, seasoned academics discuss Ø ideas with junior colleagues.
Trolling	Q359	Trolling16	The questions after conference papers can be incredibly useful means of identifying Ø flaws in your arguments, or of finding ways to strengthen what you want to say.
Trolling	Q361	Trolling17	But Ø debates need to be based on factual truth and reasoned assessment,
Trolling	Q363	Trolling18	rather than a desire to be heard loudest.
Friends	Q370	Friends1	The number of devices you can talk to is multiplying—first it was your phone, then your car, and now you can boss around your appliances.
Friends	Q372	Friends2	Children are likely to grow up thinking everything is sentient, or at least interactive: One app developer told The Washington Post that after interacting with Amazon's Alexa, his toddler started talking to Ø
Friends	Q374	Friends3	But even without Ø chatty gadgets , research suggests that under certain circumstances, people anthropomorphize everyday products.
Friends	Q376	Friends4	Sometimes we see Ø things as human because we're lonely.
Friends	Q378	Friends5	In one experiment, Ø people who reported feeling isolated were more likely than others to attribute free will
Friends	Q380	Friends6	and consciousness to Ø various gadgets .
Friends	Q386	Friends7	In turn, feeling kinship with Ø objects can reduce loneliness.
Friends	Q388	Friends8	When college students were reminded of a time they'd been excluded socially, they compensated by exaggerating their number of Facebook friends—unless they were first given tasks that caused them to
Friends	Q390	Friends9	The phone apparently stood in for real friends.
Friends	Q392	Friends10	At other times, we personify products in an effort to understand them. One study found that three in four respondents cursed at their computer —and the more their computer gave them problems, the more
Friends	Q394	Friends11	likely they were to report that it had “its own beliefs and desires.”
Friends	Q396	Friends12	When we personify Ø products , they become harder to cast off.
Friends	Q398	Friends13	After being asked to evaluate their car's personality, Ø people were less likely to say they intended to replace it soon.
Ally	Q401	Ally1	And anthropomorphizing objects is associated with a tendency to hoard.
Ally	Q403	Ally2	In San Juan Capistrano, California, there is a summer camp for disabled children that pairs each camper with a counsellor who attends to their needs,
Ally	Q409	Ally3	a one-to-one ratio that makes it possible to give them a day at the beach, trips to amusement parks, outings on horseback, and other treats many wouldn't otherwise experience.
Ally	Q411	Ally4	The counsellors are mostly teenagers, many of them fulfilling the “service hours”
Ally	Q417	Ally5	required at Ø nearby parochial high schools .
Ally	Q419	Ally6	Like most 15-, 16-, and 17-year-olds, they aren't particularly reflective about how lucky they were to be born without cystic fibrosis, or muscular dystrophy, or autism. But they almost always become great
Ally	Q422	Ally7	They give love and encouragement. They are diligent about seeing to the safety and medical needs of their camper.
Ally	Q424	Ally8	They are protective, and when they return to their high schools, they tend to instinctively object if they hear anyone dehumanize Ø people who are disabled.
Ally	Q426	Ally9	In short, they are fantastic allies to a group that needs them.
Ally	Q428	Ally10	At Scripps College in Claremont, California, a publication called The Unofficial Scripps College Survival Guide is made available
Ally	Q434	Ally11	to all Ø students .
Ally	Q436	Ally12	The most recent edition was edited by two students from the class of 2017 whose names I am withholding.
Ally	Q438	Ally13	They expended great effort to create a resource for their peers that runs to 217 pages.
Ally	Q440	Ally14	I read through the book as part of my ongoing inquiry into the culture and beliefs of today's college students.
PointOfUni	Q443	PointOfUni1	I stopped short at a page titled, “How to Be an Ally.”
PointOfUni	Q445	PointOfUni2	The free-school advocate and journalist , Toby Young, recently joined other business executives to co-head the government's initiative, the Office for Students (OfS).
PointOfUni	Q447	PointOfUni3	He then left under a cloud of controversy, but the OfS mission – to apply Ø market ideals to higher education in England – remains in place.
PointOfUni	Q449	PointOfUni4	The goal of the OfS is to ensure that Ø students who are taking on debt receive ‘value for money’.
PointOfUni	Q451	PointOfUni5	This follows Ø revelations about the University of Bath former vice-chancellor who was paid £800,000 in her final year.
PointOfUni	Q453	PointOfUni6	Between Ø debates over executives' salaries
PointOfUni	Q459	PointOfUni7	and the questionable focus of the OfS, the problems of academia are being spun as purely economic.
PointOfUni	Q461	PointOfUni8	On one side, you have the government's concern for what it terms a 'fair balance of costs' as it works together with institutions that are trying to stay viable, framing higher education as a means to an end:
PointOfUni	Q467	PointOfUni9	a post-adolescent transition from the family to society, the postponement of entering the labour force , and primarily the university posited as job training.
PointOfUni	Q469	PointOfUni10	And on the other, there is a growing number of students who face Ø tremendous debt to repay after their education, on average ranging from £32,220 to £57,000.
PointOfUni	Q471	PointOfUni11	It's not negligible that many of these graduates will find themselves earning under the repayment threshold ,
PointOfUni	Q477	PointOfUni12	and that some will need professional help for Ø debt consolidation as they scrape by with payments each month.
PointOfUni	Q479	PointOfUni13	As someone who has spent her professional career in academia, I am concerned by what is a fundamentally wrong-minded approach to higher education.
PointOfUni	Q481	PointOfUni14	While the issues of university fees are in need of scrutiny, we must separate that discussion from the reasons for university education.
ADrink	Q484	ADrink1	When we start to marry economics with the ethos of learning, it is obvious that one idea will corrupt the other.
ADrink	Q486	ADrink2	Millions enjoy going out at the weekend and ‘killing some brain cells’ by downing a few drinks. Most of us would assume, especially when feeling tender the morning after ,
ADrink	Q493	ADrink3	that Ø booze is not good for your brain.
ADrink	Q495	ADrink4	Now, a new study on alcohol and cognitive decline is being used to suggest
ADrink	Q501	ADrink5	that Ø official guidelines on alcohol consumption, already laughably low, should be lowered still further. As with all such claims, some serious scepticism is required.
ADrink	Q503	ADrink6	The study , published in the Journal of Public Health claims that alcohol consumption of more than 10 grams per day
			– one ‘unit’ of alcohol is eight grams – leads to Ø lowered ability in cognition tests.

ADrink	Q509	ADrink7	Ø Data from over 13,000 men and women, aged between 40 and 73, were gathered on alcohol consumption.
ADrink	Q511	ADrink8	Then the subjects were asked to perform a simple controlled test on their cognitive ability.
ADrink	Q513	ADrink9	Ø Reaction time decreased – that is, performance improved – for every extra gram of alcohol per day consumed up to 10 grams per day.
ADrink	Q515	ADrink10	After that, Ø performance started to decline.
ADrink	Q517	ADrink11	However, even with fairly heavy drinking, cognitive ability never seems to decline to the level experienced by light drinkers and abstainers.
ADrink	Q519	ADrink12	Given all the caveats that should be applied to such studies – the reliability of alcohol questionnaires (people tend to understate consumption), the drawbacks of statistical analysis,
ADrink	Q521	ADrink13	the degree to which the study group is reflective of the general population , and so on – it’s hard to believe this is a problem worth worrying about for the vast majority of drinkers.
ADrink	Q527	ADrink14	Taken at face value, these results suggest it is the booze dodgers who have the most to worry about.
