

PTE ACADEMIC™

# EXPERT

B2 COURSEBOOK

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# Contents

Module	Section	Reading 1 Listening 1	Academic vocabulary 1	Language development 1	Speaking 1 Writing 1
1 Learning (p. 7)	<b>A</b> Bilingualism	<b>Reading</b> Multiple-choice, choose multiple answers (pp.8-9)	Using a dictionary; Parts of speech; Number prefixes (p.10)	Tenses in academic English; Passive v. active; Discourse markers (p.13)	<b>Speaking</b> Read aloud; Answer short question (p.11)  <b>Writing</b> Write essay (p.14)
<b>Module 1 review</b> (p. 22)					
2 Health (p. 23)	<b>A</b> Sleep	<b>Reading</b> Re-order paragraphs (pp.24-25)	Concepts; Collocations with concept words (p.26)	Real conditionals; Conditionals with different conjunctions; Expressing consequences (p.29)	<b>Speaking</b> Repeat sentence; Answer short question (p.27)  <b>Summary writing</b> Summarize spoken text (p.30)
<b>Module 2 review</b> (p. 38)					
3 Architecture (p. 39)	<b>A</b> The old ...	<b>Reading</b> Reading: Fill in the blanks (pp.40-41)	Formality; Commonly confused singular and plural forms; Materials and shapes (p.42)	Modals of possibility, speculation and deduction; Discourse markers of addition and contrast (p.45)	<b>Speaking</b> Read aloud; Answer short question (p.43)  <b>Writing</b> Write essay (p.46)
<b>Module 3 review</b> (p. 54)					
4 Business (p. 55)	<b>A</b> Marketing	<b>Reading</b> Reading & writing; Fill in the blanks (pp.56-57)	Sales and marketing; Fixed and semi- fixed phrases (p.58)	Prepositional phrases; <i>That</i> clauses (p.61)	<b>Speaking</b> Repeat sentence; Answer short question (p.59)  <b>Summary writing</b> Summarize written text (p.62)
<b>Module 4 review</b> (p. 70)					
5 The Earth (p. 71)	<b>A</b> Extreme places	<b>Reading</b> Multiple-choice, choose single answer (pp.72-73)	Word building; Connotation (p.74)	Definite and zero article with names; <i>-ed</i> and <i>-ing</i> adjectives (p.77)	<b>Speaking</b> Read aloud; Answer short question (p.75)  <b>Writing</b> Write essay (p.78)
<b>Module 5 review</b> (p. 86)					

Section	Reading 2 Listening 2	Academic vocabulary 2	Language development 2	Speaking 2	Writing 2
<b>B</b> Education	<b>Listening</b> Fill in the blanks; Write from dictation (p.15) <b>Reading</b> Multiple-choice, choose multiple answers (p.18)	Dealing with unfamiliar words; Knowing which unknown words are important; Inferring meaning from context (p.17)	Present perfect and past simple; Defining relative clauses (p.16)	Describe image (p.19)	Write essay (pp.20-21)
<b>B</b> Sports	<b>Listening</b> Highlight correct summary; Write from dictation (p.31) <b>Reading</b> Re-order paragraphs (p.34)	Sport and fitness; Collocations related to sport and fitness (p.33)	Hypothetical conditionals; Verb patterns (p.32)	Re-tell lecture (p.35)	Summarize spoken text (pp.36-37)
<b>3</b> ...and the new!	<b>Listening</b> Multiple-choice, choose single answer; Write from dictation (p.47) <b>Reading</b> Reading: Fill in the blanks (p.50)	Construction and design; Alternatives to reporting verbs (p.49)	Reporting verbs; Past perfect (p.48)	Describe image (p.51)	Write essay (pp.52-53)
<b>B</b> Leadership	<b>Listening</b> Multiple-choice, choose multiple answers; Write from dictation (p.63) <b>Reading</b> Reading & writing: Fill in the blanks (p.66)	Organisations; Leadership (p.65)	Discourse markers of consequence; Infinitives after nouns, verbs and adjectives (p.64)	Re-tell lecture (p.67)	Summarize written text (pp.68-69)
<b>3</b> Earth's future	<b>Listening</b> Highlight incorrect words (p.79) <b>Reading</b> Multiple-choice, choose single answer (p.82)	Academic synonyms; Collocations (p.81)	Expressing attitude about the future; Nominalisation (p.80)	Describe image (p.83)	Write essay (pp.84-85)



Module	Section	Reading 1 Listening 1	Academic vocabulary 1	Language development 1	Speaking 1 Writing 1
<b>6</b> People (p. 87)	<b>A</b> Groups	<b>Reading</b> Multiple-choice, choose multiple answers (pp.88-89)  <b>Listening</b> Fill in the blanks (p.92)	Prefixes; Prepositions: <i>to</i> or <i>with</i> ? (p.90)	Defining and non-defining relative clauses; Reduced relative clauses (p.93)	<b>Speaking</b> Repeat sentence; Answer short question (p.91)  <b>Summary writing</b> Summarize spoken text (p.94)
<b>Module 6 review</b> (p. 102)					
<b>7</b> Living things (p. 103)	<b>A</b> The familiar ...	<b>Reading</b> Re-order paragraphs (pp.104-105)  <b>Listening</b> Highlight correct summary (p.108)	The sciences: Roots, prefixes, suffixes; Inferring meaning from word parts; Biology: Word groups (p.106)	Present perfect passive; Participle clauses (p.109)	<b>Speaking</b> Read aloud; Answer short question (p.107)  <b>Writing</b> Write essay (p.110)
<b>Module 7 review</b> (p. 118)					
<b>8</b> The arts (p. 119)	<b>A</b> Motionless art	<b>Reading</b> Reading: Fill in the blanks (pp.120-121)  <b>Listening</b> Multiple-choice, choose single answer (p.124)	The arts; Connotation and nuance (p.122)	Reflexive pronouns; Gerunds (p.125)	<b>Speaking</b> Repeat sentence; Answer short question (p.123)  <b>Summary writing</b> Summarize written text (p.126)
<b>Module 8 review</b> (p. 134)					
<b>9</b> Future technology (p. 135)	<b>A</b> Robotics and artificial intelligence	<b>Reading</b> Reading & writing: Fill in the blanks (p.136-137)  <b>Listening</b> Multiple-choice, choose multiple answers (p.140)	Intelligent machines; Word-building with fractions (p.138)	Real v. hypothetical meaning; Ellipsis and substitution (p.141)	<b>Speaking</b> Read aloud; Answer short question (p.139)  <b>Writing</b> Write essay (p.142)
<b>Module 9 review</b> (p. 150)					
<b>10</b> Aspects of life (p. 151)	<b>A</b> Food and drink	<b>Reading</b> Multiple-choice, choose single answer (p.152-153)  <b>Listening</b> Select missing word (p.156)	Food for thought; Prefixes for problems (p.154)	Relative clauses with prepositions; Auxiliary verbs for contrast (p.157)	<b>Speaking</b> Repeat sentence; Answer short question (p.155)  <b>Writing</b> Summarize spoken text (p.158)
<b>Module 10 review</b> (p. 166)					

Review (p.22) (p.38) (p.54) (p.70) (p.86) (p.102) (p.118) (p.134) (p.150) (p.166) Test reference (pp.167-188)

Section	Reading 2 Listening 2	Academic vocabulary 2	Language development 2	Speaking 2	Writing 2
<b>B</b> Individuals	<b>Listening</b> Fill in the blanks; Write from dictation (p.95)  <b>Reading</b> Multiple-choice, choose multiple answers (p.98)	Emotion and personality; Inferring new meanings of words you already know (p.97)	Comment adverbials; Sequencing ideas (p.96)	Re-tell lecture (p.99)	Summarize spoken text (pp.100-101)
<b>B</b> ... and the unfamiliar	<b>Listening</b> Highlight correct summary; Write from dictation (p.111)  <b>Reading</b> Re-order paragraphs (p.114)	Biology; Formal expressions (p.113)	Highlighting information; Comparisons (p.112)	Describe image (p.115)	Write essay (pp.116-117)
<b>B</b> Moving art	<b>Listening</b> Multiple-choice, choose single answer; Write from dictation (p.127)  <b>Reading</b> Reading; Fill in the blanks (p.130)	Collocations related to skill and ability; Making films (p.129)	Variety in noun phrases; Compact noun phrases (p.128)	Re-tell lecture (p.131)	Summarize written text (pp.132-133)
<b>B</b> Future travel	<b>Listening</b> Multiple-choice, choose multiple answers; Write from dictation (p.143)  <b>Reading</b> Reading & writing: Fill in the blanks (p.146)	Technology; Countable v. uncountable meanings (p.145)	Causative forms; Noun clauses with question words (p.144)	Describe image (p.147)	Write essay (pp.148-149)
<b>B</b> Campus life	<b>Listening</b> Highlight incorrect words (p.159)  <b>Reading</b> Multiple-choice, choose single answer (p.162)	Education concepts (British and American English); Educational administration (p.161)	Question words with <i>-ever</i> and <i>no matter</i> ; Following complex sentences (p.160)	Re-tell lecture (p.163)	Summarize spoken text (pp.164-165)

Expert speaking (pp.189-191)    Expert writing (pp.192-199)    Expert grammar (pp.200-215)

# Test overview

► See the Test reference on page 167 for more detailed information and task strategies.

The PTEA is completed online in a Pearson test centre. It takes around three hours, including an optional ten-minute break. Score Reports are available within five working days of taking the test; they show your overall score on a scale from 10 to 90, as well as scores for communicative skills (reading, writing, speaking and listening) and enabling skills (grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse). The overall score is mapped to the Common European Framework of Reference (CEFR).

Task type	Communicative skills assessed	Number of tasks	Time allowed
<b>Part 1: Speaking and writing</b>			
Personal introduction	n/a (unscored)	1	1 minute
Read aloud	reading and speaking	6-7	30-35 minutes
Repeat sentence	listening and speaking	10-12	
Describe image	speaking	6-7	
Re-tell lecture	listening and speaking	3-4	
Answer short question	listening and speaking	10-12	
Summarize written text	reading and writing	2-3	50-60 minutes
Write essay	writing	1-2	
<b>Part 2: Reading</b>			
Multiple-choice, choose single answer	reading	2-3	32-41 minutes
Multiple-choice, choose multiple answers	reading	2-3	
Re-order paragraphs	reading	2-3	
Reading: Fill in the blanks	reading	4-5	
Reading & writing: Fill in the blanks	reading and writing	5-6	
<b>Part 3: Listening</b>			
Summarize spoken text	listening and writing	2-3	20-30 minutes
Multiple-choice, choose multiple answers	listening	2-3	23-28 minutes
Fill in the blanks	listening and writing	2-3	
Highlight correct summary	listening and reading	2-3	
Multiple-choice, choose single answer	listening	2-3	
Select missing word	listening	2-3	
Highlight incorrect words	listening and reading	2-3	
Write from dictation	listening and writing	3-4	

# 1

# Learning

## Overview

### 1A

- > Reading: Multiple-choice, choose multiple answers
- > Academic vocabulary: Using a dictionary; Parts of speech; Number prefixes
- > Speaking: Read aloud; Answer short question
- > Listening: Fill in the blanks
- > Language development: Tenses in academic English; Passive v. active; Discourse markers
- > Writing: Write essay

### 1B

- > Listening: Fill in the blanks; Write from dictation
- > Language development: Present perfect and past simple; Defining relative clauses
- > Academic vocabulary: Dealing with unfamiliar words; Knowing which unknown words are important; Inferring meaning from context
- > Reading: Multiple-choice, choose multiple answers
- > Speaking: Describe image
- > Writing: Write essay

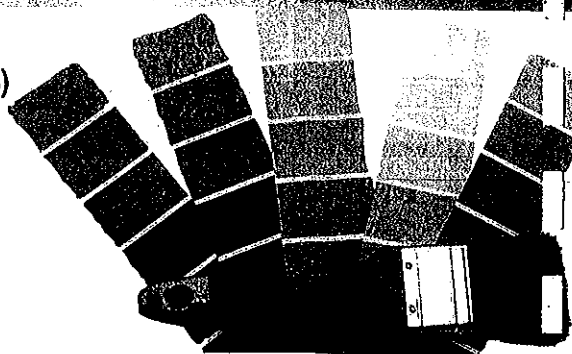


## Lead-in

### 1 Discuss the questions.

- 1 Which languages do you think are shown in the photos? Where do you think the photos might have been taken?
- 2 Which other countries can you think of where more than one language is officially spoken?
- 3 In what situations does it help to be able to speak multiple languages?
- 4 How many languages can you speak? How many would you like to be able to speak? Give some reasons.
- 5 Do you know anyone who is fully bilingual or multilingual? How old were they when they learnt each language? How did they learn them?
- 6 If someone is said to 'know' a language, what do you think this means (e.g. that they can use the language in a job)?
- 7 Do you consider yourself to be bilingual or multilingual? In which languages? Does that include English?

## Reading 1 (Multiple-choice, choose multiple answers)



## Before you read

- 1 a Do you think differently when speaking in English (or another language) compared with your first language?
- b Name some of the shades of colour in the photo in English. What about in other languages you know? Do words in your first language always correspond exactly to words in English?

## Skimming

In many test tasks it helps to find the main idea of the text by quickly reading just the first and maybe the last sentence of each paragraph. This is called **skimming**. With longer texts, it also helps to skim through the entire introduction and conclusion.

## 2 Skim the text in Exercise 5 and answer the questions.

- 1 Which of the following is the text about generally?
- A how people study and learn languages  
B how colours are seen differently in different languages  
C how languages affect our understanding of the world
- 2 Which paragraph talks about:
- A details of a research project?  
B what people do with a second language?  
C earlier projects?

## Scanning

In reading tasks you often need to search the text quickly for specific information without reading every word. This is called **scanning**. For example, you can search for specific ideas, numbers, names with capital letters or titles in *italics*.

## 3a Scan the text in Exercise 5 to find:

- 1 two non-English words.  
2 one person's name.  
3 one journal title.  
4 two languages.

- b Work in pairs. Compare and discuss how you approached Exercise 3a. For example, which words or features helped you to find each answer?

## Approaching the test task

After you skim the text to get a feel for the main idea, the next step is to read the question and responses to find the key points. Then scan to find the part or parts of the text that relate to the key points in each response.

- 4a Look at the question and response option A in the test task in Exercise 5. Find the key points. Then scan the text to find the related information.
- b Repeat the process for options B–F.
- c Compare your results in pairs. Did you choose the same key points in the options? Did you find the same areas of the text?



**Test practice 5** Complete the task. Remember to use the parts of the text that you found in Exercise 4 to help you choose the correct option.

Read the text and answer the question by selecting all the correct responses. More than one response is correct.

Learning a foreign language literally changes the way we see the world, according to new research. Panos Athanasopoulos of Newcastle University, England, has found that bilingual speakers think differently to those who only use one language. And you don't need to be fluent in the language to feel the effects – his research showed that it is language use, not proficiency, which makes the difference.

Working with both Japanese and English speakers, he looked at their language use and proficiency, along with the length of time they had been in the country, and matched this against how they perceived the colour blue. Colour perception is an ideal way of testing bilingual concepts because there is a huge variation between where different languages place boundaries on the colour spectrum. In Japanese, for example, there are additional basic terms for light blue (*mizuiro*) and dark blue (*ao*), which are not found in English. Further, *ao* also covers colours that English people would call 'green', such as a green traffic light.

Previous research has shown that people are more likely to rate two colours to be similar if they belong to the same linguistic category. 'We found that people who only speak Japanese distinguished more between light and dark blue than English speakers,' said Dr Athanasopoulos, whose research is published in the current edition of *Bilingualism: Language and Cognition*. 'The degree to which Japanese-English bilinguals resembled either norm depended on which of their two languages they used more frequently.'

Most people tend to focus on how to do things such as order food or use public transport when they learn another language to help them get by but 'as well as learning vocabulary and grammar, you're also unconsciously learning a whole new way of seeing the world,' said Dr Athanasopoulos.

According to the text, which of the following is definitely true?

- A  Bilinguals and monolinguals understand the world differently from each other.
- B  Perfect fluency is needed in order to experience the effect described.
- C  The professor's research disagrees with the results of earlier studies.
- D  The professor's research involved asking people about a number of colours.
- E  Different languages tend to describe each colour in a similar way.
- F  The researcher feels that the results of the experiment go beyond colours.

**Task analysis 6** Compare answers and discuss the questions in pairs.

- 1 How did the skimming and scanning you did in Exercises 2-4 help you find the correct responses?
- 2 Look at the options that you didn't choose. Why did you rule each of them out? (e.g. Which ones contradict statements in the text? Which contain information that is not mentioned in the text?)
- 3 How confident were you about your answers?

**Discussion 7** Discuss the questions.

- 1 Are there other concepts, besides colour, where an English word doesn't correspond with a single word in a language you know?
- 2 As an experienced learner of English, do you agree that 'learning a foreign language literally changes the way we see the world'?

**8** Check the meaning of these key words from the text. Write them in your vocabulary notebook with an example sentence.

**EXPERT WORD CHECK**

degree literally resembled spectrum tend

➤ SEE READING 2 for more practice of this task type.

## Academic vocabulary 1

### Using a dictionary

- 1 Read the dictionary entry and answer the questions.
  - 1 What part of speech is *fluent*? How do you know?
  - 2 What other forms of the word are there? What parts of speech are they?
  - 3 What do you think [U] means at the end of the entry?
  - 4 What part of the entry tells you how to pronounce the word? Where would you look to find out how to read the pronunciation symbols?
  - 5 Which word is commonly used with *fluent*? What showed you this?
  - 6 Dictionaries often put meanings in order of frequency. How can you check if your dictionary does this? Which is most important to know?

**flu-ent** /'flu:ənt/ *adj* 1 able to speak a language very well: [+in] *She was fluent in English, French and German.* 2 **fluent French/Japanese/etc** someone who speaks fluent French etc speaks it like a person from that country: *He spoke in fluent Italian.* 3 fluent speech or writing is smooth and confident, with no mistakes: *He was a fluent and rapid prose writer.* 4 fluent movements are smooth and gentle, not sudden and sharp: *She rose with the fluent movement of an athlete.* -**fluently** *adv.* *He spoke French fluently.* -**fluency** *n* [U]

### Parts of speech

- 2a Look at the test task on page 9. Find words in the text that match these meanings.

- 1 proficiency: the state of having a very high level of skill
- 2 \_\_\_\_\_: a way of thinking about or seeing something
- 3 \_\_\_\_\_: idea
- 4 \_\_\_\_\_: think that someone or something has a particular quality, value or standard
- 5 \_\_\_\_\_: connected with language or words
- 6 \_\_\_\_\_: the process of thinking, knowing and understanding
- 7 \_\_\_\_\_: a standard way to do something
- 8 \_\_\_\_\_: give special attention to one particular thing

- b Write the words from Exercise 2a in the correct place in the notes. Then write the missing words in each row. Check your answers in a dictionary.

1	<u>proficiency</u> (n)	_____	(v)	_____	(adj)
2	_____	(n)	_____	(v)	_____
3	_____	(n)	_____	(v)	_____
4	_____	(n)	_____	(v)	_____
5	_____	(n)	_____	(v)	_____
6	_____	(n)	_____	(v)	_____
7	_____	(n)	_____	(v)	_____
8	_____	(n)	_____	(v)	_____

- c Choose one word from each row and write a question with it. Then work in pairs and ask and answer your questions.

*Which language are you most proficient in?*

### Number prefixes

- 3a In the test task on page 9 you read about *bilinguals*. What does the prefix *bi-* mean?

- b Look at the prefixes in the box. Which prefix means:

bi- deca- hexa- mono- multi- penta-  
quad- semi- tri- uni-

- |                  |      |         |
|------------------|------|---------|
| A 1? (2 answers) | D 4? | G 10?   |
| B 2?             | E 5? | H ½?    |
| C 3?             | F 6? | I many? |

- c Can you think of other number prefixes? Add them to the box.

- 4 Read the sentences. What do the underlined words mean?

- 1 He learnt three things at university: how to speak French, how to play the guitar and how to ride a unicycle.
- 2 He had lunch in the university's quadrangle, outside the Languages Department.
- 3 The building was in the shape of a hexagon.
- 4 The city is noted for its many multicultural areas.
- 5 His only chance to speak German was on his biennial visit to Berlin and his once-a-decade visit to Hamburg.
- 6 Unfortunately, the professor's lectures were nothing more than boring monologues, spoken unemotionally in a monotone.

- 5a Work in pairs. Make a list of other words you know that begin with the prefixes in Exercise 3. Share your list with the class.

- b Choose five words from this page that are new to you and that you think might be useful to know. Write a sentence for each.



## Speaking 1 (Read aloud; Answer short question)


### Discussion

### Pronunciation: Word stress and rhythm




- 1 How many languages is it possible for one person to learn, do you think? 2? 3? 10? 50?

To do well on speaking tasks, including *Read aloud*, you need to put stress in the appropriate places, for example, on the appropriate syllables of the main words. Doing this should produce a smooth rhythm.

- 2a  Listen to someone reading the text. As you listen, follow along, using a pen or pencil to point at the words.

*Emil Krebs was a German translator and interpreter who worked in the early twentieth century. It has been said that he knew sixty to sixty-five languages, many of which he taught himself. Many scientists have wondered whether his brain was wired differently from other people's.*

- b Did you move your pen/pencil smoothly across all words, or did you jump from main word to main word?

- 3a  Listen again and underline the syllables that the speaker stresses.

- b What do you notice about most of the words in which you underlined a syllable? What parts of speech are they?  
c How is the pronunciation of the unstressed syllables different from the stressed ones?


- 4 Work in pairs. Take turns to read the text in Exercise 2a aloud. Focus on stressing the syllables you underlined.

- 5 Do you believe what the text in Exercise 2a says?

### Test practice 1: Read aloud


> EXPERT STRATEGIES page 169

- 6 Complete the task in pairs. Remember to stress the important words.

 **35 secs.** Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.

When they examined the brain of someone who understood many languages, scientists found that the area that governed speech did not have the same form as in most monolingual speakers' brains. What scientists don't know is whether language learning changes the brain or whether some people are born with this quality.

### Task analysis

- 7a  Look at the text in Exercise 6 again and underline the syllables you stressed. Then listen to someone reading the text. Did he stress the same syllables as you?


- b Will you approach the task differently next time? If so, how?


### Discussion

- 8 Look again at the last sentence of the text in Exercise 6. What is your opinion? Do you think talent is something that we are born with or something that we develop?

### Test practice 2: Answer short question

> EXPERT STRATEGIES page 173

- 9  Complete the task in pairs. You will hear six questions.

 **10 secs.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



## Listening 1 (Fill in the blanks)



## Before you listen

- 1 a Are people in your country generally monolingual, bilingual or multilingual? Which languages do people from your country commonly speak?
- b Which of the skills in the box do you think bilingual children might be better at than monolingual children?

creative thinking   doing arithmetic   giving word definitions  
problem-solving   repeating numbers orally

## Skimming for main topic

► EXPERT STRATEGIES page 183


In *Fill in the blanks* you have seven seconds before the recording starts. Use this time to skim the text. This allows you to determine the topic, which will help you to focus your listening.

- 2 Skim the text in Exercise 3. What is the main topic? Explain your answer to a partner.

- 1 when a research project was conducted
- 2 the results of a research project
- 3 who took part in a research project

## Completing the blanks

While you listen, you can either type directly into the boxes or you can take notes and type your answers afterwards. Note that during the test you must click in each box; the 'Tab' key does not move between boxes.

- 3  Listen to a lecture and complete the text.

We'll look now at a very interesting <sup>1</sup> . It was carried out by a researcher who works in two countries, Scotland and Italy, and it involved children from both of these countries aged around

<sup>2</sup>  or so. Half of the children from each country spoke only their national language. However, the other half spoke their national language plus another language.

During the study all the participants were given tests and quizzes which looked at a range of skills, including

<sup>3</sup>  understanding, problem-solving, creative thinking and <sup>4</sup> . The children used their national language to complete the tasks, which involved things like copying <sup>5</sup>  of coloured blocks, orally repeating a series of numbers and giving clear definitions of words.

The results were quite clear. The bilingual children were <sup>6</sup>  more successful in the tasks.

## Check your answers

- 4 a Read the text in Exercise 3 again, quickly but carefully. Use this checklist to check your answers.

- 1 Is each word grammatically correct (e.g. the right part of speech or the right verb form)?
- 2 Is the spelling of each word correct?
- 3 Does each word fit the meaning of the sentence it is in?
- 4 Does the text make sense overall?

► SEE LISTENING 2 for more practice of this task type.

- b Make any changes to your answers that you feel are appropriate.

## Discussion

- 5 Did the results of the study surprise you? Why/Why not?



## Language development 1

### Tenses in academic English

> EXPERT GRAMMAR page 200

- 1a Look at the text on page 9. Mark the tenses in the box different colours.

present simple    present continuous    present perfect  
past simple    past continuous

- b Which are most and least common in the text: simple, continuous or perfect tenses?

### Passive v. active

> EXPERT GRAMMAR page 200

- 2 Read the extracts from Listening 1 and answer the questions.

A (The study) was carried out by a researcher.  
B During the study all the participants were given tests and quizzes.

- Underline the verbs in each sentence.
- Who did the action in A? Which word begins the phrase that tells you?
- Who did the action in B? Do we know?
- What is more important in each sentence: the person who did the action or the action itself?

- 3 Complete the text with the present simple or past simple form of the verbs in brackets. Use the active or passive form.

In the past, it <sup>1</sup> \_\_\_\_\_ (often / feel) that encouraging young children to learn more than one language only <sup>2</sup> \_\_\_\_\_ (cause) problems. It <sup>3</sup> \_\_\_\_\_ (think) that children already <sup>4</sup> \_\_\_\_\_ (have) a difficult task to learn their mother tongue, and that adding an extra language would just make it even harder. Indeed, research seemed to support this opinion. In a number of studies young bilingual children <sup>5</sup> \_\_\_\_\_ (give) a vocabulary test and their scores were usually a little lower than monolingual children of the same age. Later, however, it <sup>6</sup> \_\_\_\_\_ (realise) that there was a problem with these tests: they only <sup>7</sup> \_\_\_\_\_ (test) one language. When the bilingual children <sup>8</sup> \_\_\_\_\_ (test) in both languages, it <sup>9</sup> \_\_\_\_\_ (generally / find) that they had a larger vocabulary overall than the monolingual children. Nowadays the benefits of bilingualism <sup>10</sup> \_\_\_\_\_ (widely / recognise).

### Discourse markers

> EXPERT GRAMMAR page 201

- 4a Read the extract from Listening 1. Is the idea in the second sentence similar to or different from the idea in the first sentence? Which word signals this?

Half of the children from each country spoke only their national language. However, the other half spoke their national language plus another language.

- b Match the discourse markers in the box with their functions (1–10).

an important point    and    because    but    consequently,  
during    first    for instance    further    however  
in summary    so that

- links similar ideas: and , \_\_\_\_\_
- links different ideas: \_\_\_\_\_ , \_\_\_\_\_
- shows order of ideas: \_\_\_\_\_
- introduces an example: \_\_\_\_\_
- indicates time: \_\_\_\_\_
- introduces a consequence: \_\_\_\_\_
- introduces a reason: \_\_\_\_\_
- begins a summary or conclusion: \_\_\_\_\_
- introduces a purpose: \_\_\_\_\_
- emphasises a point: \_\_\_\_\_

- c Work in pairs. Think of other words and expressions for the functions in Exercise 4b.
- 5 Complete the lecture transcript with discourse markers from Exercise 4.

Today we'll look at two points about how young children learn a language.

<sup>1</sup> First , we'll look at something called 'the critical period', which usually lasts until the age of 10 or 12 or so. <sup>2</sup> \_\_\_\_\_ this time connections in the brain develop quickly and the brain grows rapidly in volume. <sup>3</sup> \_\_\_\_\_ , languages can be learnt with relatively little effort at these ages. <sup>4</sup> \_\_\_\_\_ , when this period comes to an end, it doesn't mean that language learning stops completely; it can definitely continue <sup>5</sup> \_\_\_\_\_ with a different process.

<sup>6</sup> \_\_\_\_\_ about the critical period is that we can't prove it very easily. This is <sup>7</sup> \_\_\_\_\_ we would need to bring up a child without any opportunity to learn a language <sup>8</sup> \_\_\_\_\_ then try to teach them the language after the end of the critical period. Withholding children from such learning opportunities would cause serious problems. <sup>9</sup> \_\_\_\_\_ , people of any age can learn a new language <sup>10</sup> \_\_\_\_\_ it might take less effort for those who start young.

My second point is about children and language learning.

## Writing 1 (Write essay)

## Lead-in

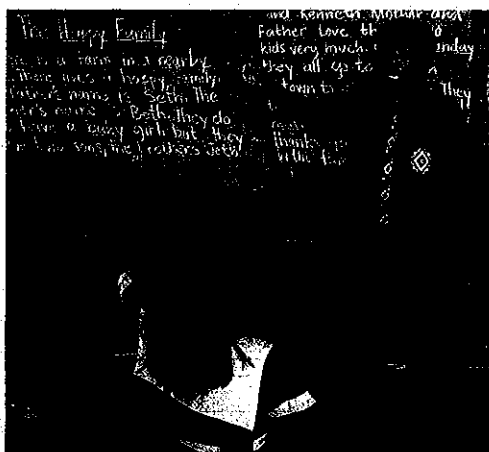
1a When did you start learning a second language? Do you wish you had started earlier or was that the right time? Give reasons.

b Work in pairs. Read the essay prompt and discuss your opinion.

'Children should learn a second language from as early an age as possible.' How far do you agree with this statement? Support your point of view with reasons and/or examples from your own experience.

## Staging in essays

> EXPERT WRITING page 193



## Writing body paragraphs

2 Read the sample essay on page 193. What opinion does it express? How different or similar is this to the one you gave in Exercise 1a?

3a Which paragraph(s) in the sample essay is/are:

1 the introduction? 2 the body? 3 the conclusion?

b Match the stages (1–3) in Exercise 3a with their purpose (A–C).

A to explain the ideas that support the writer's opinion

B to introduce the topic and give the writer's opinion

C to wrap up the essay and repeat the writer's opinion

4 Read the first sentence of each paragraph in the body of the sample essay and answer the questions.

1 Do the sentences make any points you discussed in Exercise 1a?

2 What is the connection between these sentences and the opinion expressed in the essay?

5 Answer the questions about the body paragraphs of the sample essay on page 193. Use the tips in the boxes on that page to help you.

1 What is the first sentence of each paragraph called?

2 What does this sentence express?

3 What kind of word or expression is at the beginning of this sentence?

4 What does this word or expression show the relationship between?

5 What does the rest of each body paragraph consist of: reasons or examples from the writer's own experience?

6 Read the essay prompt and follow steps 1–3 below.

'It's better to be bilingual or multilingual than to be monolingual.' To what extent do you agree with this statement? Support your opinion with reasons and/or examples from your own experience.

1 Decide your opinion, then brainstorm some supporting ideas.

2 Choose the two or three strongest of these supporting ideas.

3 Write a paragraph for each. Make sure that:

A each paragraph has one main idea only.

B topic sentence in each paragraph clearly shows main idea.

C rest of paragraph provides evidence (reasons, examples, explanations, etc.) for main idea.

D ideas are linked smoothly with discourse markers.

E you have checked for spelling, grammar and punctuation mistakes.

7 Work in pairs. Exchange paragraphs and check each other's work using the points in step 3.

8 Discuss the results of step 3. Then refine the first draft of your paragraphs in light of your discussion.

> SEE WRITING 2 for more practice of this task type.

**Listening 2 (Fill in the blanks; Write from dictation)**

**Before you listen**

- 1 How much did you enjoy listening to stories as a child? Can you remember any folk tales? Did you prefer reading stories on your own or hearing other people tell them to you? Give reasons.



**Test practice 1:  
Fill in the blanks**

➤ EXPERT STRATEGIES page 183

- 2 Complete the task. Remember to skim the text before the recording starts and afterwards to check each answer for grammar, spelling and meaning in context.

*You will hear a recording. Type the missing words in each blank.*

A really good illustrative example of the point I want to make is the book *Journey Cake, Hol* by Ruth Sawyer, based on a traditional folk tale. Teachers often read this aloud to their classes, showing the <sup>1</sup>  to the children as they do so. They are, of course, using the <sup>2</sup>  of Ruth Sawyer, and presenting the story just as the artist has visualised it. But other teachers do it <sup>3</sup> . Instead of reading, they tell the story from memory. This gives the children a much richer experience – they can freely use their own <sup>4</sup> , visualising the story, the characters and the scenes in their mind's eye in any way they like. And, this is much closer to the way in which folk tales were passed from generation to generation – orally, without any words or pictures to <sup>5</sup>  the imagination.

**Task analysis**

- 3 Compare answers in pairs and try to resolve any differences. Then answer the questions.
  - 1 For each blank, which clues did you use to check the grammar (e.g. part of speech or verb form)?
  - 2 Did you find any mistakes while checking to see if your answers fit the overall meaning? In general, do you think this is a strategy that you can use on other parts of the test? Why/Why not?
  - 3 In the test, do you think you would take notes on the answers or would you type directly into the blanks while listening?

**Discussion**

- 4 Does the speaker prefer stories to be read aloud or told from memory? Do you agree? If you were telling a story to a child, would you read it or tell it from memory?

**Test practice 2:  
Write from dictation**

➤ EXPERT STRATEGIES page 188

- 5 Look at the sentences a student wrote in a *Write from dictation* task. Find and correct the mistakes.
  - 1 Every culture has a tradition of telling folk tails.
  - 2 Children often tell stories by their teachers.
- 6 Complete the task. You will hear four sentences. After each, check your work and use your grammar knowledge to reconstruct parts of the sentence you didn't write down.

*You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.*

- 7 Compare answers in pairs and note any differences. Then listen again and check your answers.

## Language development 2

## Present perfect and past simple

► EXPERT GRAMMAR page 201

1a Read the sentences related to the lecture in Listening 2 and answer the questions.

- A Ruth Sawyer wrote a wonderful award-winning book.  
 B ... you are seeing the story as the artist has visualised it.

- 1 What tenses are the verb forms in bold?
- 2 Which verb form shows the present relevance of a past action?
- 3 Which verb form describes an action completed in the past but with less present relevance?

b Read the sentences. What is the difference in meaning between the two sentences?

- A I've had three lessons this morning.  
 B I had three lessons this morning.

2a Choose the correct options in *italics* to complete the sentences. Give reasons for your answers.

- 1 A I *spent* / I've *spent* a lot of time at the beginning of term on my university assignments but I *didn't do* / *haven't done* so much work on them recently.  
 B I *spent* / I've *spent* a lot of time on my university assignments – at least 20 hours a week for the last six weeks.
- 2 A This university *ran* / *has run* three courses for English language support so far this year and we'll have another three in the second half of the year.  
 B This university *ran* / *has run* three courses for English language support last year and we're increasing the number to six this year.
- 3 A Teachers at our school *provided* / *have provided* a number of after-school activities for the children over the last few years. B Teachers at our school *provided* / *have provided* a number of after-school activities for the children up until last year but it isn't possible to continue this year.

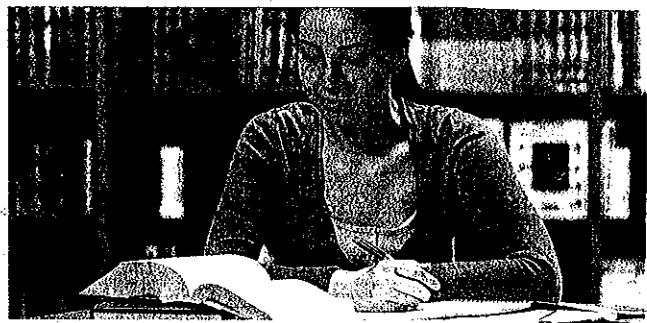
b Work in pairs. Find out about each other's educational experiences. Use the present perfect and the past simple in your questions.

Where did you go to high school?

How many years have you studied English?

3 Work in pairs. Which of these situations need the present perfect? Give reasons.

- 1 describing procedures in previous research
- 2 showing how previous research is relevant now
- 3 talking about general points that were learnt from previous research



## Defining relative clauses

► EXPERT GRAMMAR page 202

4a Read the sentence related to the lecture in Listening 2. Underline the words or phrases that describe the book Ruth Sawyer wrote.

Ruth Sawyer wrote a wonderful, award-winning book which is based on a folk tale ...

- b What grammatical forms did you underline in Exercise 4a? How many separate ideas did they allow the speaker to combine into a single sentence?
- c What conclusion can you draw about the usefulness of these forms in academic writing?

5 Find and correct the mistakes in the sentences.

- 1 She's the lecturer who take linguistics classes.
- 2 I know the person which you mean – the person we met in the library yesterday.
- 3 Is that the place, where you met your wife?
- 4 Is she the person speaks six languages?

6 Join the sentences using defining relative clauses.

- 1 Young children learn from stories. These stories are simple and interesting and have strong characters.

*Young children learn from stories that are simple and interesting and have strong characters.*

- 2 There's a good library. You can study there peacefully.
- 3 People in Hungary speak a language. It has some very complex verb forms.
- 4 Young children often learn better through activities such as games and songs. These activities involve doing things, not just reading or listening.
- 5 The university careers office has some very experienced staff. They can help you to find a job.
- 6 The class read a book. It contained a lot of information about the history of their city.
- 7 J K Rowling is an author. She has written some very influential children's books. They have sold in many countries around the world.

7 Work in pairs. Take turns to finish the sentences using relative clauses and begin short conversations.

- 1 After this course I want to study a subject ...
- 2 I think English is a language ...
- 3 I live in a place ...
- 4 Last year I did something ...
- 5 Tomorrow I'll study something ...



## Academic vocabulary 2

### Dealing with unfamiliar words

- 1 Work in pairs. Which of the following do you do when you find a word you don't know?
- 1 try not to think about it and keep reading
  - 2 decide whether you need to know it or not
  - 3 use clues such as prefixes and suffixes to guess the meaning
  - 4 use clues around the word to guess the meaning

If you find an unfamiliar word in a text, the words surrounding it will often provide you with clues to its meaning. These are known as context clues.

- 2a Read the first line of the text. Look at the word in bold and answer the questions under the text.

Since people began speaking, we've narrated stories to each other – stories about why the sun **traverses** the sky and why it **vanishes** at night. In fact, you'll find that whatever **discipline** you're studying, story telling is an **incredibly** valuable tool for communication because our brains are biologically constructed to receive information contained in a story. When information is **conveyed** in the form of a story, people pay much closer attention to it.

- 1 What part of speech is it?
- 2 Who is doing the action?
- 3 What are they doing it with?
- 4 Who are they doing it to?
- 5 Is it most likely to mean *shouted, sung, written or told*? How do you know?

- b Read the rest of the text in Exercise 2a and match the underlined words with the clues (1–5).

- 1 something that people can study: \_\_\_\_\_
- 2 very: \_\_\_\_\_
- 3 something the sun does in the sky: \_\_\_\_\_
- 4 passed from one person to another: \_\_\_\_\_
- 5 something the sun does at night: \_\_\_\_\_

- c Use the clues in Exercise 2b to match the underlined words in the text with these words (1–5) that are similar in meaning.

- |                      |                       |
|----------------------|-----------------------|
| 1 communicate: _____ | 4 extremely: _____    |
| 2 cross: _____       | 5 subject area: _____ |
| 3 disappear: _____   |                       |

### Knowing which unknown words are important

Not all words are important for understanding a text. Think carefully about whether you need to know a word before you spend time trying to find out its meaning.

- 3a Read the text. Look at the words in bold and circle the ones you think are most important to the overall meaning. Aim to circle around half of the words in bold.

It's widely acknowledged that telling stories to young children is motivating for them and is effective in aiding their learning. However, it is a skill that requires ample amounts of practice to do well. Pre-adolescent children generally respond with immediacy to story telling; they will look at you intently – as if mesmerised – if they are enjoying the story but if they find it boring or don't understand it, they will quickly begin squirming, talking to each other and looking for other things to do.

- b Work in pairs. Discuss reasons for your choices in Exercise 3a.
- c Use the context to guess the meaning of the words you circled.
- d Work in pairs. Discuss your answers to Exercise 3c. Which clues in the text did you use?
- e Check the meaning of the words you circled in a dictionary. Did you guess correctly?

- 4a Read the text in Exercise 3a again and answer the questions.

- 1 Does the writer believe it is easy to be a good storyteller for children?
- 2 How will you know if an audience of children doesn't understand the story well?

- b Did you need to know every word to answer the questions?

### Inferring meaning from context

- 5a The words in the box are from the text on page 15. Circle them in the text, then use the context to match them with their meanings (1–5).

based on rich generation mind's eye visualise

- 1 \_\_\_\_\_ : form a picture in your mind
- 2 \_\_\_\_\_ : full of interesting or important facts, events or ideas
- 3 \_\_\_\_\_ : used as a model from which something else is developed
- 4 \_\_\_\_\_ : imagination
- 5 \_\_\_\_\_ : all the people in a family of around the same age

- b Complete the sentences with the words in Exercise 5a.

- 1 Many children's books are \_\_\_\_\_ in illustrations.
- 2 It often helps when learning vocabulary to \_\_\_\_\_ a situation associated with a word.
- 3 The scene is very clear in my \_\_\_\_\_; you've described it very well.
- 4 The oldest \_\_\_\_\_ of most families isn't able to work anymore.
- 5 Modern teaching techniques are \_\_\_\_\_ very thorough research.

**Reading 2 (Multiple-choice, choose multiple answers)****Before you read****Test practice****1 Discuss the questions.**

- 1 Which of these methods do you think you learn best from? Which do you learn least effectively from? Does it depend on the discipline you're studying?
  - books • collaboration with other people • video • imitation
  - computers/the internet • lectures
- 2 Do you think learning methods like these could make the difference between a student's success and failure?

In all reading tasks you can use the strategies you looked at in Academic vocabulary 2 to deal with unfamiliar words. Don't worry about words that are not important for the question and use context clues to help you guess the meaning of others.

- 2 Complete the task. Remember to skim the text, read the question and responses to find the main idea, and then scan for each key point.

*Read the text and answer the question by selecting all the correct responses. More than one response is correct.*

Video based supplemental instruction (VSI) provides students with an intensive learning experience that aims to help them to succeed in a subject which they have previously failed. This programme, which has been successful in similar contexts, was piloted at the University of Western Sydney in an engineering mathematics subject with a high failure rate. Students face difficulty with this subject for a number of reasons, including lack of preparedness and lack of confidence or positive attitude towards mathematics. Consequently, students tend to fall behind as the subject progresses and are therefore unable to complete assessments and the exam. This paper provides a case study of the VSI pilot and outlines the methodology of utilising pre-recorded lectures, which are the main VSI learning tool. It describes the outcomes for the course participants who had previously failed this first-year course, as well as insights gained by the staff who were involved in this collaborative learning programme.

Which of the following can be concluded from the text?

- A  Students often find the subject mentioned in the article difficult.
- B  The programme described in the paper was successful.
- C  VSI is used to teach people who are studying a subject for the first time.
- D  People involved in teaching also took part in this study.
- E  The article describes a technique used for the first time ever.
- F  The video recordings were mostly of students doing assessments.

**Task analysis**

- 3a Did you need to guess the meaning of unknown words from the context? If so, which words did you do this for? How did you do it?
- b Of the incorrect options, which ones contradict statements in the text? Which contain information that is not mentioned in the text and cannot be concluded from it?

**Discussion**

- 4 Discuss the questions.
  - 1 If the programme in the text turned out to be successful, do you think it was because of the use of video, because the study was intensive or something else?
  - 2 Do you think different people learn in different ways? For example, do some people learn better from books and others from video?
  - 3 How helpful do you think it is to use a variety of methods to learn?

**EXPERT WORD CHECK**

case study collaborative fall behind lack of outline piloted preparedness



## Speaking 2 (Describe image)

### Lead-in

- 1 Think of as many of the following as you can.
  - 1 types of chart and graph, e.g. a bar chart
  - 2 synonyms of *an increase* and *a decrease* (nouns), e.g. *a rise*
  - 3 synonyms of *increase* and *decrease* (verbs), e.g. *rise*

### Understanding the bar chart

- 2 Look at the bar chart in Exercise 6 and answer the questions.
  - 1 What does the bar chart show?
  - 2 Which language had almost no change in popularity?
  - 3 Which languages had the greatest percentage increase of children choosing them? Which showed the largest decrease?
  - 4 Is the difference between Polish and Portuguese significant? What about the difference between French and German? Between French and Polish?

### Identifying the important features

► EXPERT STRATEGIES page 171

In *Describe image* you don't always have time to describe everything. Quickly decide what the most significant features are and describe those.

- 3 Work in pairs. Discuss which items of information from Exercise 2 are the most important to mention.

### Sample response

- 4 Listen to a student doing the task. Which points does she mention?

- 5a Listen again and complete the sentences.

- 1 The graph \_\_\_\_\_ the percentage change \_\_\_\_\_ the number of students who ...
- 2 The percentage \_\_\_\_\_ students who took French and German has fallen.

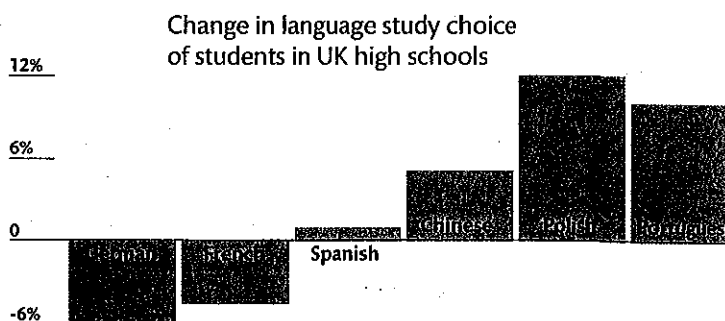
- b Use the prompts to write complete sentences that follow the patterns in Exercise 5a.

- 1 bar chart / illustrate / percentage change / students' exam grades
- 2 percentage / students / scored over 80 percent / drop
- 3 percentage / students / scored below 60 percent / rise

### Test practice

- 6 Complete the task in pairs. Remember to include only the most important information and to use the language in Exercise 5.

**40 secs.** Look at the bar chart below. In 25 seconds, please speak into the microphone and describe in detail what the bar chart is showing. You will have 40 seconds to give your response.



### Task analysis

- 7a Did you and your partner mention different points? If so, what was different? Were all the points you mentioned significant?
- b How smoothly did you speak? Did you pause or repeat information?

► EXPERT SPEAKING page 189



## Writing 2 (Write essay)



## Lead-in

- 1 Discuss the questions.
  - 1 Which of these methods do you use to help you learn English?
    - practise speaking • practise writing • learn grammar rules
    - memorise vocabulary • do a lot of reading • other things
  - 2 Which methods do you think are most effective? Which are least effective?
  - 3 What would be the effect of adding or dropping any of these methods to/from your study routine?

## Essay plans

➤ EXPERT STRATEGIES page 175

Making a quick plan will help you to organise your ideas before writing and stay focused while writing.

- 2 Work in pairs. Compare the essay plan below with the sample essay on page 193 and discuss the questions.
  - 1 Does the plan contain any small words such as articles and prepositions or only the most essential words?
  - 2 What do you think *imp*, *e.g.*, *prblm*, *thnkg*, *u/stand*, *→* and *btwn* mean?
  - 3 What other symbols can you think of that might be useful in a plan?
  - 4 Which of the ideas in the notes are the main ideas? Which are the supporting ideas? How are these indicated?
  - 5 Why do you think the introduction and conclusion aren't in the plan?

*agree*

*imp several skills*

*e.g. prblm solving, creative thnkg*

*u/stand world, experience directly*

*→ connections btwn nations*

Your plan doesn't have to look like this one. Everyone develops their own style. Some people are even able to keep their plan just in their head.

## Understand the task

- 3 Look at the task. Out of the 20 minutes, how many minutes do you think you would spend on these steps?
  - 1 reading the question, thinking of ideas and planning
  - 2 writing your essay
  - 3 checking and revising your essay

**20 mins.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'The most effective way to become more proficient in a language is to practise speaking and writing it in real situations.' To what extent do you agree with this point of view?

Although the task gives you the option to agree or disagree with the opinion in the prompt, for practice purposes you are asked here to write an essay that agrees (essays that disagree are dealt with in Module 3).

**4 Discuss the questions in pairs.**

- 1 In your own history of learning English, what experiences have shown that speaking and writing practice is better than other things you can do, such as grammar exercises?
- 2 Can you think of examples of people who have tried to learn English through practice, or through other ways, and found one method to be more effective?
- 3 Why might practising speaking and writing a language be a good learning strategy? For example, does it relate to real life more than other strategies? Is it more or less fun and motivating than other strategies?

**Plan your essay**

- 5a** Make a plan similar to that in Exercise 2 using the ideas you discussed in Exercise 4.
  - b** Which ideas from Exercise 5a are the strongest? Tick (✓) them on your plan. Based on the number of ideas you ticked, how many body paragraphs will you aim for?
  - c** Decide on the order in which you want to present your ideas (usually from strongest to weakest) and number them on your plan.

**Language and content**

- 6a** Read the examples. Which feels smoother and more natural?
  - A People generally learn better when they follow a variety of learning strategies, not just one. For this reason, a number of different strategies are generally used by teachers.
  - B People generally learn better when they follow a variety of learning strategies, not just one. Teachers use a number of different strategies in class for this reason.
- b** Look at the single-underlined information in the examples. Is it related to information in the first sentence or is it new information? What about the double-underlined information?
- c** Which results in a smoother flow: putting new information at the beginning of the sentence or at the end of a sentence?

For a smooth flow, sentences usually begin with given information, that is, information that has appeared earlier in the text. New information – information not mentioned before – usually goes later in the sentence. Switching between active and passive voice can often be useful for this.

**7 In each sentence pair, underline the information in the second sentence that is given in the first. Then re-write the sentences so that the given information appears at the beginning of the sentence and the new information at the end.**

- 1 Many students lose motivation when they are asked to memorise grammar rules. Tasks with a practical purpose motivate them more.  
*Many students lose motivation when they are asked to memorise grammar rules. They are more motivated by tasks with a practical purpose.*
- 2 When you practise a skill, you develop the habit of using the skill. Real-life activities are made easier because of these habits.
- 3 It's important to use a range of techniques when studying anything, including languages. Motivation is increased by variety.
- 4 Several of my classmates in school only studied grammar and vocabulary for their English lessons. Soon, other subjects excited them more.



**Write your essay**

- 8** Write your essay. Use your plan from Exercise 5 and the concepts in Exercise 7 to help you. Follow the sample essay on page 193. Remember to write 200–300 words.

**Check your essay**

► EXPERT WRITING page 192

- 9** Check your essay. Use the checklist on page 192.

**Further practice**

- 10** Turn to page 193 and complete another timed test practice.

### Review

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 For the last six years researchers in the education department \_\_\_\_\_ (study) the effect of technology on children's learning.
- 2 Some major changes \_\_\_\_\_ (make) to the school's curriculum last year.
- 3 Of relevance to the current study is the point that researchers \_\_\_\_\_ (show) that interactive learning benefits many but not all students.
- 4 Learning a language \_\_\_\_\_ (require) lots of hard work.
- 5 The percentage of students choosing the Mandarin Chinese course \_\_\_\_\_ (increase) dramatically last year.
- 6 Recent research \_\_\_\_\_ (improve) our knowledge of what goes on in the brain when a baby is learning how to speak.
- 7 Generally, many benefits might \_\_\_\_\_ (gain) by learning an additional language.
- 8 Doing plenty of reading \_\_\_\_\_ (see) as an effective way of increasing your vocabulary.
- 9 When I was in the first year of primary school, our teacher \_\_\_\_\_ (tell) us a story every day.
- 10 Young children \_\_\_\_\_ (learn) very effectively from stories.

2 Complete the sentences with the correct form of the words in the box.

awareness cognition memorise norm  
perceive proficiency rate take in

- 1 As he lived and worked in Tokyo for several decades, he is \_\_\_\_\_ in Japanese.
- 2 He was \_\_\_\_\_ that someone had entered the room even though he couldn't see the door.
- 3 She isn't good at \_\_\_\_\_ of vocabulary - she finds it difficult to remember words just by reading them off a list.
- 4 Children's \_\_\_\_\_ skills improve as they grow up. This helps them to solve problems and work out consequences.
- 5 When the teacher provides a variety of learning activities, children are more likely to \_\_\_\_\_ the point that is being taught.
- 6 His \_\_\_\_\_ of the problem was different from mine - we were thinking about it in different ways.
- 7 Our results were surprising - they were very different from the \_\_\_\_\_.
- 8 Participants in the study were asked to \_\_\_\_\_ their experience on a scale from one to ten.

3 Write sentences using the prompts. Use defining relative clauses.

- 1 bilinguals / people / can speak / several languages

*Bilinguals are people who can speak several languages.*

- 2 a pie chart / a type of chart / show / amounts as slices of a pie
- 3 a person / illustrate / an illustrator
- 4 a primary school / a place / children under the age of 12 study
- 5 learning three languages / the achievement / he / most proud of
- 6 a bimonthly magazine / a magazine / published / every two months
- 7 problem-solving / a skill / useful in many jobs
- 8 you / find / the evidence / you / want / for your research?
- 9 maths / a school subject / many people / enjoy
- 10 folk tales / traditional stories / passed / parents to children over many generations

4 Complete the article with the words in the box.

collaboratively creative imitation increases  
memorised orally problem richly

Teachers of young children generally use a wide range of techniques to help them learn. Younger children learn especially well by <sup>1</sup> \_\_\_\_\_; the teacher can demonstrate something and the children repeat what they hear. Songs work particularly well for this. Telling stories is also effective with this age group. Children of this age generally learn well <sup>2</sup> \_\_\_\_\_. Teachers can read them from a book or tell a story they have <sup>3</sup> \_\_\_\_\_. If books are chosen, it is recommended that they be <sup>4</sup> \_\_\_\_\_ illustrated and have interesting characters.

As children grow older, their level of maturity <sup>5</sup> \_\_\_\_\_ and different techniques are needed. Older children need to develop different skills such as <sup>6</sup> \_\_\_\_\_-solving and <sup>7</sup> \_\_\_\_\_ thinking. Asking the children to work in groups and carry out tasks <sup>8</sup> \_\_\_\_\_ also helps them to improve their communication skills.

# 2

# Health

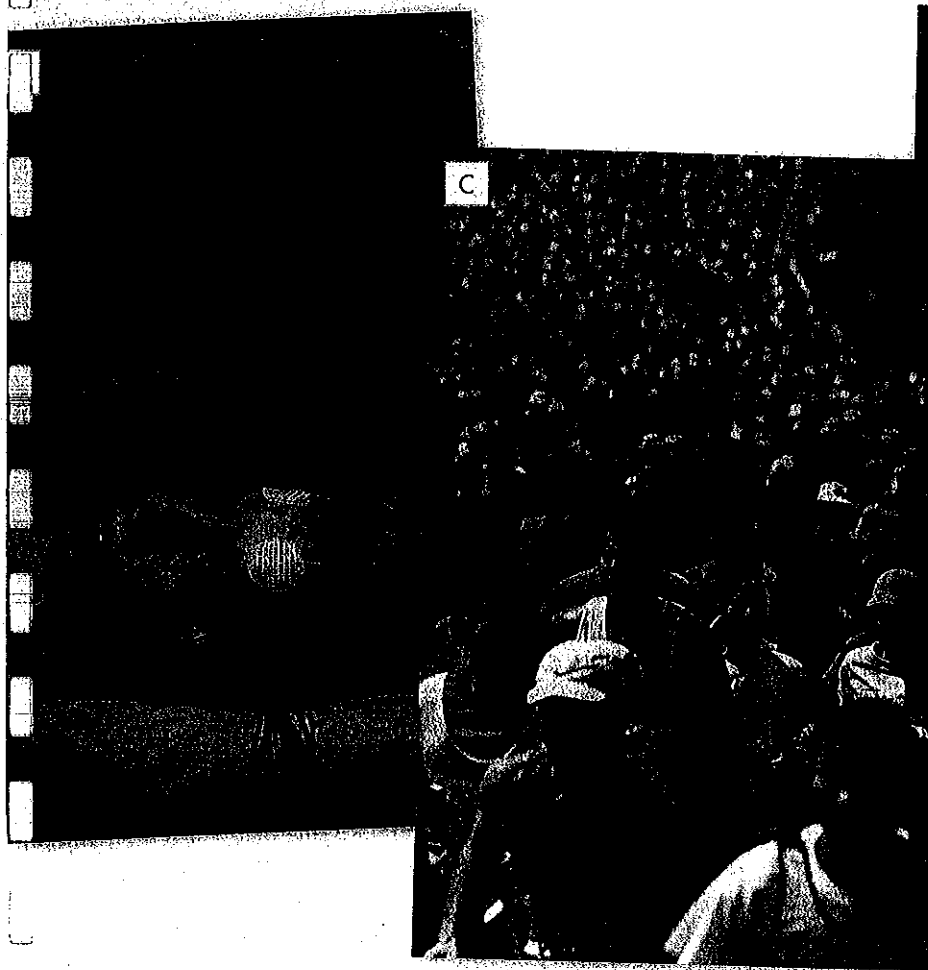
## Overview

### 2A

- > Reading: Re-order paragraphs
- > Academic vocabulary: Concepts; Collocations with concept words
- > Speaking: Repeat sentence; Answer short question
- > Listening: Highlight correct summary
- > Language development: Real conditionals; Conditionals with different conjunctions; Expressing consequences
- > Summary writing: Summarize spoken text

### 2B

- > Listening: Highlight correct summary; Write from dictation
- > Language development: Hypothetical conditionals; Verb patterns
- > Academic vocabulary: Sport and fitness; Collocations related to sport and fitness
- > Reading: Re-order paragraphs
- > Speaking: Re-tell lecture
- > Summary writing: Summarize spoken text



## Lead-in

### 1 Discuss the questions.

- 1 How much sleep do you get every night? Do you think this is enough?
- 2 When you don't have enough sleep, what symptoms do you experience the next day?
- 3 What do you think is the better approach to preparing for exams: stay up late in the days before to study as much as possible or make sure you get plenty of sleep?
- 4 Do you like to daydream? Do you think daydreaming is a good idea – for example, do you think it promotes imagination and creativity?
- 5 Do you generally enjoy dreaming? Do you have nightmares?

## Reading 1 (Re-order paragraphs)

Before you read 1 Discuss the questions.

- 1 What stories about dreams exist in your culture?
- 2 How much do your dreams reflect what has happened to you recently?
- 3 Do you think that dreams have meaning? Do you think that dreams have any connection with reality?
- 4 Why do you think we dream?



Following paragraph organisation and cohesion

Ideas are linked through cohesion – the use of words or phrases to link to other ideas in the text. Recognising these cohesive devices will help you do well in several tasks, including *Re-order paragraphs* tasks.

2a Read the text. In each paragraph, which sentence is the most general? How is each paragraph ordered: from general to specific or from specific to general?

Every culture has attempted to interpret the meaning of dreams. In some cultures people believed that during a dream the spirit leaves the body and travels around. Others believed that the future can be seen in dreams. For example, a pleasant dream might suggest good fortune the next day. This is still believed by some cultures today.

Later on, Sigmund Freud, the famous psychologist, came up with another theory. Freud analysed the dreams of many people. He concluded that dreams reflect our inner psychological world – our unconscious wants and concerns. This idea was popular for a long time.

b In the text in Exercise 2a, what does each underlined word or phrase refer back to? *some cultures – Every culture*

3a Read the sentences. Which is the most general? Number it 1.

- A Among people suffering from divorce, she has found, recovery is related to a particular pattern of dreaming: the first dream of the night often comes sooner than it ordinarily would, lasts longer and is more emotional and story-like.
- B Rosalind Cartwright has been investigating this hypothesis for many years.
- C Some psychologists claim that dreams not only reflect our waking concerns but also provide us with the opportunity to resolve them.

b Which sentence in Exercise 3a contains a word or phrase that refers back to something in sentence 1? Number it 2. What is this word or phrase?

c To check, is there a word or phrase in the third sentence that refers back to sentence 2? If so, what is it?

d Compare answers in pairs. Discuss the clues you used.



- 4 Read the sentences and repeat the steps in Exercises 3a–d. Then compare and discuss answers in pairs.
- A The difference is that when we are asleep, we are cut off from feedback from the world and from our bodily movements; the only input to the brain is its own output.
  - B In the cognitive view, the brain is doing the same kind of work during dreams as it does when we are awake, which is why parts of the brain involved in mental processing are highly activated during dreaming.
  - C The lack of information coming in, then, means that our dreaming thoughts tend to be more unfocused and diffuse than our waking ones – unless, of course, we're daydreaming!

**Test practice**

► EXPERT STRATEGIES page 178

- 5 Complete the task. Remember to try to identify the most general sentence first and then look for cohesive devices.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

	Source	Target
A	For example, psychologist Gayle Delaney told of a woman who dreamed she was swimming underwater.	<input type="checkbox"/>
B	One explanation of dreams holds that they reflect the ongoing conscious preoccupations of waking life, such as concerns over health.	<input type="checkbox"/>
C	To Delaney, the message was obvious: the woman was "drowning" under the responsibilities of child care, and her husband wasn't "getting the picture".	<input type="checkbox"/>
D	The woman's eight-year-old son was on her back, his head above water. Her husband was supposed to take pictures, but wasn't, and she was starting to feel she was going to drown.	<input type="checkbox"/>
E	In this approach to dreaming, the symbols in a dream do not disguise its true meaning; they convey it.	<input type="checkbox"/>

**Task analysis**

- 6a What clues helped you decide which sentence was first?  
b What cohesive devices helped you to order the other sentences?

**Discussion**

- 7a Look at the texts in Exercises 2, 3 and 4. Which text or texts matches these ideas?
- 1 Dreams help us solve our problems.
  - 2 Dreams show us the future.
  - 3 Dreams are caused by mental activity while we're sleeping.
  - 4 Dreams reflect our subconscious.
  - 5 Our spirits travel the world in our dreams.
- b Which of the ideas in Exercise 7a have you heard before? Which would you most like to believe?
- c What experiences have you had which may support any of these ideas?

**EXPERT WORD CHECK**

cognitive diffuse disguise divorce get the picture hypothesis  
input output preoccupation spirit

► SEE READING 2 for more practice of this task type.

## Academic vocabulary 1 AWL ACL

### Concepts

In Reading 1, we saw that phrases such as *this approach* or *another explanation* often refer back to whole ideas or concepts mentioned earlier in a text. Here, we'll look at other words that can be used in this way.

**1** Choose the correct options in *italics* to complete the definitions. Check the meaning of the words in a dictionary if you are unsure.

- 1 challenge: something that tests strength, skill or ability, especially in a way that's *interesting / uninteresting*
- 2 controversy: an idea or ideas that cause a lot of *agreement / disagreement* because people have strong opinions about them
- 3 hypothesis: an idea that has been suggested as an explanation for something but which *has / has not* yet been proved to be true
- 4 initiative: *an old / a new* plan or process to achieve a particular aim or solve a particular problem
- 5 insight: a *sudden or clear / slowly developing* understanding of something, especially a complicated situation or idea
- 6 notion: *a formal / an informal* word for an idea, belief or opinion
- 7 perspective: a way of thinking about something, *not including / especially* one which is influenced by the type of person you are or by your experiences
- 8 scenario: a situation that *could / couldn't* possibly happen
- 9 theme: *a minor / the main* subject or idea in a piece of writing, speech, film, etc.

**2** Complete the sentences with the correct form of the words in Exercise 1.

- 1 The research team has recently found a link between sleep and diet. This \_\_\_\_\_ may lead to new ways to avoid obesity.
- 2 Freud believed that analysis of dreams can help to solve psychological problems. However, nowadays the Freudian \_\_\_\_\_ is falling out of favour.
- 3 Over the years many researchers have come to the conclusion that having little sleep leads to weight gain. This is a(n) \_\_\_\_\_ in the current work as well.
- 4 For many people nightmares involve a familiar \_\_\_\_\_ in which the dreamer is falling or being chased.
- 5 Recently researchers have begun using a new tool for sleep research. Preliminary results from this \_\_\_\_\_ are interesting.
- 6 Research into dreams is difficult because people often forget their dreams after they wake up. \_\_\_\_\_ such as this are difficult to overcome.

- 7 Sleep deprivation has negative effects on memory. Students who study all night before an exam often don't appreciate this \_\_\_\_\_.
- 8 Some believe that dreams have meaning, while others understand that dreams arise from the random firing of cells in the brain. Here lies a(n) \_\_\_\_\_ that is difficult to resolve.
- 9 The experiment is designed to test one simple idea: does sleep deprivation lead to changes in food intake? This \_\_\_\_\_ has not been tested previously.

### Collocations with concept words

**3a** Complete the sentences with the correct form of the words in the boxes. Then note the collocations in *italics* (adjective + noun in 1–3 and verb + noun in 4–8).

central deep key major theoretical

- 1 A \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ theme throughout the book is that sleep deprivation is dangerous.
- 2 He was looking at the problem *from a* \_\_\_\_\_ perspective and didn't consider the practical points.
- 3 Their research gave them a \_\_\_\_\_ insight into the problem.

face gain overcome pose test

- 4 At the start of the research project we \_\_\_\_\_ serious challenges.
- 5 From the experiment, he \_\_\_\_\_ several new insights.
- 6 The current research \_\_\_\_\_ a serious challenge to the old theory.
- 7 This experiment is designed to \_\_\_\_\_ the hypothesis.
- 8 The research team eventually \_\_\_\_\_ all the challenges they faced.

**b** Look at the collocations in sentences 2, 3 and 6 and circle the prepositions they include.

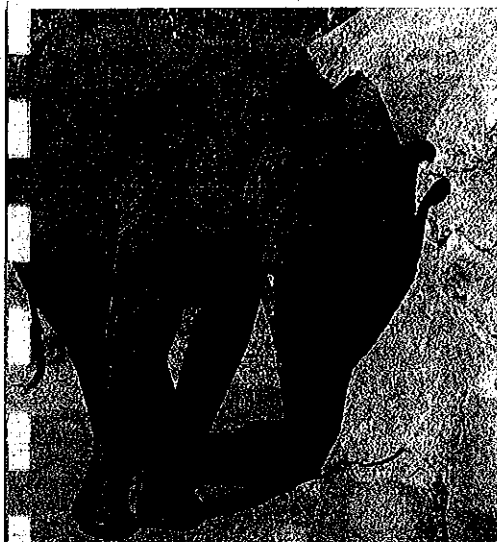
**4** Work in pairs. Tell your partner about:

- 1 a deep insight you've gained.
- 2 a serious challenge you've faced.
- 3 a key theme of something you've read or seen.
- 4 an obstacle you've overcome.

## Speaking 1 (Repeat sentence; Answer short question)

- Lead-in** 1 Are you often sleep deprived? Do you often suffer from fatigue? What effect does fatigue have on you?


### Pronunciation: Intonation in sentences





Sense groups are units of meaning; each sentence has one or more of them. In statements, intonation usually goes down towards the end of each sense group. Good intonation will help you do well on all speaking tasks in the test, including *Repeat sentence* tasks.

- 2a** Work in pairs. Look at the sense groups in the sentences (divided by //). Underline the word in each sense group that you think should be stressed.


- 1 Most adults // need around eight hours // of sleep // every night.
- 2 There is disagreement // among researchers // about why // we dream.
- 3 It's important // that people // with responsible jobs // get plenty of sleep.
- 4 Before electric lighting // adults generally slept // about nine or ten hours // per night.
- 5 Even now, // scientists still don't know // whether animals dream // while they sleep.


- b**  Listen to the sentences in Exercise 2a and check your answers. Pay attention to the stressed word in each sense group and the intonation at the end of each sense group.

- c**  Listen again and repeat the sentences. Try to match the speaker's stress and intonation:

- 3a**  Work in pairs. Listen to six more sentences and repeat them, taking turns to go first. Try to match the speakers' stress and intonation.

- b** Work in pairs. Discuss how well your stress and intonation matched the speakers'.

- 4**  Listen and complete the task. You will hear eight sentences. You do not need to copy the speaker's accent, but remember to pay attention to stress and intonation. Take turns to go first.

 **15 secs** You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.


### Task analysis


- 5** Discuss the questions in pairs.
- 1 What did you find most challenging: remembering the words and putting them in the right order? Not hesitating? Using intonation? Using stress?
  - 2 How do you think you can overcome these challenges?

### Discussion

- 6** Which of the facts you heard did you know already? Which did you find surprising?

### Test practice 2: Answer short question

- 7**  Complete the task in pairs. You will hear six questions.

 **10 secs** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

► EXPERT STRATEGIES page 170

► EXPERT STRATEGIES page 173



## Listening 1 (Highlight correct summary)




## Before you listen

## 1 What effect does inadequate sleep have, apart from fatigue?

In *Highlight correct summary* tasks you hear or watch a lecture extract and decide which of four options best summarises it. To do well, identify the main idea while listening. This will help you eliminate the incorrect options.

## Identifying the main idea

> EXPERT STRATEGIES page 184

2a  13 Read the sentences and listen to a lecture extract. Which statement best expresses the main idea?

- 1 Teenagers should generally get nine hours sleep every night.
- 2 Lack of sleep can lead to a gain in weight in teenagers.
- 3 It's normal for teenagers to find it hard to wake up.

## b Work in pairs. Discuss why you chose your answer. Tick (✓) all that apply. Was the answer:


- 1  mentioned near the beginning?
- 2  supported by other points?
- 3  mentioned throughout?
- 4  highlighted with a word or expression such as *importantly*?

## c Why did you eliminate the other options?

## Eliminating incorrect options

> EXPERT STRATEGIES page 184

In *Highlight correct summary* tasks the correct option will contain main ideas and important details. An option might be incorrect because it: (a) focuses on details, not the main idea; (b) is contradicted by the lecture or (c) isn't mentioned in the lecture.

3a  13 Read the options below and listen again. Choose the option that best relates to the lecture.

## b Decide why the other options are incorrect, using reasons a–c in the paragraph above.

- A  It's common for teenagers to not get enough sleep. This can lead to weight gain.
- B  Teenagers often don't get enough sleep. This can cause lowered concentration and thus lower performance at school.
- C  Some teenagers get less than eight hours sleep every night. However, they usually need nine hours.
- D  Lack of sleep among teenagers leads to a dramatic increase in fat consumption and thus a significant weight gain.

## Task analysis

## 4 Work in pairs. Compare and discuss how you approached the task. How much did identifying the main idea help you to choose the correct answer and eliminate the incorrect options?

## Discussion

## 5 How big an issue is weight gain compared with other consequences of inadequate sleep?

> SEE LISTENING 2 for more practice of this task type



## Language development 1

### Real conditionals

> EXPERT GRAMMAR page 202

#### 1a Read the sentences and answer the questions.

A If a person stays up late regularly, health problems develop.

B If you stay up too late tonight, you won't be able to concentrate tomorrow.

- 1 Which sentence describes an outcome that is generally true? Which describes a possible outcome in the future?
- 2 Which tense is used in the *if* clause in each sentence? In the main clause?

#### b Read the prompts. Decide whether to express an outcome that is generally true or a future possibility. Then write a conditional sentence using the appropriate form.

- 1 people / go to bed early → find it easier to get up in the morning
- 2 I / don't eat within three hours of sleeping → sleep better
- 3 you / don't get enough sleep over long periods of time → suffer from depression
- 4 people / get plenty of sleep → be less likely to suffer from depression

### Conditionals with different conjunctions

> EXPERT GRAMMAR page 203

#### 2a Read the sentence from Reading 1. Which word has a similar meaning to *if not*?

Our dreaming thoughts tend to be more unfocused and diffuse than our waking ones – unless, of course, we're daydreaming!

#### b Complete the sentences with the words and phrases in the box.

as long as   assuming   even if   on condition that  
only if   provided that   unless   whenever

- 1 \_\_\_\_\_ people get enough sleep on a regular basis, they'll suffer from fatigue.
- 2 \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ you're over 65, you may be OK with only six hours sleep. Younger adults generally need between seven and nine hours.
- 3 \_\_\_\_\_ you had ten hours sleep last night, it doesn't mean that six hours is fine tonight! You'll still be tired tomorrow!
- 4 \_\_\_\_\_ you have a nap in the middle of the day, does that reduce the amount of sleep you need?
- 5 I feel energetic \_\_\_\_\_ I've had enough sleep the night before.
- 6 I have very interesting dreams \_\_\_\_\_ I eat cheese before going to bed. Every time – no exceptions!

#### 3a Complete the sentences so they are true for you.

- 1 Unless I go to sleep on time, ...
- 2 Even if we ...
- 3 As long as my class ...
- 4 Whenever my friend ...
- 5 I'll ... on condition that ...
- 6 I'll ... only if ...
- 7 Assuming you ...
- 8 Provided that I ...

#### b Work in pairs. Take turns to use your sentences from Exercise 3a to begin short conversations.

Unless I go to sleep on time, I feel sleepy when I wake up.

Really? If in the opposite, I can

### Expressing consequences

Conditionals are very useful for expressing consequences.

#### 4a Re-write the sentences.

- 1 Lack of sleep can often lead to greater consumption of food.  
If people don't sleep enough, they often eat more food.
- 2 Sleeping better improves concentration.  
If people \_\_\_\_\_.
- 3 Aircraft pilots must sleep well before flying; not doing so would be dangerous.  
If aircraft pilots don't \_\_\_\_\_.
- 4 I must get a good night's sleep so that I can do well in tomorrow's exam.  
Provided that I \_\_\_\_\_.
- 5 It's a good idea to go to bed early the night before an exam, in order to feel refreshed on the exam day.  
If \_\_\_\_\_.
- 6 Boredom can make you feel sleepy. Having plenty of sleep doesn't stop this.  
Even if \_\_\_\_\_.

#### b Re-write the sentences as conditional sentences.

- 1 Driving all night is more likely to lead to an accident due to fatigue.  
*If people drive all night, they are more likely to have an accident due to fatigue.*
- 2 Allowing yourself to daydream leads to greater creativity.
- 3 Bad experiences often result in having nightmares.
- 4 Sleep deprivation causes short-term memory problems.
- 5 Asking different sleep researchers why we dream leads to different answers.
- 6 Flying between different time zones may cause people to suffer from jet lag.
- 7 Not looking carefully at the timing of night shifts can result in accidents.

## Summary writing 1 (Summarize spoken text)

### Lead-in 1 Discuss the questions in pairs.

- 1 Do you think everyone dreams in colour or do some people dream in black and white?
- 2 What can people do to help remember dreams?
- 3 Do you think blind people have visual dreams?

### Taking notes on key points

➤ EXPERT STRATEGIES page 181

In *Summarize spoken text* tasks you hear a lecture and write a summary in 50–70 words. To do this well, it is important to take notes and to identify the main idea and supporting points. These usually follow a similar pattern to essays: the main idea comes first, then the ideas that support it.

### 2a Listen to a lecture extract and complete the notes so that they make sense for you.

*dream – colour? y, almost all  
in life, see colour, dreams from world experience  
no sense: remove colour, dreams ⇒ b&w dreams: v. unlikely*

### b Work in pairs. Which part(s) of the notes do you think represent the main idea? Which represent the supporting points?

### c Listen again and check your answers. What helped you to identify the main idea? For example, was it mentioned early on? Supported by other points? Mentioned throughout? Highlighted by the speaker in some way?

### Writing clear summaries

### 3a Use the notes in Exercise 2a to decide which summary is better.

*A Almost everyone dreams in colour. This is because dreams reflect our experience and we experience colour around us all the time when we are awake. There is no reason for our brains to convert our experiences to black and white.*

*B Some people claim that they dream in black and white, not colour. However, this seems unlikely because converting colour to black and white is a very difficult process. Also, it's unnecessary. We experience the world in colour, so our dreams should reflect this.*

### b Work in pairs. Why is the other summary not a good one? Discuss. It's usually a good idea to give your summary an overview sentence that states the main idea.

### 4 Underline the overview sentence in summary A in Exercise 3a. Where in the summary is it located?

### 5a Listen to another extract from the lecture and take notes. Then compare your notes in pairs.

### b Write an overview sentence. Use your notes from Exercise 5a to help you. Then listen again and check.

### c Add one or two sentences after your overview sentence to create a summary. Use your notes from Exercise 5a to help you.

### 6 Listen to a third extract from the lecture and take notes. Then write a summary. This time you will hear the lecture only once.

### Discussion

### 7a Which of the lecture extracts did you find most interesting? Why?

### b Using information from the lecture extracts, go back and answer the questions in Exercise 1 again.

➤ SEE SUMMARY WRITING 2 for more practice of this task type.

## Listening 2 (Highlight correct summary; Write from dictation)


### Before you listen

- 1a How important is regular exercise for your body and brain?
- b What do the two pictures suggest about the amount of activity in our past and present lifestyles?



### Test practice 1: Highlight correct summary

► EXPERT STRATEGIES page 184

- 2  Complete the task. Remember to read the options quickly before the recording starts and take notes to help you identify the main idea. As you consider each option, ask:
  - 1 Does it focus on details (rather than the main idea)?
  - 2 Does it contain information not mentioned in the lecture?

You will hear a recording. Choose the paragraph that best relates to the recording.

- A  Brainpower is a survival technique that helped our ancestors. They had to do a lot of exercise and this creates proteins called BDNFs, which help the brain to develop. This is how humans have survived for so long and been so much more successful than other species.
- B  People who work or study in modern classrooms or offices don't get much exercise. Nowadays many people do little except sit and lie down, which isn't good for proteins in the brain. This contrasts with our ancestors, who walked around 12 miles each day in their struggle for survival.
- C  Modern classrooms and offices don't help people's brains to work well. This is because they discourage exercise. Exercise boosts brainpower because during exercise the brain produces a protein that encourages brain development. Our ancestors did a lot more exercise than us and this helped them to survive.
- D  Our brains produce a special protein when we exercise, which helps the brain to grow and develop. This chemical was important for our ancestors due to the unstable and fast-moving environment in which they lived. However, in our current environment, we get this protein in other ways.

### Task analysis


- 3a How easy was it to read the summary paragraphs before listening?
- b What were the main ideas and what were the supporting ideas?
- c Which option did you choose as the correct summary? Why?
- d Why did you rule out each of the other options?

### Discussion


- 4 Should physical activity such as sports be compulsory for all school students? How about university students?

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 185

- 5  Complete the task. You will hear four sentences. After each, check your work and use your grammar knowledge to reconstruct any parts of the sentence you didn't write down.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

- 6  Compare answers in pairs and note any differences. Then listen again and check your answers.

## Language development 2

### Hypothetical conditionals

> EXPERT GRAMMAR page 203

1 Read the sentences and answer the questions.

- A If I did more exercise, I would probably do better in my studies.  
 B If I had done more exercise during the last decade, I would probably do better in my studies nowadays.  
 C If I had done more exercise when I was a child, I would probably have done better in school.

- Do the sentences refer to real actions or actions that never happened?
- Look at the main clause (the clause without *if*) in each sentence. Does it refer to the present or the past?
- Look at the *if* clause in each sentence. Does it refer to the present or the past?
- Which verbs can be contracted to *'d*?

2a Complete the sentences with the correct form of the verbs in brackets. Use full forms, not contractions.

- If we \_\_\_\_\_ (build) a gym for our college, the students \_\_\_\_\_ (have) more opportunity for exercise.
- If I \_\_\_\_\_ (have) more exercise as a child, I \_\_\_\_\_ (be) healthier now.
- People \_\_\_\_\_ (be) much healthier if they \_\_\_\_\_ (do) as much exercise as their ancestors.
- If I \_\_\_\_\_ (have) healthier food as a child, I \_\_\_\_\_ (eat) more of it.
- If we \_\_\_\_\_ (eat) better food, our bodies \_\_\_\_\_ (be) healthier and we \_\_\_\_\_ (suffer) less from illness.
- We \_\_\_\_\_ (be) healthier if we \_\_\_\_\_ (participate) more in sports when we were younger.
- Fewer of our grandparents \_\_\_\_\_ (smoke) if they \_\_\_\_\_ (know) the negative health effects of smoking.
- I \_\_\_\_\_ (not go) to a soccer match even if you \_\_\_\_\_ (pay) me!
- Assuming you \_\_\_\_\_ (be) better at sports, \_\_\_\_\_ (you / join) any teams?
- Even if there \_\_\_\_\_ (be) better sports facilities at college, I probably \_\_\_\_\_ (not do) any more sports.

b Which verbs in Exercise 2a can be contracted?

3 Complete the sentences so they are true for you.

- If I were a professional athlete, ...
- If I weren't so good at ...
- If I hadn't ...
- If I had been better at sports at school, ...

### Verb patterns

> EXPERT GRAMMAR page 204

4a Read the extracts from Listening 2 and answer the questions.

- A ... because tiny proteins, called BDNFs, are actually created when you exercise and these help the brain to develop.  
 B ... the brain developed as a survival organ that was designed to solve problems in an unstable environment in almost constant motion.

- What grammar pattern comes after each underlined verb?
- Is it possible to make a sentence using *help* + infinitive?
- Is it possible to make a sentence using *design* + noun (phrase) + infinitive?

b Complete the table with the verbs in the box. Use one of the verbs twice. Use a dictionary to help you if needed. Only consider active, not passive, uses of the verb.

aim allow assist consider continue practise  
 prohibit require use

Verb + gerund	
Verb + infinitive	
Verb + noun/pronoun + infinitive	
Verb + noun + preposition + gerund	

5 Complete the sentences with the words in brackets. Put the verbs in the correct form. More than one answer may be possible.

- We should continue \_\_\_\_\_ (analyse) team performance.
- They consider \_\_\_\_\_ (you / be) one of the best players on the team.
- Rules prohibit \_\_\_\_\_ (students / use) the equipment without supervision.
- It's best not to allow \_\_\_\_\_ (injured players / compete).
- Participants can use \_\_\_\_\_ (special equipment / strengthen) their muscles.
- The training programme aims \_\_\_\_\_ (assist) players \_\_\_\_\_ (reach) their peak performance.
- Players are required \_\_\_\_\_ (practise) \_\_\_\_\_ (use) the equipment frequently.

6 Work in pairs. Tell your partner about:

- your future aims
- something you practise
- a prohibition
- a requirement

## Academic vocabulary 2 AWL ACL

### Sport and fitness

1 Work in pairs. Brainstorm one list of team sports and another of individual sports. Which do you prefer playing? Which do you like to watch? Why?

2a Match the words in the box with their meanings (1-9).

achieve compete enhance expert involve  
nutrient participate perform recover

- 1 \_\_\_\_\_: a person with a very high level of knowledge or skill about something
- 2 \_\_\_\_\_: get back to normal after doing strenuous exercise, being injured, etc.
- 3 \_\_\_\_\_: successfully complete something, especially by working hard
- 4 \_\_\_\_\_: improve something
- 5 \_\_\_\_\_: take part in something
- 6 \_\_\_\_\_: a chemical or food that provides what is needed for plants and animals to live and grow
- 7 \_\_\_\_\_: do something well, badly, etc.
- 8 \_\_\_\_\_: try to gain something and stop someone else from having it or having as much of it
- 9 \_\_\_\_\_: include or affect someone or something

b Complete the table with nouns formed from the words in Exercise 2a.

-ance	
-ation	
-ise	
-ition	
-ment	
-y	

c Complete the sentences with verbs or nouns from Exercises 2a and 2b.

- 1 The university is concerned about falling \_\_\_\_\_ in sports because this may lead to a decline in fitness among the students.
- 2 Gaining \_\_\_\_\_ in a subject requires both study and experience.
- 3 It's easier to \_\_\_\_\_ well in competition after a good night's sleep.
- 4 Coaches and trainers need to understand which kinds of activity aid \_\_\_\_\_ after intense practice or competition.
- 5 Due to concerns about student \_\_\_\_\_, the college has decided to improve the cafeteria menu.
- 6 The team's training methods need \_\_\_\_\_ if it is to start winning some competitions.
- 7 \_\_\_\_\_ in sports can take many forms; clubs need managers, coaches and administrators as well as players.

- 8 Too much \_\_\_\_\_ in business as well as in sport can lead to stress or undesirable behaviour such as cheating and corruption.
- 9 Training involves setting goals and then practising hard to \_\_\_\_\_ them.

### Collocations related to sport and fitness

3 Complete the text with the words in the box. Then note the collocations in *italics*.

active advantage encourage greatly highly  
outcome performance sport technical

Q search

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A major issue in sport is the use of <sup>1</sup> \_\_\_\_\_-enhancing drugs – substances that can help an athlete *gain an unfair competitive* <sup>2</sup> \_\_\_\_\_ over other athletes. Because sport is <sup>3</sup> \_\_\_\_\_ competitive, some people will do anything to reach the top and *achieve the* <sup>4</sup> \_\_\_\_\_ that they want no matter how unfair it is to others. New types of drug and new methods of fooling drug testing programmes are appearing all the time. Fortunately, however, <sup>5</sup> \_\_\_\_\_ expertise within the testing programmes has been <sup>6</sup> \_\_\_\_\_ enhanced in recent years, and more and more drug cheats are being found.

It's important that people feel that sport is fair. In order to increase <sup>7</sup> \_\_\_\_\_ involvement in competitive <sup>8</sup> \_\_\_\_\_, it is necessary to ensure that drug cheating is stopped. Anything less will not <sup>9</sup> \_\_\_\_\_ participation.

4 Work in pairs. Tell your partner about your participation in a sport (e.g. at school). Use as many of the collocations from Exercise 3 as you can.



## Reading 2 (Re-order paragraphs)

## Before you read



- 1 What sports have you heard of disabled athletes competing in?
- 2 Match the words in the box with their meanings (1–5).

artificial joint limb prosthesis sensor

- 1 \_\_\_\_ : an arm or a leg
- 2 \_\_\_\_ : not real or not made of natural things
- 3 \_\_\_\_ : a body part that can bend because two bones meet here
- 4 \_\_\_\_ : an artificial body part which replaces a missing part
- 5 \_\_\_\_ : a piece of equipment for measuring light, heat, movement, etc.

- 3 Have you seen athletes use these items of special equipment?

- specially modified wheelchairs
- prosthetic arms or legs

## Test practice

► EXPERT STRATEGIES page 178

- 4 Complete the task. Remember to try to identify the most general sentence first. Then look for cohesive devices and the words they might refer back to.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

	Source	Target
A	Whether this will change is a point of contention for the industry.	<input type="checkbox"/>
B	This is in order to ensure that the technology only serves to enable the athletes to reach their full physical potential and not to enhance their performance.	<input type="checkbox"/>
C	An effective way to control joints is with electronic systems that move in response to sensors within the prosthesis, and bionic limbs are already helping disabled people to lead more active lives than ever before.	<input type="checkbox"/>
D	When it comes to competitive sport, however, this technology poses a problem as the Paralympics currently prohibits prostheses that move artificially.	<input type="checkbox"/>

## Task analysis

- 5 Work in pairs. Discuss how you worked out the order of the sentences. What cohesive devices helped you? What did they refer back to?

## Discussion

- 6 Read the text in Exercise 4 again and discuss the questions.
  - 1 What is the difference between the prostheses described in the text and those currently allowed?
  - 2 Why do you think those described in the text are controversial?
  - 3 Do you think they should be allowed? Why/Why not?

## EXPERT WORD CHECK

active lives bionic full physical potential point of contention  
serve to

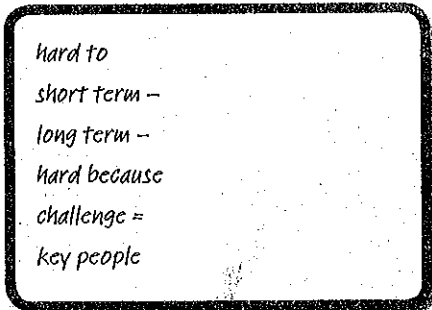


## Speaking 2 (Re-tell lecture)

### Lead-in

- 1 Have you ever exercised regularly? How easy is it to motivate yourself to continue an exercise regime? Which is easier: motivating yourself in the short term or in the long term? Why?

### Taking notes on key points



### Sample response

As in *Summarize spoken text*, in *Re-tell lecture* it helps to take notes as you listen. In *Re-tell lecture* there is usually a picture or a still from a video. This image helps you to predict the lecture topic before the recording starts.

- 2a Look at the presentation slide in Exercise 5. What do you think the lecture will be about?
- b Listen to the lecture and complete the notes. Then tick (✓) the main points in your notes.
- c Work in pairs. Did you correctly predict the topic of the lecture? Are your notes similar? Did you tick (✓) the same main points?
- 3a Listen to a student re-telling the lecture. Mark the points in your notes that you hear.
- b Which points from your notes were omitted? Why do you think they were omitted?
- 4 Look at some discourse markers that you can use when you do a speaking task like this. Listen again and tick (✓) the ones you hear.
- however
  - as a result
  - though
  - in addition
  - because
  - unfortunately
  - on the other hand
- 5 Complete the task in pairs. Take turns to use your notes to re-tell the lecture to your partner. Remember to use discourse markers to connect your ideas.

### Test practice

➤ EXPERT STRATEGIES page 172

You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



### Exercise

*long-term motivation?*

### Task analysis

- 6 Work in pairs. Discuss how well you think you did. What do you find most difficult about this task type: listening for the main idea? Note-taking? Deciding what to include? Using discourse markers? The time limit? Something else?

### Discussion

- 7a How could you motivate yourself in the long term to exercise regularly?
- b Do you think you could apply the same or similar strategies to improve your study habits?



## Summary writing 2 (Summarize spoken text)



## Lead-in

- 1 Discuss the questions.
- 1 How can someone improve their performance in a particular sport?
  - 2 In what ways might nutrition be important for athletes and other sportspeople?
  - 3 In what way might the nutritional needs of a professional sportsperson be different from those of an ordinary person?

## Understand the task


- 2 Read the task instructions and discuss the questions in pairs.

**10 mins.** You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

- 1 Is a two-sentence summary OK for this task?
- 2 How easy do you think it is to write something in the word limit?  
How important is editing your summary to fit the word limit?
- 3 What two aspects of your answer will help you get higher marks?

## Listen and take notes

- 3  Listen to the lecture. Add supporting details to the notes.

sports science =

involves e.g.

→ help athletes

performance analysis =

e.g.

## Plan your summary

- 4a Discuss the questions in pairs.
- 1 Which points from the notes are the main ideas?
  - 2 Which of the supporting points are the most important?
- b Write the first draft of your summary. Include the points from Exercise 4a.

**Language and content** 5 Expand the notes into overview sentences.

*sports nutrition: help sportspl get right nutrients → prepared – their events*

Sports nutrition aims to help sportspeople to get the right nutrients so that they are prepared for their events.

1 *protein: help athletes recover – because helps repair muscles*

2 **profsnl sports: require scientific approach 2 trning**

3 *provided team performc analysed carefully → quick improvement*

4 *unless team continue practise range of techniques, not do well*

5 *sports science: can do a lot 2 improve performance – sportspeople*

**6a** Think of a way to express each underlined phrase in fewer words. Then re-write the sentences. This skill is helpful if you need to reduce the number of words in your summary.

1 Sportspeople should pay attention to their nutrition in order to enhance their performance. (Hints: Use a synonym of *pay attention*. Omit unnecessary words.)

*Sportspeople should think about nutrition to enhance their performance.*

2 Nutrition is of great importance to people who participate in sports. This is the reason why many professional sports teams employ a sports scientist. (Hints: Use the adjective form of *importance*. Use a word from 1. What question does *because* answer? You can shorten the phrase.)

3 An inevitable part of taking part in sport at a professional level is that people will get injured. (Hints: Use a single noun that means *taking part*. Use *occur*.)

**b** Think of a way to express each underlined phrase using more words. Then re-write the sentences. This skill is helpful if you need to add words to your summary.

1 Sports psychology can help sportspeople in many sports to do their best. (Hints: Use a ... *number*. Use *the best ... can*.)

2 By training their minds to work well under the stress of competition, participants in sports can benefit significantly. (Hint: Use a phrase from Exercise 6a.)

3 Teams can use videos after they have played their games to analyse their performance. (Hint: Use *how ... -ed*.)

**Write your summary** 7 Edit your summary from Exercise 4b so that it has 50–70 words.

**Check your summary** 8 Check your summary using the checklist on page 192.

## Review

- 1 Read the prompts and decide whether each represents something that is generally true, something that describes a likely future outcome or something that describes a hypothetical past or future outcome. Then write a sentence using each prompt.

- 1 if / more interested in sport / watch more TV
- 2 if / think about your dreams when you wake up / remember them better
- 3 if / practise harder / might win next month's competition
- 4 if / practise harder all year / might win last month's competition
- 5 if / not stay up late last night / might feel better this morning
- 6 if / eat more healthily as a child / be better at sports as a teenager
- 7 if / eat more nutritious food as a teenager / be better at sports now
- 8 if / try harder at sports at school / achieve more
- 9 if / try hard / usually succeed
- 10 if / stop doing sport / get unfit

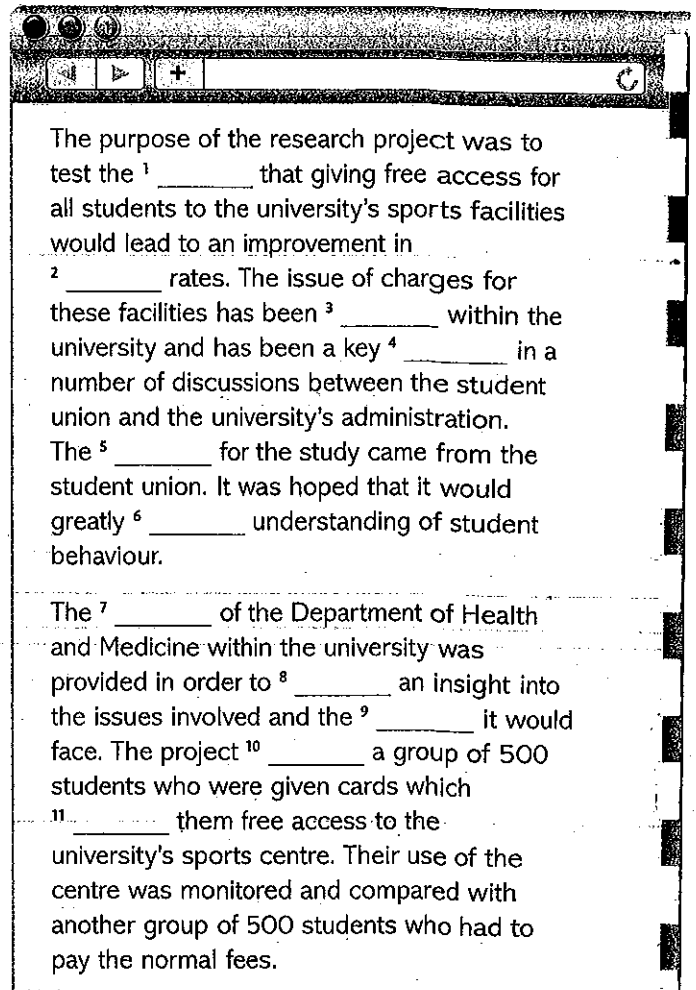
- 2 Complete the sentences with the words in the box. You will need to use some of the words more than once. More than one answer may be possible.

assuming even if only if provided that unless whenever

- 1 \_\_\_\_ you get plenty of exercise and eat nutritious food, you should stay healthy.
- 2 Make sure you get enough sleep \_\_\_\_ you have an exam.
- 3 \_\_\_\_ they sleep well on their flight, most people will be fine when they arrive at their destination.
- 4 \_\_\_\_ there's a big problem, the team should be fine.
- 5 It's a good idea to go to bed at the same time every night \_\_\_\_ you're not feeling sleepy.
- 6 People should stop doing exercise \_\_\_\_ an injury or other factor prevents them from participating safely.
- 7 People can safely continue exercising well into old age \_\_\_\_ this doesn't go against advice from their doctor.
- 8 Personal trainers can be of considerable help in motivating people to continue exercising \_\_\_\_ they are properly trained.
- 9 \_\_\_\_ people have a healthy diet, exercise is still very important for their health.
- 10 Physical education lessons are compulsory for all students \_\_\_\_ a medical note from a doctor can be provided.

- 3a Complete the text with the correct form of the words in the box.

allow challenge controversy enhance expert gain hypothesis initiative involve participate theme



The purpose of the research project was to test the <sup>1</sup> \_\_\_\_\_ that giving free access for all students to the university's sports facilities would lead to an improvement in <sup>2</sup> \_\_\_\_\_ rates. The issue of charges for these facilities has been <sup>3</sup> \_\_\_\_\_ within the university and has been a key <sup>4</sup> \_\_\_\_\_ in a number of discussions between the student union and the university's administration. The <sup>5</sup> \_\_\_\_\_ for the study came from the student union. It was hoped that it would greatly <sup>6</sup> \_\_\_\_\_ understanding of student behaviour.

The <sup>7</sup> \_\_\_\_\_ of the Department of Health and Medicine within the university was provided in order to <sup>8</sup> \_\_\_\_\_ an insight into the issues involved and the <sup>9</sup> \_\_\_\_\_ it would face. The project <sup>10</sup> \_\_\_\_\_ a group of 500 students who were given cards which <sup>11</sup> \_\_\_\_\_ them free access to the university's sports centre. Their use of the centre was monitored and compared with another group of 500 students who had to pay the normal fees.

- b Underline all the collocations you can find in Exercise 3a.

- 4 Find and correct one mistake in each sentence.
- 1 Sleep deprivation causes short-term memory loss.
  - 2 Lack of exercise can lead in health problems.
  - 3 If you haven't experienced something, it'd be impossible to dream about it.
  - 4 This is a very important concept.
  - 5 For one thing, practising regularly is important. For an other, natural skill is also important.
  - 6 Undergraduate students are prohibited to using specialist equipment without supervision.
  - 7 Students can take part in the study even if they have permission from their head of department.
  - 8 The research project resulted in many high insights.
  - 9 There are many dangers to driving when suffering with fatigue.
  - 10 From a theoretical perspective, it seems likely that more students would take part in physical activities if they were free.

# 3

# Architecture

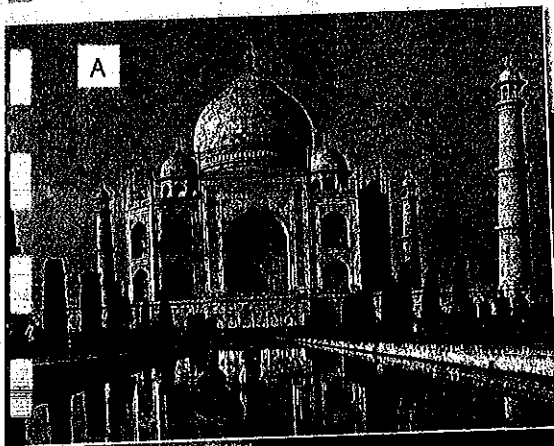
## Overview

### 3A

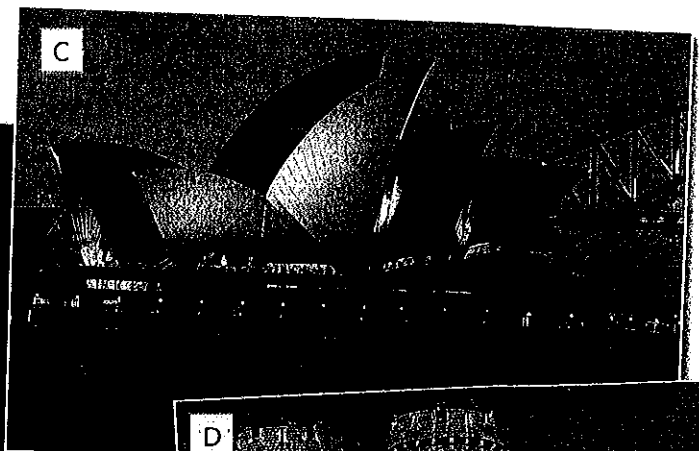
- > Reading: Reading: Fill in the blanks
- > Academic vocabulary: Formality; Commonly confused singular and plural forms; Materials and shapes
- > Speaking: Read aloud; Answer short question
- > Listening: Multiple-choice, choose single answer
- > Language development: Modals of possibility, speculation and deduction; Discourse markers of addition and contrast
- > Writing: Write essay

### 3B

- > Listening: Multiple-choice, choose single answer; Write from dictation
- > Language development: Reporting verbs; Past perfect
- > Academic vocabulary: Construction and design; Alternatives to reporting verbs
- > Reading: Reading: Fill in the blanks
- > Speaking: Describe image
- > Writing: Write essay



A



C



B



D

## Lead-in

### 1 Discuss the questions.

- 1 Which of the buildings in the photos do you recognise? What is the purpose of each?
- 2 Which buildings, in your opinion, are amongst the most beautiful in the world? The most spectacular? The most original? The ones you would most like to visit?
- 3 What is the oldest building you can think of?
- 4 Which do you generally find more aesthetically pleasing: old buildings or modern buildings? Which do you think usually function better?
- 5 If you had a choice, would you live in a modern apartment building or an old house that's full of character?
- 6 What is your favourite building near where you live? What is its purpose? Why is it your favourite? Do other people share your opinion?

## Reading 1 (Reading: Fill in the blanks)

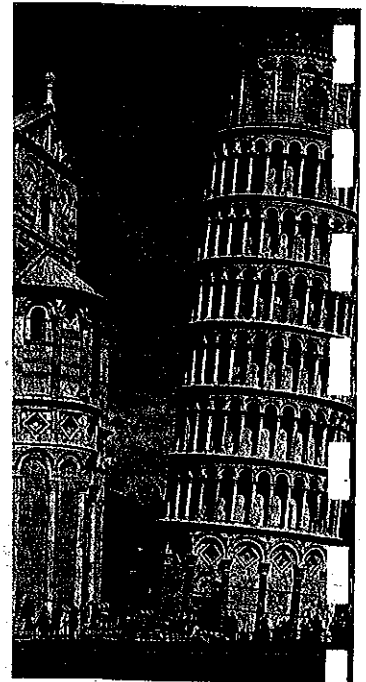
Before you read 1 Discuss the questions.

- 1 What do you know about the Leaning Tower of Pisa?
- 2 How stable do you think the Tower is nowadays?
- 3 Would you like to climb it or do you think it might be too risky?

## Finding clues for the blanks

In Reading: Fill in the blanks tasks, you drag words from the bottom of the screen into blanks in a short text. To do well on these tasks, it's important to understand the overall meaning of the text. In addition, grammar and collocation knowledge can help you narrow down the choices. Think about parts of speech, verb forms, etc.

2a Read the text quickly to get an idea of its overall meaning.



The building of the Leaning Tower of Pisa commenced in 1173. Construction <sup>1</sup> [ ] five years later due to the outbreak of war. By then, work had only reached the <sup>2</sup> [ ] floor out of the eventual total of seven. After a long intermission <sup>3</sup> [ ] resumed in 1272 but continued only until 1284, when <sup>4</sup> [ ] again intervened. The final floor, housing the bells, wasn't added until 1372. So in the nearly 200 years that it took to build the Tower, actual construction only took place in around 20 of those years. The local <sup>5</sup> [ ] must have wondered whether it would ever be finished!

area	began	construction	ground
population	second	stopped	war

b Read the text more carefully and answer the questions.

- 1 What part of speech fits blank 1?
- 2 Which of the options under the text are this part of speech?
- 3 Of these options, which one makes sense in the context?

c Fill in the rest of the blanks in the text. Use the questions in Exercise 2b and the hints below to help you.

- 1 Blank 4: notice the word *again* after the blank. What does that suggest about the answer?
- 2 Blank 5: notice the three-word verb phrase after the blank. Who or what could perform such an action?

d Read through the text quickly and check your answers. Then compare answers in pairs.

3 Fill in the blanks in the text using the procedure in Exercises 2a-d. Use the hints below the text to help you.

The reason the Tower leans is interesting. For an unknown reason, the <sup>1</sup> [ ] are only three metres deep, and are built into very soft ground. The lean was noticeable even after the first two or three floors had been built, though a long <sup>2</sup> [ ] before further construction probably saved the building as the ground had time to stabilise somewhat before additional <sup>3</sup> [ ] were added. The builders then tried to <sup>4</sup> [ ] the lean by building one side taller than the other.

- |           |             |         |          |
|-----------|-------------|---------|----------|
| construct | counteract  | delay   | distance |
| features  | foundations | storeys |          |

- Blank 1: which word fits the location described after the blank?
- Blank 2: which choices collocate with *long*? Which makes the most sense?
- Blank 3: what action is described by the verb after the gap? Which two of the words can this be done to?
- Blank 4: which choices are the required part of speech? Of these, which makes the most sense?

**Test practice** 4 Complete the task. Use the procedure in Exercises 2a-d.

► EXPERT STRATEGIES page 179

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

The stabilisation of the Tower of Pisa has been a very difficult challenge for geotechnical engineering. The Tower is founded on <sup>1</sup> [ ], highly compressible soils and its inclination has been <sup>2</sup> [ ] inexorably over the years to the point at which it was about to reach leaning instability. Any <sup>3</sup> [ ] to the ground beneath the south side of the foundation is very dangerous. Therefore, the use of conventional geotechnical <sup>4</sup> [ ] at the south side involved unacceptable <sup>5</sup> [ ].

- |             |           |      |            |
|-------------|-----------|------|------------|
| disturbance | falling   | firm | increasing |
| knowledge   | processes | risk | weak       |

**Task analysis** 5 Compare answers in pairs. Then discuss the questions.

- What part of speech was each blank? Were any difficult to identify?
- What other clues did you use to arrive at your answers?
- What strategies did you use to deal with the unfamiliar words in the text? For example, which words did you ignore? Which did you use the context or prefixes/suffixes to help you find the meaning of?
- Which of the strategies in Exercises 2 and 3 do you think you will use on other tasks in the test?

**Discussion** 6 If you were living near the Tower in 1200 or 1300, would you have thought it would ever be completed? Would you wonder why it was still unfinished? Why?

**EXPERT WORD CHECK**

compressible geotechnical engineering inexorably intermission  
noticeable outbreak resume

► SEE READING 2 for more practice of this task type.

Academic vocabulary 1 **AWL** **ACL**

**Formality**

Many informal words have more formal or more academic synonyms. Knowing these will help you to write and speak appropriately for your audience and context.

1 Look at the synonyms in *italics* in the sentences. Choose the one that gives each sentence a more formal or academic tone.

- The building has *been up* / *existed* for only five years.
- The slope is at an *angle* / *inclination* of five degrees.
- Assembling* / *Putting together* the kit shouldn't take long.
- The design was *made* / *created* in co-operation with a number of people.
- The project will *begin again* / *resume* after the new plans are *finished* / *finalised* at the end of the month.
- Building work should be *finished* / *completed* by the end of the year.
- Without this *clever* / *ingenious* solution, the building would *fall down* / *collapse*. *Conventional* / *Normal* techniques won't work in this situation.
- The old buildings will need to be *demolished* / *knocked down* before *construction* / *building* of the new ones can *begin* / *commence*.

2 Complete the second sentence with the appropriate form of a word from the first sentence. Then underline any other changes you notice that make the second sentence sound more formal.

- Everyone was impressed by the ingenious solution. The ingenuity of the solution was impressive.
- The plans will be finalised tomorrow. The \_\_\_ date for the plans is tomorrow.
- Unfortunately, the conventional way of doing things won't work here. Unfortunately, following \_\_\_ won't be successful in this situation.
- We'll resume the project as soon as the weather is better. \_\_\_ of the project will occur once the weather has improved.
- It will take two weeks to create a model of the building they're proposing. \_\_\_ of a model of the proposed building will take two weeks.
- The ramp will need to be inclined a little more. The \_\_\_ of the ramp will need to be increased slightly.
- We'll assemble the furniture next week. \_\_\_ of the furniture will take place next week.
- The team will need to work more efficiently to complete the building on time. Timely \_\_\_ of the building will require the team to work with greater efficiency.

Commonly confused singular and plural forms

3 Match the words in the box with the notes.

advice evidence foundation information  
knowledge premises research

- \_\_\_: can be used in the singular or plural, with little or no change of meaning (e.g. *the foundation(s) of a building, the foundation(s) of a theory*)
- \_\_\_, \_\_\_, \_\_\_: may appear to be countable but are actually uncountable (e.g. *plenty of advice*); can be made countable by adding *a piece of* or *pieces of* before them
- \_\_\_, \_\_\_: may appear to be countable but aren't (e.g. *large amounts of research*); can be made countable by adding *an item of* or *items of* before them
- \_\_\_: is always plural when it means 'office, building or land', even when the meaning is singular (e.g. *The company's premises are too small. They need a bigger office.*)

Materials and shapes

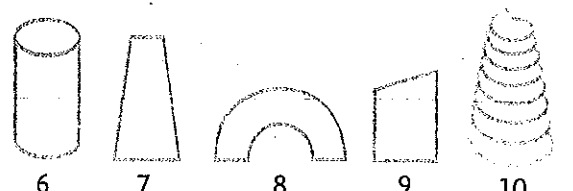
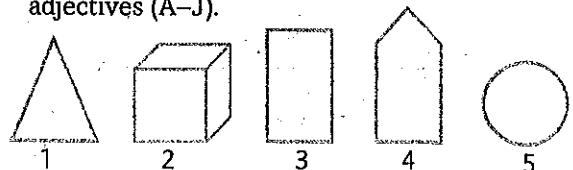
4a Which of these types of buildings and building parts are common in your part of the world?

apartment block balcony castle house  
high-rise building railings skyscraper spire  
statue tower

b What materials are the buildings and building parts in Exercise 4a commonly made from?

brick bronze concrete copper plaster  
steel and glass stone tile wood

c Match the architectural shapes (1-10) with the adjectives (A-J).

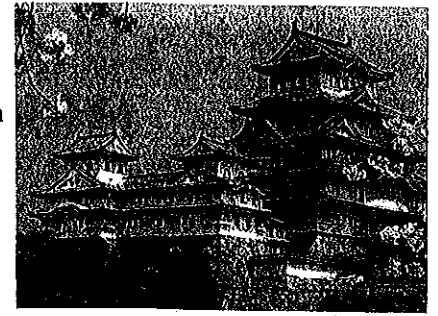


- |                |     |               |     |
|----------------|-----|---------------|-----|
| A triangular   | 1   | F cylindrical | ___ |
| B spherical    | ___ | G pointed     | ___ |
| C curved       | ___ | H rectangular | ___ |
| D asymmetrical | ___ | I spiral      | ___ |
| E cube-shaped  | ___ | J tapered     | ___ |

d Use the words in Exercises 4b and 4c to describe the buildings in the photos in this module and/or other buildings you know.



## Speaking 1 (Read aloud; Answer short question)



- Lead-in** 1 Look at the photo of Himeji-jo. Which statements do you think are true?
- 1 It's a palace.
  - 2 It's original.
  - 3 It's made of stone.
  - 4 It's over 1,000 years old.

### Pronunciation: Intonation with multiple sentences

Module 2 looked at intonation in individual sentences. Here we will look at groups of sentences. There's always a very short pause between sentences and the last sentence usually has slightly stronger intonation at the end.

**2a** Read the text and mark // between each sense group.

*This castle is the finest surviving example of early 17th-century Japanese castle architecture. It comprises 83 buildings. It is a masterpiece of construction in wood, combining function with aesthetic appeal, both in its elegant appearance including white plastered walls and in the relationships between the building masses and the multiple roof layers.*

- b 22 Listen to someone reading the text. Did she use the same sense groups as you?
- c 22 Listen again. Does the intonation go up or down at the end of each sense group?
- d 23 Listen and repeat the sentences.
- e Work in pairs. Take turns to read the text to your partner. Your partner will mark your intonation on the text by drawing arrows.

**3a** Read the text and mark // between each sense group. Where do you think the intonation will go down?

*Many castles were built in Japan in the early 17th century. Most of these have subsequently been demolished or destroyed. Of the handful that survive, this one is the most complete and unaltered. Conservation work in the middle of the 20th century was carried out using advanced techniques developed in Japan for large wooden structures.*

b Work in pairs. Take turns to read the text to your partner.

### Test practice 1: Read aloud

► EXPERT STRATEGIES page 169

4 Complete the task in pairs. Remember to use appropriate intonation at the end of each sense group and to pause very briefly between sentences.

**35 secs.** Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.

The castle is a masterpiece of wooden construction, the finest surviving example of Japanese castle architecture from this era, and preserves all its significant features intact. It is part of the network of such fortresses that were created all over Japan to ensure the country's continued unification.

### Task analysis

- 5a 24 Listen to a student doing the task. Did he pause in the same places and use the same intonation patterns as you?
- b Repeat the task, making any improvements you consider appropriate.

### Discussion

6 Think of some historic buildings in your country. What do you know about them? What would you tell a tourist about them?

### Test practice 2: Answer short question

► EXPERT STRATEGIES page 173

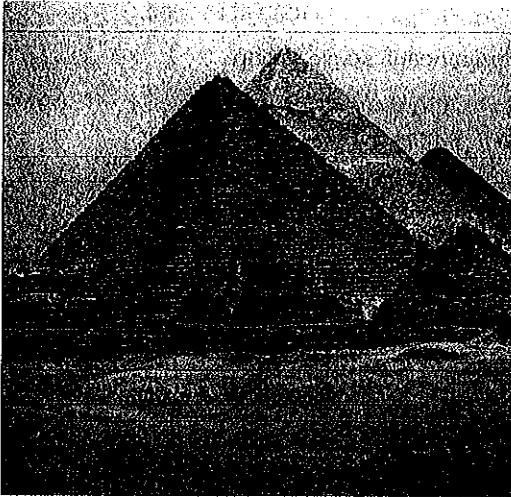
7 25 Complete the task in pairs. You will hear six questions.

**10 secs.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



**Listening 1 (Multiple-choice, choose single answer)****Before you listen****Identifying what the question is asking for**

▶ EXPERT STRATEGIES page 185



1a What do you know about the ancient Egyptian pyramids? Make a list.

b Why do you think people are so fascinated with the ancient Egyptian civilisation?

Multiple-choice questions could ask for any of five different types of information. Deciding what the question is asking for before you listen will help you to know what to listen for. The five types of information are:

- |                         |   |
|-------------------------|---|
| 1 the main idea/gist    | 4 the speaker's style, tone or attitude |
| 2 detailed information  | 5 inference                             |
| 3 the speaker's purpose |   |

2 Match the questions (A–H) with the types of information (1–5) above.

- A According to the speaker, which is a reason to preserve the building?  
 B In giving this talk, the speaker attempts to ...  
 C The central focus of the lecture is ...  
 D What conclusions can be drawn from the speaker's arguments?  
 E In general, what is the talk about?  
 F Which of the following does the speaker imply?  
 G Which is an example of a tool the builders used?  
 H Which word best describes the speaker's feelings about the structure?

3a Read the question. What kind of information is it asking for?

1 The speaker's intention is to give

- A  an opinion.                      B  minor details.  
 C  a general description.      D  main reasons.

b 26 Listen to a lecture extract about the Egyptian pyramids and answer question 1 in Exercise 3a.

c Look at two more questions which could be asked about the same lecture extract. What kind of information is each asking for?

2 According to the speaker, the Egyptian pyramids were built

- A  over a 300-year period.              B  in the fourth century BCE.  
 C  to a height of over 150 metres.      D  over 4,000 years ago.

3 Which of the following best represents the speaker's opinion about the Egyptian pyramids?

- A  Visitors should learn more about them.              B  Their appearance is very impressive.  
 C  He has become used to them.              D  Tourism has spoiled them.

d 26 Listen again and answer question 2 in Exercise 3c.

e 26 Listen again and answer question 3 in Exercise 3c.

**Task analysis**

4a Compare answers in pairs. How did you rule out incorrect options?

b Discuss how differently you listened to each question type. What sort of words or expressions did you listen for each time?

**Discussion**

5a Would you like to visit the pyramids? Why/Why not?

b Brainstorm a list of other ancient civilisations. Which do you find most fascinating? Which would you like to visit?

▶ SEE LISTENING 2 for more practice of this task type.



## Language development 1

### Modals of possibility, speculation and deduction

> EXPERT GRAMMAR page 205

#### 1 Read the sentence from Reading 1 about the Leaning Tower of Pisa and answer the questions.

The local population must have wondered whether it would ever be finished!

- 1 Did the local people wonder before now? How does the verb form show this?
- 2 If you were writing about people who are now wondering about the future, how would you change the sentence?
- 3 How are the present/future and past forms of the modals different?

#### 2a Complete the text with the correct form of the verbs in brackets.

There are many theories about how the ancient Egyptians <sup>1</sup> \_\_\_\_\_ (might / build) the pyramids. An early idea is that the pyramid builders <sup>2</sup> \_\_\_\_\_ (could / construct) a large ramp, up which they pulled the stones used to build the structure. However, nowadays people feel this <sup>3</sup> \_\_\_\_\_ (cannot / be) so because calculations showed that the amount of material needed to do this <sup>4</sup> \_\_\_\_\_ (must / be) as much as was needed for the pyramid itself! Some researchers say that the builders <sup>5</sup> \_\_\_\_\_ (may / use) a mechanical pulley system to lift the blocks, as was often done on ships, but this theory <sup>6</sup> \_\_\_\_\_ (cannot / be) correct either because that technology didn't exist at the time. There is even a theory that aliens from outer space <sup>7</sup> \_\_\_\_\_ (may / help) but, of course, this idea could only come from people who <sup>8</sup> \_\_\_\_\_ (might / be) a little crazy! What is certain, though, is that the ancient Egyptians <sup>9</sup> \_\_\_\_\_ (must / be) very ingenious people.

#### b Work in pairs. What other modals can replace the modals in Exercise 2a with little or no change in meaning?

In 1 we could also say 'may have' or 'could have built'.

#### 3 Work in pairs. Look at the headlines and discuss the questions using modals.

##### **New huge building proposed for city centre**

- What kind of building? • Why needed?
- Problems? • Public reaction?

##### **Building collapses!**

- What kind of building? • Cause of collapse?
- People inside? • What next?

## Discourse markers of addition and contrast

> EXPERT GRAMMAR page 205

#### 4a Read the sentences and underline the words and phrases that show the connections between ideas. Then answer the questions.

- A Not only have researchers looked at how the pyramids were built but they've also looked at why they were built.
- B As well as looking at how the pyramids were built, researchers have also looked at why they were built.
- C In spite of lengthy investigations, researchers still aren't sure how the pyramids were built.
- D Despite the fact that researchers have conducted lengthy investigations, they still aren't sure how the pyramids were built.

- 1 Which words and phrases express addition? Which express contrast?
- 2 What do you notice about the word order of the *not only* clause in A?
- 3 In B-D, which words and phrases are followed by a noun, noun phrase or gerund? Which is followed by a clause?

#### b Look at the discourse markers in the box and decide whether they express addition (A) or contrast (C).

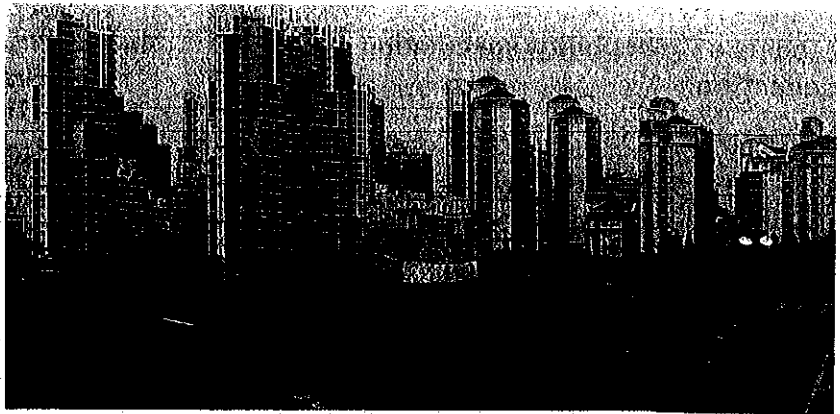
..., whereas ... Although ..., Despite ...,  
Despite the fact that ..., Furthermore, ... Nevertheless, ...  
Though ..., ..., yet ... As well as ..., ... also ...  
Even though ..., However, ... In spite of ...,  
Not only ... but also ... While...

#### c Circle the discourse markers that connect ideas within the same sentence. Underline those that connect with an idea in an earlier sentence.

#### 5 Re-write the sentences using the words in brackets.

- 1 Although there were many wars, the ancient Egyptians remained the dominant civilisation in their part of the world for over 2,000 years. (however)
- 2 People used to say that the pyramids were built by slaves. Nowadays, however, this idea seems unlikely. (despite the fact that)
- 3 As well as getting the stones to the pyramid construction site, people also had to lift them to the top of the pyramid. (not only)
- 4 Theories of pyramid construction all agree that metal tools were used to cut stones. Furthermore, they all agree that the stones were then moved to the construction site. (as well as)
- 5 Despite having no modern technology, the ancient Egyptians built the pyramids with a very high degree of precision. (while)

## Writing 1 (Write essay)



## Lead-in

- 1 Discuss the questions.
  1. What reasons can you think of to preserve old buildings?
  2. Do you think that only the most important old buildings should be preserved or should ordinary buildings such as houses and shops also be preserved?
  3. What advantages do modern buildings have over older buildings?
  4. What's better: to preserve old buildings or to replace them with modern ones?
- 2 Think back to what you practised in Writing 1 and 2 of Module 1. What are the three main stages of an essay? What is the purpose of each? Which is much longer than the others?
- 3 Read the sample essay on page 194 and answer the questions.
  1. Are any of the ideas that you discussed in Exercise 1 mentioned?
  2. In the introduction, what tells you that the writer disagrees with the statement or opinion in the essay prompt? What about in the other two stages?

## Disagreeing with a statement or opinion

➤ EXPERT WRITING page 194

## Introductions

- 4a Look at the introduction and comments in the sample essay again. Number the three stages below in the order they appear there.
  - A general statement \_\_
  - B opinion (thesis statement) \_\_
  - C preview \_\_
- b How is the staging in the introduction you looked at in Writing 1 of Module 1 (page 14) different?
- 5a Work in pairs. Read the statement and brainstorm ideas that could be used to refute it.
 

*The buildings of the past should all be preserved, no matter how unimportant they are.*

  - b Write an introduction, using either of the patterns you identified in Exercise 4. Write one or two sentences for each stage.
  - c Discuss your introductions in pairs. Did you both follow the three stages? How might your introductions be improved?
- 6 Write an introduction for an essay which refutes the following statement.
 

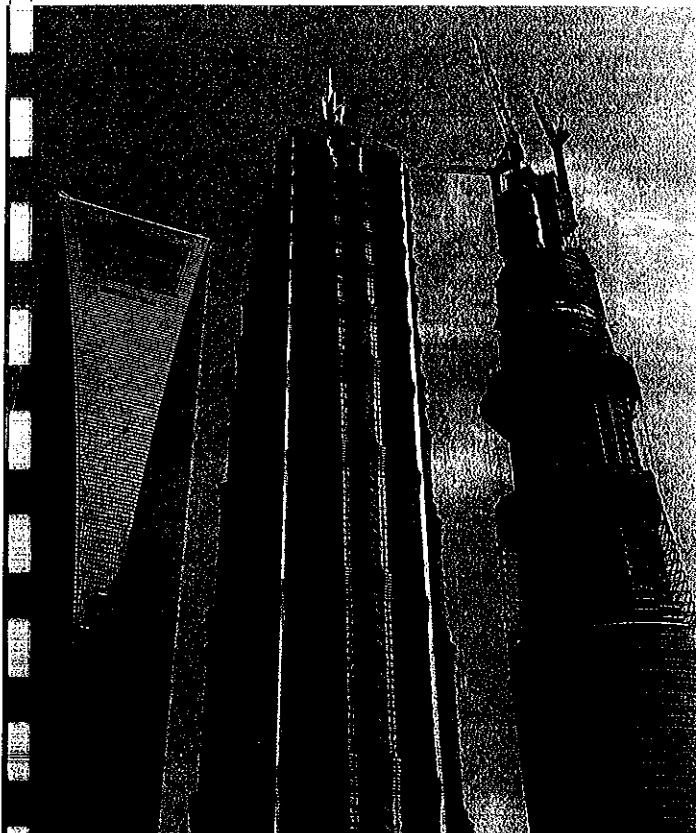
*Only old buildings of the greatest historical importance should be preserved. In all other cases, priority should be given to modern buildings.*

➤ YOU WILL complete the essay you started here in Writing 2 of this module.



... and the new!

**Listening 2 (Multiple-choice, choose single answer; Write from dictation)**



**Before you listen**

- 1 Look at the photo. Which building would you say was influenced by traditional architecture? Which represents the modern era? Which do you think is most aesthetically pleasing? Why?

**Identifying what the question is asking for**

- 2a Read the question. What kind of information is it asking for?

The speaker implies that the

- A  buildings were constructed to very high standards.
- B  owners wanted the tallest buildings in the world.
- C  plans changed before the buildings were finished.
- D  buildings won a number of prestigious awards.

- b 27 Listen to the first part of a lecture and answer the question in Exercise 2a.

- c Work in pairs. Discuss what clues helped you to choose your answer and rule out the other options.

**Test practice 1: Multiple-choice, choose single answer**

➤ EXPERT STRATEGIES page 185

- 3 28 Listen to the second part of the lecture and complete the task. Remember to think about the kind of information the question is asking for.

*Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

What is the speaker's main topic?

- A  symbolism of the buildings
- B  history of the buildings
- C  shapes used in the design
- D  materials used in construction

**Task analysis**

- 4 Work in pairs. Discuss what clues helped you to choose your answer and rule out the other options.

**Discussion**

- 5 28 Listen to the second part of the lecture again and discuss the questions.

- 1 Which tower symbolises the past? Which symbolises the present? The future? What, specifically, influenced the design of the Jin Mao Tower?
- 2 What do the three towers symbolise as a group?

**Test practice 2: Write from dictation**

➤ EXPERT STRATEGIES page 188

- 6 29 Complete the task. You will hear four sentences. After each, check your work and use your grammar knowledge to reconstruct any parts of the sentence you didn't write down.

*You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.*

- 7 29 Compare answers in pairs and note any differences. Then listen again and check your answers.

**Discussion**

- 8 How far do you agree that style is important in building construction? Explain your answer.

## Language development 2

## Reporting verbs

► EXPERT GRAMMAR page 206

- 1 Read the sentence based on information you heard in Listening 2 and answer the questions.


The speaker reported the height of three super tall skyscrapers in Shanghai. He claimed that the shortest was about 400 metres tall.

- 1 Which of the reporting verbs in the box do you think can replace *reported*?  
2 Which can replace *claimed*?

argued	informed	said
cast doubt on	mentioned	stated
commented	noted	stressed
described	observed	suggested
emphasised	pointed out	summarised
explained	proved	told
highlighted	questioned	

Some reporting verbs show the attitude of the original speaker or of the person doing the reporting.

- 2 Which of the reporting verbs in Exercise 1 show that the original speaker:
- said that something was important? \_\_\_\_\_, \_\_\_\_\_
  - gave clear reasons to support an opinion? \_\_\_\_\_
  - disagreed with another person's opinion, usually with reasons? \_\_\_\_\_, \_\_\_\_\_
  - spoke quickly about something without giving much information? \_\_\_\_\_
  - demonstrated that something is/was true? \_\_\_\_\_
  - stated that something was true which the reporter thinks others might disagree with? \_\_\_\_\_
- 3 Report generally what was said in the statements using reporting verbs from Exercise 1. Begin with the word in brackets.
- 'The building's very, very tall. It really is!' (he)  
*He emphasised the building's height.*
  - 'The building's design was influenced by traditional forms of architecture.' (she)
  - 'Let's use glass and steel for the façade.' (he)
  - 'The corridor is curved slightly, with eight doors on one side and windows to the gardens on the other side.' (she)
  - 'I'm not sure the new engineer is right. I don't think his suggestion will work.' (she)
  - 'Just one point: shouldn't there be a fire alarm in that room?' (he)
  - 'So, in short, we've seen in this talk some techniques for designing towers safely.' (she)

- 4  Listen to the first part of the lecture from Listening 2 again and take notes. Then report on at least four things the speaker said.

- 5 Report the statements exactly using reporting verbs from Exercise 1. Begin with the word in brackets.

1 'I believe strongly that the building should reflect the traditional culture of the country.' (she)

*She stressed that the building should reflect the traditional culture of the country.*

2 'There are plenty of reasons for believing that the tower is strong enough, even in powerful storms.' (he)

3 'I have some news. The concrete supplier has been delayed.' (she)

4 'This new evidence shows with absolute certainty that the tower won't be damaged in a storm.' (he)


5 'Here's some new information: the client has asked us to build the apartment block a little higher.' (she)

## Past perfect

► EXPERT GRAMMAR page 207

- 6 Read the sentences from Listening 2. Is the second sentence referring to a time before or after the first sentence? How do you know?

The original plan was to build three very tall buildings together, to create a distinctive skyline. This had never been done in any other place in the world.

- 7  Listen and tick (✓) the event or action that occurred first.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> earthquakes           | <input type="checkbox"/> flood                  |
| 2 <input type="checkbox"/> money problems        | <input type="checkbox"/> design problems        |
| 3 <input type="checkbox"/> plans nearly finished | <input type="checkbox"/> owner changed his mind |
| 4 <input type="checkbox"/> fire started          | <input type="checkbox"/> residents left         |
| 5 <input type="checkbox"/> government's decision | <input type="checkbox"/> design finalised       |

- 8 Expand the notes into complete sentences. Use appropriate tenses to indicate a logical order of events.

1 *though many problems, new opera house complete on time*

*Though there had been many problems, the new opera house was completed on time.*

2 *government have a number of problems, so decide cancel the project*

3 *by the time construction finish, tower survive three earthquakes*

4 *three major companies sign up to rent space in the building – before construction finish*

## Academic vocabulary 2 AWL ACL

### Construction and design

1a Match the words in the box with their meanings (1–9).

aspire distinctive dynamism economic financial  
individual investment style sustainability

- 1 \_\_\_\_: (formal) a person considered separately from the society they live in
- 2 \_\_\_\_: a particular way of designing or doing something, especially if it reflects a particular place, period of time or group of people
- 3 \_\_\_\_: the ability to continue for a very long time without outside support, especially without damaging the environment
- 4 \_\_\_\_: something you buy (e.g. property or shares) because you think it will increase in value, or something you spend a lot of money or time on to improve it or help it to succeed
- 5 \_\_\_\_: having an appearance, character or other quality that is different and easy to recognise
- 6 \_\_\_\_: relating to money and business in general, e.g. in a country or region
- 7 \_\_\_\_: relating to money and managing money, e.g. for an individual company
- 8 \_\_\_\_: want and work towards something important
- 9 \_\_\_\_: the state of being full of energy and new ideas, and determined to succeed

b Use the words in Exercise 1a to form:

- 1 an adjective ending in *-ic*: \_\_\_\_
- 2 a noun ending in *-ity*: \_\_\_\_
- 3 two adjectives formed by removing a suffix from a noun or another adjective: \_\_\_\_, \_\_\_\_
- 4 an adjective that is the same as a noun: \_\_\_\_
- 5 two nouns ending in *-tion*: \_\_\_\_, \_\_\_\_
- 6 a noun ending in *-y*: \_\_\_\_
- 7 two verbs formed by removing a suffix from a noun: \_\_\_\_, \_\_\_\_

2a Complete the sentences with the correct form of words from Exercises 1a and 1b. Then note the collocations in *italics*.

- 1 The country needs more forms of \_\_\_\_ energy; supplies such as oil will run out eventually.
- 2 *Private* \_\_\_\_ as well as businesses will benefit from our architectural services as we design both homes and offices.
- 3 Because some of its features are in a *traditional* \_\_\_\_, this building has a(n) \_\_\_\_ *appearance*, different from the surrounding ones.
- 4 The project won't be approved if the report shows that it isn't \_\_\_\_ *viable*.
- 5 As an architect, he had a(n) \_\_\_\_ *nature*; he \_\_\_\_ to a leadership position within the company.

- 6 Due to *good* \_\_\_\_ *management*, this architectural company is highly profitable.
- 7 *Foreign* \_\_\_\_ in infrastructure such as office blocks and transport systems is good for the *local* \_\_\_\_, as well as the country as a whole.

b Why do you think the following might be important when planning major buildings? Discuss.

- 1 a distinctive appearance
- 2 good financial management
- 3 environmental sustainability
- 4 foreign investment
- 5 traditional style
- 6 effect on the local economy

### Alternatives to reporting verbs

3 Complete the table with the words in the box.

give (x4) make (x4) place raise

Reporting verb	Verb + noun collocation
comment (on)	<i>make</i> a comment (on/about)
emphasise	<i>place</i> emphasis on ____ emphasis to
describe	____ a description (of)
argue	____ an argument (for/against)
explain	____ an explanation (of)
observe	____ an observation (on)
question	____ a question (about)
suggest	____ a suggestion (about)
summarise	____ a summary (of)

4 Report the statements using the collocations in Exercise 3. Begin with the words in brackets.

- 1 'It's a very dynamic building indeed!' (the architect)  
*The architect placed emphasis on the building's dynamism.*
- 2 'Let's make the front entrance very grand.' (the architect)
- 3 'I've noticed that the exterior of the building shows some very strong traditional influences.' (the speaker)
- 4 'The balconies are all slightly curved. They have iron railings and are about six metres long and one metre wide.' (the designer)
- 5 'To design a bridge, first of all you need to know the weight and volume of the traffic that will pass over it. Then ...' (the engineer)
- 6 'So, in the report I've given three reasons why safety is so important in building design.' (the lecturer)
- 7 'I really don't think we should change the deadline, for a very strong reason: ...' (the project manager)
- 8 'Do we really need the expensive equipment listed here? Won't cheaper equipment do the job just as well?' (the accountant)

## Reading 2 (Reading: Fill in the blanks)

- Before you read**
- 1 Discuss the questions.
    - 1 What do the photos show? What might be the connection between the items?
    - 2 What useful purposes can towers serve? Give as many ideas as you can.
    - 3 How would you describe the tower in the photo?



- Test practice**
- 2 Complete the task. Remember to read the text quickly for overall meaning first and then use your grammar and collocation knowledge to help you narrow down the choices.

► EXPERT STRATEGIES page 179

*In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.*

The 634-metre-high Tokyo Skytree Tower is the world's tallest free-standing tower. It was designed for digital terrestrial <sup>1</sup> [ ]. The traditional Japanese sense of beauty and state-of-the-art <sup>2</sup> [ ] have been integrated into its design. The tower is a new <sup>3</sup> [ ] in Tokyo and creates memorable views from the Sumida River and <sup>4</sup> [ ] beauty spots.

broadcasting   concept   engineering   landmark   nearby   recording   scenery

- 3 Complete a second task based on a later part of the same text.

*In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.*

In the design phase, architects created some 40 models of the tower. They <sup>1</sup> [ ] the one that would present the <sup>2</sup> [ ] structural challenges in the construction <sup>3</sup> [ ], as well as featuring arcs that would provide the most strength. Here the arcs they pursued in particular were like those seen in the <sup>4</sup> [ ] Japanese sword - lines bending gradually as they travel towards the end of the <sup>5</sup> [ ]. The result is a fascinatingly complex piece of architecture.

fewest   materials   object   phase   re-made   selected   strongest   traditional

- Task analysis**
- 4 Discuss your answers in pairs. What grammar and collocation knowledge did you use? How did you eliminate the incorrect words? How much did overall meaning help?

- Discussion**
- 5a Do you think the traditional influence on this building is clear?
  - b Do you find this building attractive?
  - c Give some examples of modern buildings that you find attractive and some that you don't. What makes them aesthetically pleasing (or not)?

**EXPERT WORD CHECK**


arcs   bending   free-standing   sense of beauty   spots  
state-of-the-art   sword   terrestrial




## Speaking 2 (Describe image)

- Lead-in**
- 1a Look at the chart in Exercise 4. Which of the buildings have you heard of? What do you know about them?
  - b In one sentence, what does the chart show? Which buildings do you think you will prioritise in your response? Why?

- Using language of approximation**
- 2 Is it easy to tell from the chart exactly how tall the buildings are? How do you think this will affect the language you use to describe the chart?

- Sample response**
- 3a  Listen to a student describing the chart and answer the questions.

- 1 Does he mention the same buildings that you mentioned in Exercise 1a?
- 2 When he talks about numbers, does he give exact figures or approximate ones?

- b  Look at the approximation expressions in the box. Listen again and tick (✓) the ones the student uses.

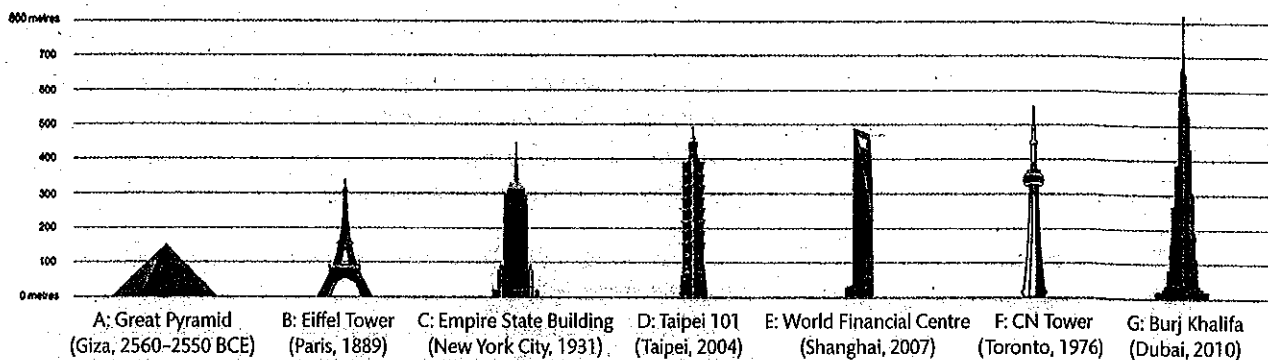
- |  |                                  |  |
|--|----------------------------------|--|
| <input type="checkbox"/> about         | <input type="checkbox"/> below   | <input type="checkbox"/> just/slightly below |
| <input type="checkbox"/> approximately | <input type="checkbox"/> nearly  | <input type="checkbox"/> just/slightly above |
| <input type="checkbox"/> around        | <input type="checkbox"/> over    | <input type="checkbox"/> just/slightly under |
| <input type="checkbox"/> above         | <input type="checkbox"/> roughly | <input type="checkbox"/> just/slightly over  |
| <input type="checkbox"/> almost        |                                  |  |

- c Work in pairs. Take turns to describe each building in the chart using expressions from Exercise 3b. Talk about each building's height, completion date and age.

- Test practice**
- 4 Complete the task in pairs. Take turns to describe the chart. Remember to focus on the most important features and to use approximation expressions.

➤ EXPERT STRATEGIES page 171

 **40 secs.** Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.



- Task analysis**
- 5a Did you use a variety of phrases for expressing approximate figures?
  - b Were you satisfied with the smoothness of your description (e.g. did you hesitate often or pause for more than three seconds)?
  - c How would you approach the task differently if you did it again?

- Discussion**
- 6 Why do you think many tall buildings have been built in recent years? As an expression of national pride? To demonstrate engineering skill? Something else?

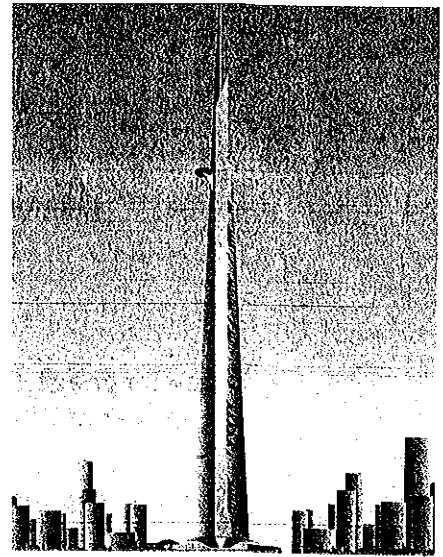
- Further practice**
- 7 Turn to page 190 and complete the task.



## Writing 2 (Write essay)

- Lead-in** 1 The towers that you have looked at in this module are all built in urban areas. Do you think that building them was worthwhile? What if older buildings had to be knocked down to make way for them?

- Understand the task** 2 Read the test task and answer the questions.



**20 mins.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'Only old buildings of the greatest historical importance should be preserved. In all other cases, priority should be given to modern buildings.' Do you agree or disagree with this opinion? Support your point of view with reasons and/or examples from your own experience.

- 1 Do you have to agree with the statement?
- 2 Which phrase in the essay prompt tells you to give a single opinion and support it systematically?
- 3 Brainstorm reasons and examples to support and refute the opinion in the prompt. (You will already have considered some of these in Writing 1, page 46.) Make a list.

**Plan your essay**

Although the task gives you the option to agree or disagree with the opinion in the prompt, for practice purposes you are asked here to write an essay that disagrees (essays that agree were dealt with in Module 1).

- 3a On your list from Exercise 2, tick (✓) the strongest ideas that you used to refute the opinion. Based on the number of ideas you ticked, how many body paragraphs will you aim for?
  - b Decide on the order in which you want to present your ideas (usually from strongest to weakest) and number them on your list.
- 4a Look at the introduction you wrote in Writing 1, page 46. Adjust it to reflect the decisions you made in Exercise 3.
  - b What will you write in the conclusion? (Hint: You looked briefly at conclusions in Writing 1 of Module 1.)

**Language and content**

➤ EXPERT WRITING page 194

- 5 Read this paragraph from the sample essay on page 194 and follow the steps below.
  - 1 Underline the sentence that mentions the opinion in the prompt.
  - 2 Circle the phrase in this sentence that shows that this opinion isn't everyone's.
  - 3 Circle the discourse marker in the next sentence that shows that the opinion is being refuted, not supported.

cut

copy

paste

Total word count

56

However, some people say that modern buildings have strong advantages over older ones, such as their greater efficiency and comfort as well as lower running costs. While there is some truth in this, it doesn't mean that older buildings should be destroyed. As we've seen above, there are some very strong reasons to preserve older buildings.



**6a** Look at the sentence patterns in the box. Which words or phrases could replace *however*?

It could be argued that ... . However, ...

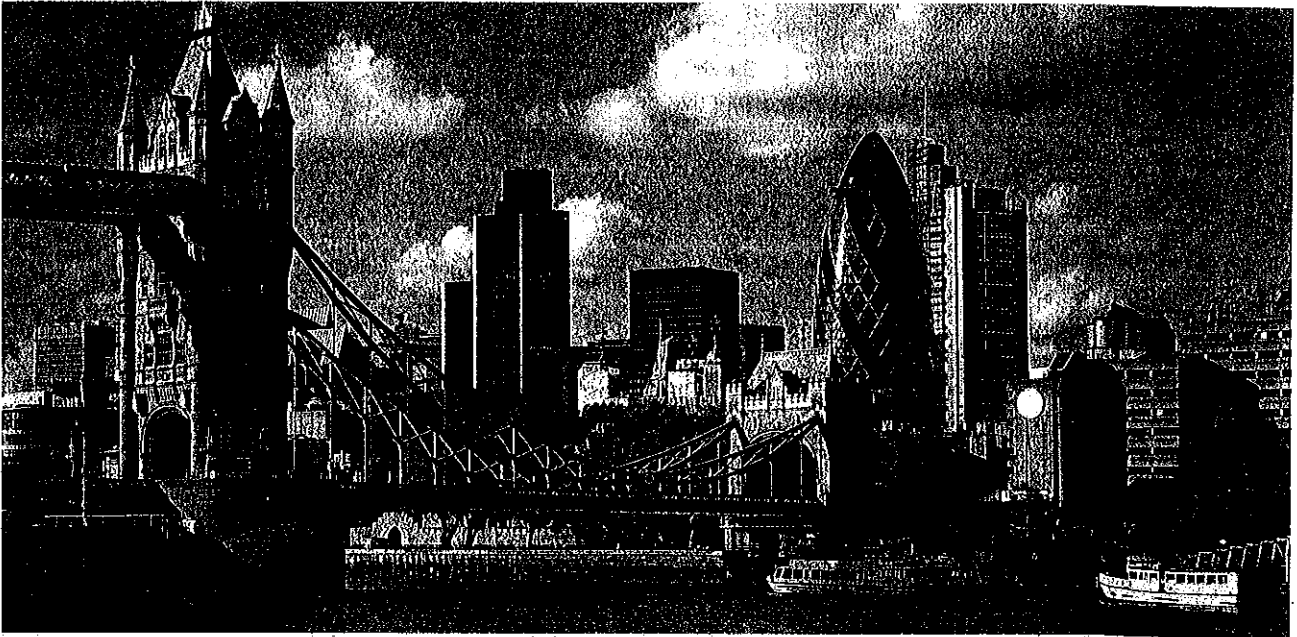
Some (people) (may) argue/point out/believe that ... . However, ...

It might be noted that ... . However, ...

While some say/argue/claim that ..., there is plenty of evidence to dispute this/to the contrary.

Despite some people claiming that ..., ...

**b** Brainstorm ideas to refute the opinions in the notes.



1	old bldngs: not important - our lives
2	old bldngs: very expensive - maintain
3	modern bldngs: function better / old buildings
4	modern bldngs: less aesthetically appealing / old buildings
5	modern bldngs: reflect current times

**c** Write sentences that mention and then refute the opinions in the notes using the patterns in Exercise 6a.

1 It could be argued that old buildings are not important to our lives. However, they are actually a very important part of our cultural heritage.

**Write your essay**

➤ EXPERT STRATEGIES page 175

**7** Write your essay. Use your plan from Exercises 3 and 4 and the language in Exercise 6 to help you. Remember to write 200–300 words.

**Check your essay**

**8** Check your essay using the checklist on page 192.

**Further practice**

**9** Turn to page 194 and complete another timed test practice.

## Review

1 Choose the correct options in *italics* to complete the sentences.

- 1 Before the tower was built, there had *had* / *been* / *were* plans to construct a large sports stadium on the site.
- 2 The tower was built *much* / *a little* / *roughly* over 700 years ago.
- 3 We're not absolutely sure but the design *may* / *must* / *needs to* have been influenced by the shape of a traditional musical instrument.
- 4 *Even though* / *As well as* / *Not only* did they want the new government buildings to be distinctive but they also wanted them to be sustainable.
- 5 *Despite* / *While* / *Nevertheless* it might be argued that newer buildings are cheaper to operate, they are generally not as attractive as old ones.
- 6 The chief architect *gave* / *made* / *raised* a summary of her ideas to her employees.
- 7 The building has a *curve* / *curved* / *arc* roof.
- 8 There are several buildings with a very *distinction* / *distinguish* / *distinctive* style in this city.
- 9 Before construction can commence, additional *investing* / *investment* / *invest* must be obtained.
- 10 We expect a number of significant new buildings to be built once the country's *economy* / *economic* / *economical* improves.

2 Find and correct ten mistakes in the text.

One building that has broken a number of records is the Abraj Al-Bait Towers in Mecca, Saudi Arabia. The tower is also known as the Mecca Royal Hotel Clock Tower. When built, as well as was it the tallest hotel in the world, it was also the tallest clock tower. However, it is part of a complex which has the world's largest total floor area, at rough 1.5 million square metres. It is just higher 600 metres tall, though it could be much taller as the original plans are for it to reach a height of approximate 730 metres. In spite this, it's still considerably taller than an earlier tallest building in the world, Taipei 101 in Taiwan, which has been completed in 2004.

The views that you can see from the top of Abraj Al-Bait are spectacular: on one side is the city furthermore you can also see desert and mountains. The clock is said to be visible from 100 km away, though this might not have been possible if there's a little bit of heat haze in the air!

3 Re-write the sentences using more formal/academic language.

- 1 He told me that the building was unsafe.  
*He informed me that the building was unsafe.*
- 2 They need to knock the old building down before they can build a new one.
- 3 The building was designed in a very normal way.
- 4 The tower has been up for about ten years.
- 5 Please put all the parts together as quickly as you can.
- 6 The project begins again tomorrow. We need to finish it as soon as possible.
- 7 Making the plans took a very long time.
- 8 The team is going to have to be clever in order to finish the design without increasing the budget.
- 9 This tower has been built to the highest possible safety standards. There is absolutely no chance that it will fall down.
- 10 If the angle of the ramp is too steep, people in wheelchairs won't be able to enter the building.

4 Report the statements. Begin with the word(s) in brackets. Use verb + noun collocations instead of reporting verbs where possible.

- 1 'I can't say strongly enough that this is a very complex project!' (he)  
*He placed emphasis on the complexity of the project.*
- 2 'To cut a long story short, in my talk I've described several problems with the design.' (the speaker)
- 3 'It might be a good idea to use concrete instead of brick for this part of the project.' (the architect)
- 4 'I noticed that there don't seem to be enough bricks to complete the project.' (she)
- 5 'I'll tell you how to make the building stronger. First, ...' (the construction engineer)
- 6 'I really don't think it's a good idea to demolish any of this city's traditional buildings.' (the politician)
- 7 'Just a quick point: I really think this building has a very good appearance.' (he)
- 8 'I believe that the foundations of the building should go deeper than the plan requires. There are several reasons why I believe this.' (the architect)
- 9 'At the front of the building there is a very grand door and four very ornate windows. The building itself is made of brick ...' (the estate agent)
- 10 'I'm not at all sure we need to preserve this building. For one thing, ...' (the director of the construction company)

# 4

# Business

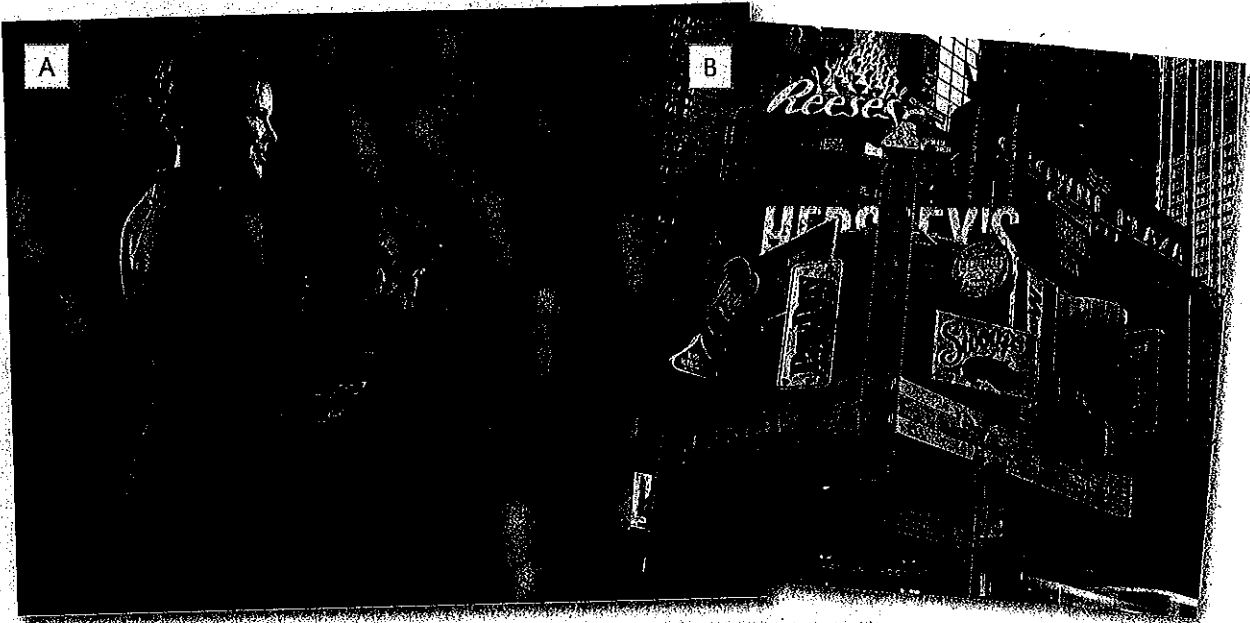
## Overview

### 4A

- > Reading: Reading & writing: Fill in the blanks
- > Academic vocabulary: Sales and marketing; Fixed and semi-fixed phrases
- > Speaking: Repeat sentence; Answer short question
- > Listening: Multiple-choice, choose multiple answers
- > Language development: Prepositional phrases; *That* clauses
- > Summary writing: Summarize written text

### 4B

- > Listening: Multiple-choice, choose multiple answers; Write from dictation
- > Language development: Discourse markers of consequence; Infinitives after nouns, verbs and adjectives
- > Academic vocabulary: Organisations; Leadership
- > Reading: Reading & writing: Fill in the blanks
- > Speaking: Re-tell lecture
- > Summary writing: Summarize written text



*'I hate advertisements. When I go outside, they're everywhere! And even the TV programmes I watch are constantly interrupted by mind-numbing adverts that repeat endlessly.'*

*'Advertising is very important to the economy!'*

*'Advertising helps consumers learn about a company's products.'*

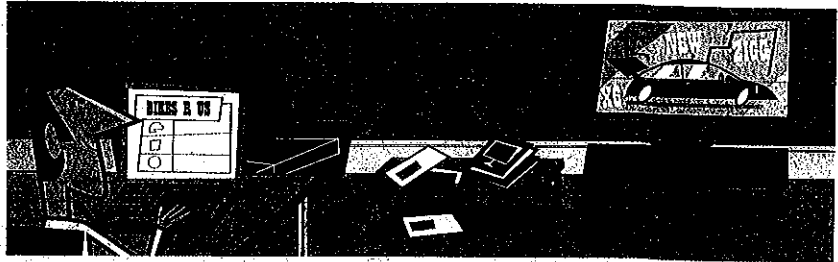
## Lead-in

- 1a** What's your favourite TV advertisement? Which of the following make the advertisement appealing to you?
  - special effects
  - dialogue
  - music
  - live action
- b** Has the advert affected your decision to purchase the product?
- 2** Read the quotes above. To what extent do you agree with each one? What examples can you think of for the third quote?
- 3** Discuss the questions.
  - 1 Overall, how do you feel about advertising? Do you think it's good or bad for society?
  - 2 Has an advert ever affected your decision to purchase a product?
  - 3 Do you think that advertisements are generally accurate? How might an advertisement be misleading? Have you come across any examples?
  - 4 Besides advertising, how else do companies encourage people to buy things?

## Reading 1 (Reading &amp; writing: Fill in the blanks)

## Before you read

- 1 Think of three companies that make products or sell services that you sometimes buy. Discuss these questions.
  - 1 How do these companies inform people about their products?
  - 2 How do you choose between these products and the products of competitors? How much do the companies influence you?



## Finding clues to select the correct answer

To do well on *Reading & writing: Fill in the blanks* tasks, you need to use your knowledge of grammar, vocabulary and collocation so you can find clues in the text that will help you narrow down the choices in each drop-down list.

## 2a Read the text quickly. What is it about?

Sections				
Front page	National	International	Financial	Issues

**M**ARKETING is more than any other business function. It deals with customers. The twofold goal of marketing is to attract new customers by promising superior value and to keep and grow existing customers by delivering satisfaction and thereby obtain a competitive advantage. Sound marketing is critical for the success of any organisation. Large for-profit firms use marketing. But so do not-for-profit organisations such as colleges, hospitals, museums, and even churches. You already know a lot about marketing – it's all around you. You see the results of marketing in the abundance of products in your nearby shopping centre.

- b Choose the correct answers for blanks 1–3 in the article. For each blank, decide what knowledge is required. Is it grammar and word forms, collocation or word meaning as it relates to overall context?

- |             |             |           |              |
|-------------|-------------|-----------|--------------|
| 1 A by      | B for       | C in      | D with       |
| 2 A current | B future    | C past    | D previous   |
| 3 A succeed | B succeeded | C success | D successful |

- c Choose the correct answers for blanks 4–6. What knowledge did you use?

- |            |          |           |         |
|------------|----------|-----------|---------|
| 4 A using  | B useful | C used    | D use   |
| 5 A plenty | B lot    | C much    | D deal  |
| 6 A mall   | B ground | C trolley | D space |

- d Work in pairs. Compare answers and discuss what clues helped you to choose each answer and rule out the other options.

**Test practice**

➤ EXPERT STRATEGIES page 180

**3** Complete the task. Remember to read the text quickly for overall meaning first and then use your grammar, collocation and vocabulary knowledge for the blanks.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.

What is marketing? Many people think of marketing only as selling and advertising. And no <sup>1</sup>  – every day we are bombarded with television commercials, direct-mail offers, sales calls and internet pitches. However, selling and advertising are only the tip of the marketing iceberg.

Today marketing must <sup>2</sup>  not in the old sense of making a sale – ‘telling and selling’ – but in the new sense of satisfying customer needs. If the marketer does a good job of understanding consumer needs, develops products and <sup>3</sup>  that provide superior customer value, and prices, distributes and promotes them effectively, their products will sell easily. Thus selling and advertising are only part of a larger ‘marketing mix’ – a set of marketing tools that work together to satisfy customer needs and build customer relationships.

Broadly defined, marketing is a social and <sup>4</sup>  process by which individuals and organisations obtain what they need and want through creating and exchanging value with others. In a narrower business context, marketing involves building profitable, value-laden exchange relationships with customers. Hence, we define marketing as the process by which companies <sup>5</sup>  value for customers and build strong customer relationships in order to capture value from customers in return.

<sup>1</sup>   
thought  
wonder  
phenomenon  
expectation

<sup>2</sup>   
understand  
have understood  
be understood  
not understand

<sup>3</sup>   
services  
servings  
service  
servicing

<sup>4</sup>   
leadership  
managerial  
manager  
leading

<sup>5</sup>   
making  
destroyed  
demolition  
create

**Task analysis** **4** Discuss the questions.

- 1 Did you read the text quickly for overall meaning first? How much did it help you?
- 2 What knowledge did you use for each blank: grammar, collocation, word meaning or a combination?
- 3 Which of these areas of knowledge do you find most difficult to apply? Which areas do you feel you need to work on most?
- 4 Compare this task type to *Reading: Fill in the blanks* (Module 3). Which task requires you to focus more on the overall meaning of the text? Which places greater emphasis on grammar, collocation and vocabulary?

**Discussion** **5** Discuss the questions.

- 1 The second paragraph mentions an old and a new definition of marketing. Which is closest to what you thought marketing was before you read this text?
- 2 Think about the three companies you identified in Exercise 1. How well do you think they satisfy their customers' needs and build customer relationships? Give examples to justify your opinion.
- 3 Would you like to work in marketing? What do you find appealing about the profession? Unappealing?

**EXPERT WORD CHECK**

abundance bombarded capture direct mail (sales) pitch  
superior (value)-laden

➤ SEE READING 2 for more practice of this task type.

## Academic vocabulary 1

### Sales and marketing

1 Find words in the texts in Reading 1 that match these meanings.

- 1 \_\_\_\_\_ : a formal word for 'get something'
- 2 \_\_\_\_\_ : determined or trying very hard to be more successful than other people or businesses
- 3 \_\_\_\_\_ : a large amount of something
- 4 \_\_\_\_\_ : someone who buys and uses products and services
- 5 \_\_\_\_\_ : something a company makes (in business contexts only, this can include services)
- 6 \_\_\_\_\_ : send goods to shops and customers
- 7 \_\_\_\_\_ : encourage people to buy a new product through advertising, publicity, sales campaigns, etc.

2a Choose the correct options in *italics* to complete the sentences. Then discuss what clues helped you to choose each answer.

- 1 Choices are *abundant / abundance / abundantly* in supermarkets due to the number and range of *produce / products / production* that are available for purchase.
- 2 Increased *consumption / consuming / consumer* of some products can cause problems, especially if the resources from which they are made are limited.
- 3 If we want to become more *competition / competitors / competitive*, we'll have to drop our prices.
- 4 The target audience for our *produces / products / productions* and services is consumers with higher incomes.
- 5 The weakest part of our business is the *distributors / distribution / distribute* system. With our increased *production / producer / productive*, we just can't get the new goods to the shops quickly enough!
- 6 When the new company opens, we will face increased *competitor / competition / competitive*. That means we will have to *obtain / obtaining / obtained* more money from somewhere in order to increase our *promote / promotion / promoting* budget so that we can advertise more.
- 7 To increase our profit, we will have to become more *production / producer / productive*. We need to make more products in the same time.

b For each group of words in *italics* in Exercise 2a, write a sentence with one of the incorrect words.

### Fixed and semi-fixed phrases

In some common phrases, parts of the phrase can change. For example, *as far as marketing is concerned* can change to *as far as advertising is concerned*. These are known as semi-fixed phrases. In contrast, other phrases are fixed and can't change. For example, we can say *a black and white photo* but not *a white and black photo* or *a brown and white photo*.

3a The phrases in the box are from the texts in Reading 1 (pages 56–57). Find them in the texts and discuss their meaning.

all around you    do a good job    no wonder  
not-for-profit    products and services  
tip of the marketing iceberg

b Is each expression in Exercise 3a fixed or semi-fixed? In the semi-fixed phrases, which words do you think can change?

c Read the sentences. Is each underlined phrase fixed or semi-fixed? In the semi-fixed phrases, which words do you think can change?

- 1 Through good marketing, the company can reap the rewards of strong customer relationships.
- 2 Companies must take several factors into account when planning their marketing.
- 3 We must deliver on our promise.
- 4 Marketing success goes hand in hand with good strategic planning.
- 5 Our employees go to great lengths to ensure customer satisfaction.
- 6 When dealing with regular customers, you need to go the extra mile and provide them with a higher level of service.
- 7 Always bear in mind that repeating an advertisement too many times can annoy customers.
- 8 There's more to marketing than meets the eye!

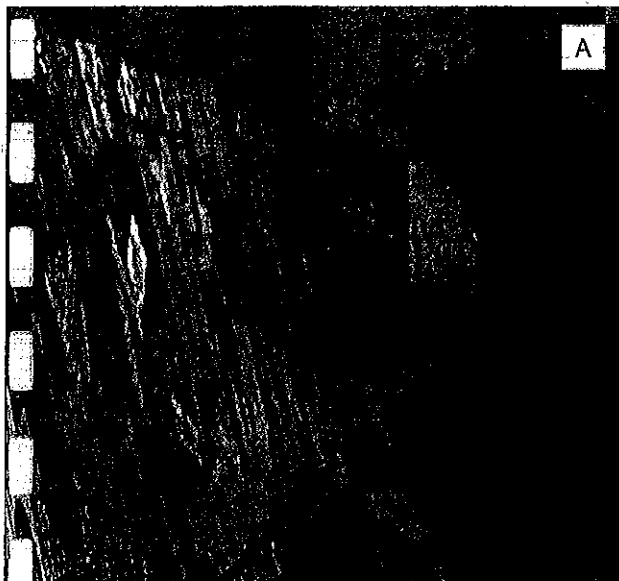
d Re-write the sentences in Exercise 3c using other words to replace the underlined phrases.

- 1 *Through good marketing, the company can benefit from strong customer relationships.*

4 Discuss the questions.

- 1 If selling and advertising are only the tip of the marketing iceberg and there's more to marketing than meets the consumer's eye, what else do you think marketing might involve?
- 2 What are some examples of not-for-profit organisations?
- 3 What do you like to do a good job of?
- 4 What are some things you need to bear in mind when preparing for PTE Academic?








## Speaking 1 (Repeat sentence; Answer short question)


**Pronunciation: Intonation with initial adverbs and lists**
**Test practice 1:  
Repeat sentence**

&gt; EXPERT STRATEGIES page 170

**Task analysis**
**Discussion**
**Test practice 2:  
Answer short question**

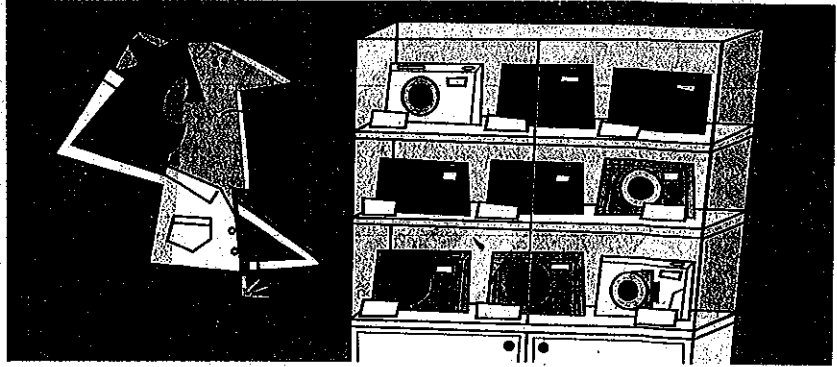
&gt; EXPERT STRATEGIES page 173

- 1 a Mark // between each sense group in the sentences. Where do you think your voice will go up and down when you say them?
- 1 Generally, consumers don't trust advertisements.
  - 2 People see ads on the internet, on TV and in magazines.
- b  Listen and check your answers.
- c What do you notice about intonation with initial adverbs? How about with lists?
- 2  Work in pairs. Listen to eight longer sentences. Student A, repeat sentences 1–4. Student B, repeat sentences 5–8. When you are not speaking, listen to your partner. Does he/she follow the intonation patterns you identified in Exercise 1c?
- 3  Complete the task in pairs. You will hear eight sentences. Take turns to repeat them.
-  **15 secs.** You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.
- 4 Did you use appropriate intonation for initial adverbs and lists? Did you speak at a natural rate, without pausing, stumbling or repeating? What would you do differently if you did the task again?
- 5  Listen to the sentences from Exercise 3 again. Which do you agree with? Which do you disagree with? Why?
- 6  Complete the task in pairs. You will hear six questions.
-  **10 secs.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.




**Listening 1 (Multiple-choice, choose multiple answers)****Before you listen**

- 1 Discuss the questions in pairs.
- 1 When you purchase an item, which of these factors influence your decision?  
• reviews • advertising • friends and family  
• price • other factors
  - 2 Which factors are the least important? The most important?
  - 3 Overall, how much is your decision influenced by marketing activities?


**Dealing with incorrect responses**

► EXPERT STRATEGIES page 182

In multiple-choice listening tasks you might hear words from each response option on the recording. However, some of these options may be incorrect. In some cases, the words you hear may be incorrectly paraphrased in the response option. In others, the point you hear might be refuted later in the recording.

- 2a  Listen to a lecture extract and tick (✓) the points you hear.

- A  marketers' instincts for how consumers think  
B  research by companies  
C  understanding consumers' minds  
D  Innate talent is very important in leadership.  
E  something that 95 percent of consumers do

- b  Read the question and response options. The options incorporate the points in Exercise 2a. Listen again, and tick (✓) the options that answer the question.

According to the speaker, which of the following statements are true?

- A  Marketers have a good instinct for consumers' thoughts.  
B  Many big companies research consumer purchase decisions.  
C  Marketers engage experts to understand consumers' minds.  
D  Consumers don't understand their own purchase decisions well.  
E  95 percent of consumers use emotion in their purchase decisions.

**Task analysis**

- 3 Compare answers and discuss the questions in pairs.
- 1 What did you hear that helped you choose your answer?
  - 2 Were you tempted to choose any of the incorrect options that contained words or expressions you heard in the recording?
  - 3 What was wrong with the options you did not tick?

**Discussion**

► SEE LISTENING 2 for more practice of this task type.

- 4 Do you agree that purchasing decisions are often made subconsciously? What about your purchases? Give examples.

## Language development 1

### Prepositional phrases

> EXPERT GRAMMAR page 207

Prepositional phrases are useful in academic writing because they add information to nouns, verbs and even whole sentences. Adding information in this way allows a lot of meaning to be packed into a sentence.

**1** Underline the prepositional phrases in the sentences. Then circle the word or phrase that each adds information to.

- Every day we are bombarded with television commercials, direct-mail offers, sales calls and internet pitches.
- Questions about how consumers make purchase decisions and what is going on in their heads are researched in great detail.
- The answers to the whys of consumer buying are often locked deep within the consumer's head.
- Perhaps more importantly, any opinions formed in the evaluation will influence future purchases.
- You see the results of marketing in the abundance of products in your nearby shopping mall.

**2a** Complete the sentences with the prepositions in the box. Then note the prepositional phrases in *italics*.

by (x 3) at in (x 4) of (x 2) on (x 2) to

- We need to research current socioeconomic trends detail.
- We don't want to do a marketing stunt public.
- The market research project was finished time.
- chance, he noticed a new gap the market.
- The buying *habits* consumers are influenced many different factors.
- The cost advertising and packaging adds a lot the price.
- mistake, the company put the items sale the wrong price.
- To ensure that money is well spent, it's important to plan marketing activities advance.

**b** Compare answers in pairs. Then discuss whether each prepositional phrase adds information to a word, a phrase or the whole sentence.

**3** Work in pairs. Write five sentences each about yourself using prepositional phrases from Exercise 2a. Then use them to begin conversations.

### That clauses

> EXPERT GRAMMAR page 207

*That* clauses are clauses beginning with the word *that* (not including relative clauses). Like prepositional phrases, they are useful for packing additional meaning into a sentence.

**4a** Read the sentences. Which one uses a prepositional phrase? Which uses a *that* clause? Do they contain similar information?

- A** I'm concerned about inaccuracies in advertisements.  
**B** I'm concerned that advertisements are often inaccurate.
- b** Decide whether the sentences use a prepositional phrase or a *that* clause and complete them with one or two words for each blank.
- A** He was concerned his job.  
**B** He was concerned would lose his job.
  - A** She is glad took a big chance earlier in her life.  
**B** She is glad the big chance she took earlier in her life.
  - A** He is proud made his big decision.  
**B** He is proud his big decision.
  - A** The lecturer was surprised her students' exam results.  
**B** The lecturer was surprised her students had done well in the exam.
  - A** The marketing director felt disappointed advert was not of the quality he had expected.  
**B** The marketing director felt disappointed the quality of the advert.

**5** Write sentences with *that* clauses using the prompts.

- it's my view / we need / a new managing director
- the graph shows / the company profit / decline
- he felt certain / his profit / increase
- it's likely / he / become CEO
- it's expected / the CEO / resign

**6a** Complete the sentences with a *that* clause to say something about yourself or a product you own.

- |                        |                               |
|------------------------|-------------------------------|
| 1 It's likely ...      | 5 I was surprised ...         |
| 2 I'm worried ...      | 6 It's my view/My view is ... |
| 3 It's anticipated ... | 7 It was demonstrated ...     |
| 4 I'm certain ...      | 8 It's probable ...           |

**b** Work in pairs. Use your sentences from Exercise 6a to begin short conversations. Try to use other *that* clauses as the conversation continues.

It's likely that I'll buy a new computer.

Oh? Why is that?

Well, I'm worried that ...

## Summary writing 1 (Summarize written text)

**Lead-in** 1 Why do you think famous brands cost significantly more than less well-known brands? Is it possible to justify this difference?

### Task familiarisation

➤ EXPERT STRATEGIES page 170

➤ EXPERT WRITING page 199

2 Read the instructions for the sample task on page 199 and answer the questions.

1 What two aspects of your answer will help you get higher marks?

2 In what ways is *Summarize written text* different from *Summarize spoken text*?

3 Look at the sample task on page 199 and answer the questions.

1 Read the text quickly. What is it about?

2 Paying careful attention to the topic sentences, quickly take notes of the main point and main supporting ideas. Remember to use symbols and abbreviations.

3 Discuss and revise your notes in pairs.

### Evaluating summaries

4a Think back to the Writing sections of Module 2. Which of these are features of a good summary?

1  contains the most important points

2  doesn't include the summary writer's own ideas

3  includes many direct quotations from the passage

4  is short

5  contains all the details

b Read the sample summary on page 199 and answer the questions.

1 Which of the features in Exercise 4a does it include?

2 Read the text again and underline the ideas that appear in the summary.

3 Does the summary include all the ideas in the topic sentences? What about the main supporting ideas?

5a Read the summaries of the text on page 199 below. Which one do you think would get the highest marks? Why?

A Some people accuse marketing of pushing up prices to finance advertising, sales promotion, packaging and marketers' salaries but marketers point out that their activities add value by informing potential buyers of the availability and advantages of a greater choice of brands, which most customers want.

B Some people claim that marketers cause prices to be higher than necessary due to the expense of promotion and packaging but marketers reply that they help people to choose brands that make them feel good and that they can rely on, and that these expenses are necessary for their company to stay competitive.

C Some people criticise marketing for putting prices up but marketers say they add value to products.

D Some products such as cosmetics and toiletries can be more than 40 percent more expensive than they need to be just because of the cost of promotion and packaging. Which adds value only in the mind.

E There are people who claim that marketing pushes up prices unnecessarily due to increased costs of advertising and packaging. However, marketers hit back by pointing out that through their activities, customers can choose brands that give them a good feeling and that they need to keep their company competitive.

b Which of the other four summaries in Exercise 5a contains:

1 details but not the main idea? 4 too many sentences?

2 the main idea but no details? 5 too many words from the text?

3 information not in the text?

### Discussion

➤ SEE SUMMARY WRITING 2 for more practice of this task type.

6 Which point of view in the text do you think has the most merit? Why?

## Listening 2 (Multiple-choice, choose multiple answers; Write from dictation)




### Before you listen

- 1 Discuss the questions.
  - 1 Think of a leader you know. What makes that person a good leader?
  - 2 List as many skills and qualities of a leader as you can.
  - 3 Do you think that managers in business need the same leadership qualities as leaders in other walks of life such as politics, the arts, etc.?
  - 4 Do you think that leadership is a skill that can be taught or an innate talent?

### Test practice 1: Multiple-choice, choose multiple answers

► EXPERT STRATEGIES page 182

- 2  Complete the task. Remember to watch out for misleading response options that contain language similar to the recording.

*Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.*

Which of the following represent the speaker's opinion?

- A  Even the best leaders can improve further.
- B  Experience is more important than theory in leadership development.
- C  Experience is necessary for becoming a leader.
- D  Innate talent is very important in leadership.
- E  Personal development is different from leadership development.
- F  Training can improve leadership skills.

### Task analysis


- 3 Compare answers and discuss the questions in pairs.
  - 1 Did you read the question and response options before you listened?
  - 2 What did you hear that helped you choose your answer?
  - 3 Why did you rule out the responses you didn't choose?
  - 4 Were you tempted to choose any of the incorrect options that contained language that you heard on the recording?

### Discussion


- 4 How would you answer questions 2 and 4 in Exercise 1 now that you have listened to the lecture?

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 182

- 5  Complete the task. You will hear four sentences. After each, remember to check your work and use your grammar knowledge to reconstruct parts of the sentence you did not write down.

*You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.*

- 6  Compare answers in pairs and note any differences. Then listen again and check your answers.

## Language development 2

### Discourse markers of consequence

► EXPERT GRAMMAR page 208

#### 1 a Read the sentences and answer the questions.

To survive, businesses must be competitive. They must, consequently, invest a lot of money in marketing.

- 1 Which word is a discourse marker that shows the relationship between the two sentences? What is the relationship?
- 2 Where else could this word be placed?

#### b The words and phrases in the box are used to show consequences. Which could replace *consequently* in Exercise 1a?

accordingly as a consequence as a result  
for this reason for these reasons hence so (that)  
thereby therefore this leads to this means that  
thus with the result that

#### c Where else in the sentence could these words and phrases be used? Can any be used to combine the two sentences into one?

#### d Which words and phrases could you use to link the ideas in the sentence below? (Note how the punctuation differs from the example in Exercise 1a.)

To survive, businesses must be competitive, \_\_\_\_\_ they must invest a lot of money in marketing.

#### 2 a Re-write the sentences using the words in brackets. Change the punctuation as necessary.

- 1 Companies spend a lot of money on advertising and packaging. The cost of goods, especially brand-name goods, is often higher than it would otherwise be. (as a consequence)
- 2 Some managers spend a lot of time networking. They do well later on in their careers when contacts become useful. (so that)
- 3 Many companies invest heavily in market research. They gain a good understanding of consumers who might purchase their products. (with the result that)
- 4 Some companies have in the past paid people to write positive reviews of their products on websites. Some of them are no longer trusted. (hence)
- 5 Emotion plays a large part in the purchasing decisions of many consumers. Research in this area is essential. (thus)
- 6 Consumers tend to take into account their friends' comments about particular brands. It's important that companies maintain a good reputation. (therefore)

- b Now re-write the sentences in Exercise 2a using different discourse markers. Change one-sentence answers to two sentences and two-sentence answers to one sentence.

#### 3 Write sentences about four things you have done and their consequences. Use a different discourse marker in each sentence.

*I spent two days reading consumer reports, thereby ensuring that I made an informed decision about which smartphone to buy.*

### Infinitives after nouns, verbs and adjectives

► EXPERT GRAMMAR page 208

#### 4 Underline the infinitives in the sentences. What type of word comes before the infinitive in each sentence?

- 1 Can leaders learn to be better leaders?
- 2 Some advertisements are able to arouse strong emotions.
- 3 A good manager persuades people to follow him or her.
- 4 Leaders have an ability to communicate effectively.
- 5 It costs a lot of money to go on a training course.
- 6 It's preferable to replace the manager.
- 7 It's fair to argue that our CEO isn't very effective.

#### 5 Re-write the sentences using the words in brackets and an infinitive.

- 1 Management training courses are expensive to take. (cost / a lot of money)  
*It costs a lot of money to take management training courses.*
- 2 He can inspire people. (has / ability)
- 3 Splitting the department in two is the best option. (it / preferable)
- 4 We believe, with good reason, that profits will fall. (it / reasonable)
- 5 There's a good chance that he will be promoted. (he / likely)
- 6 By the end of next year the company will be 50 percent larger. (expects)
- 7 The company didn't survive because it didn't have a good business plan. (failed)
- 8 We would like to have a large profit by the end of the year. (hope)
- 9 Asia is the company's preferred target for expansion. (desires)

#### 6 Work in pairs. Use the phrases in the box to tell your partner something about yourself. Your partner asks questions to help you expand your answer. Then switch roles.

Some day I hope to ... I'm determined to ...  
I have a desire to ... I need to ... I'm likely to ...  
I expect to ... I'm eager to ... I prefer to ...

## Academic vocabulary 2 AWL ACL

### Organisations

1a Match the words in the box with their meanings. Then write the adjective forms for 1–3.

administration authority corporation facility  
institution regime site subsidiary

- 1 \_\_\_\_\_ : a large organisation that has a particular kind of work or purpose, e.g. educational (adjective: \_\_\_\_\_)
- 2 \_\_\_\_\_ : the activities in an organisation that focus on its everyday running or on its management; also, the government of a country at a particular time (adjective: \_\_\_\_\_)
- 3 \_\_\_\_\_ : a big organisation, usually a company, or group of organisations acting as one (adjective: \_\_\_\_\_)
- 4 \_\_\_\_\_ : an official organisation or a government department that has particular responsibilities and the power to make decisions
- 5 \_\_\_\_\_ : a building or room that serves a particular purpose, often containing equipment
- 6 \_\_\_\_\_ : a place that is used for a particular purpose, e.g. the building and/or grounds of a branch of an organisation
- 7 \_\_\_\_\_ : a company that is owned and controlled by a larger company
- 8 \_\_\_\_\_ : a government, usually one that hasn't been fairly elected or one that you disapprove of

b Complete the sentences with the correct form of the words from Exercise 1a.

- 1 Visitors are often taken on tours of our production \_\_\_\_\_ to see our automatic production line in operation.
- 2 The management of this company is like an unpleasant \_\_\_\_\_ - they don't listen to us at all.
- 3 We need to maintain good relations with the local \_\_\_\_\_ because they have the power to grant us permission for all kinds of things.
- 4 The problems in our company are purely \_\_\_\_\_. Production, marketing and finances are all fine.
- 5 I work for a small \_\_\_\_\_ of a large multinational \_\_\_\_\_. Our business has grown rapidly, so we are hoping to move to a larger \_\_\_\_\_.
- 6 As the organisation is an educational \_\_\_\_\_, it is required to register with the local \_\_\_\_\_.

c Write sentences that will help you remember six of the words in Exercise 1a.

### Leadership

2a Read the text and match the words in bold with their meanings (1–7).

It is often said that leaders should be able to captivate an audience, tell a **compelling** story and communicate their **vision** to their followers and **colleagues**. The reality, however, is often very different. Many of the most successful business leaders have actually been relatively quiet people. What is more certain though is that the vast **majority** of leaders are able to have successful **interactions** with a wide range of people and that they stay calm and cope well in a crisis. **Personal integrity** and **ethical** behaviour are also of great importance so that others have confidence in the leader's honesty.



- 1 \_\_\_\_\_ : an idea of what you think something should be
- 2 \_\_\_\_\_ : having arguments that make you feel sure that something is true and that you believe in it
- 3 \_\_\_\_\_ : a number or amount greater than 50 percent
- 4 \_\_\_\_\_ : people you work with
- 5 \_\_\_\_\_ : an act of talking with other people, working together, with them, etc.
- 6 \_\_\_\_\_ : the quality of being honest and strong about what you believe to be right
- 7 \_\_\_\_\_ : good, honest and right

b Use some of the words in Exercise 2a to complete the collocations.

- 1 (a) \_\_\_\_\_ argument / evidence / reason
- 2 a clear \_\_\_\_\_
- 3 the \_\_\_\_\_ of (people, etc.)
- 4 a(n) large / great / vast / overwhelming \_\_\_\_\_
- 5 social / human \_\_\_\_\_
- 6 professional \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- 7 \_\_\_\_\_ issue / dilemma / problem

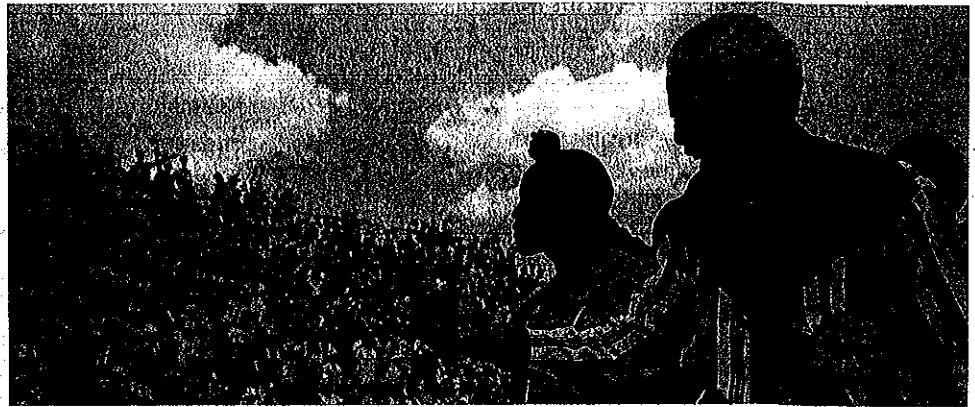
c Work in pairs. Write one question for each of the items in Exercise 2b. Then use your questions to begin short conversations.

Do you think the government has a compelling reason to raise taxes?

In my opinion, yes, they do, because ...

## Reading 2 (Reading & writing: Fill in the blanks)

- Before you read** 1 Charisma is the natural ability to attract and interest other people and make them admire you. Which famous people do you know of who are charismatic? Do leaders need to have charisma?



### Test practice: Reading & writing: Fill in the blanks

EXPERT STRATEGIES page 180

- 2 Complete the task. Remember to read the text quickly for overall meaning first and then use your grammar, collocation and vocabulary knowledge to fill the blanks.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.

Charismatic leaders are essentially very skilled communicators – individuals who are both verbally eloquent but also able to communicate to followers on a deep, emotional level. They are able to articulate a compelling or captivating vision and are able to <sup>1</sup>  strong emotions in followers.

Charisma is really a process – an interaction between the <sup>2</sup>  of the charismatic leader, the followers and their needs and identification with the leader, and the situation that <sup>3</sup>  for a charismatic leader, such as a need for change or a crisis. But when it comes to the charismatic qualities of leaders, the emphasis is on how they communicate to followers and whether they are able to gain followers' trust, and influence and persuade them <sup>4</sup> .

Most politicians, particularly on the national scene, <sup>5</sup>  their ability to communicate effectively – to make speeches, 'work the room' with potential donors and supporters, etc. So many seasoned politicians have a lot of 'personal charisma'.

1

arouse  
compel  
enlarge  
lift

2

influence  
qualities  
significances  
developments

3

calls in  
calls down  
calls out  
calls off

4

following  
about following  
for following  
to follow

5

will develop  
are developing  
have developed  
were developing

### Task analysis

- 3 Discuss the questions in pairs.
- 1 Did you remember to read the text quickly for overall meaning first?
  - 2 What knowledge did you use for each blank: grammar, collocation, word meaning or a combination?
  - 3 What clues in the text did you use to help you choose your answers?

### Discussion

- 4 Of the skills and qualities listed in the text, which do you feel you have? Which would you like to have? Why?

#### EXPERT WORD CHECK

articulate captivating crisis eloquent seasoned work the room


## Speaking 2 (Re-tell lecture)

### Lead-in

- 1a How important is it for a leader that he or she can be trusted?
- b What problems can mistrust cause in an organisation?

### Taking notes on key points

The key points are the main idea and the important supporting points.


- 2  Listen to a lecture extract and take notes on the key points only. Use the note-taking skills you practised in earlier modules.

- 3a Compare your notes and discuss the questions in pairs.

- 1 What is the speaker's main point?
- 2 What support is provided for the main point?

- b Which idea from Exercise 3a would you put first in your response? Mark it in your notes.

### Sample response

- 4a  Listen to two students re-telling the lecture. Did they:


	Student A	Student B
avoid repeating information?	<input type="checkbox"/>	<input type="checkbox"/>
speak smoothly, without many hesitations?	<input type="checkbox"/>	<input type="checkbox"/>
mention key points, not minor details?	<input type="checkbox"/>	<input type="checkbox"/>
use discourse markers, e.g. of consequence, contrast or addition?	<input type="checkbox"/>	<input type="checkbox"/>


- b Did each student cover the ideas in the same order as the original speaker?

- c Was one answer better than the other or were they both good?

### Test practice

► EXPERT STRATEGIES page 172

- 5  Complete the task in pairs. Take turns to use your notes to re-tell the lecture to your partner. Remember to use discourse markers and avoid repeating information.

 **40 secs.** You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



Leadership

Trust


### Task analysis

- 6 What did you find easiest about the task? Most difficult? What areas of the checklist in Exercise 4a do you need to work on?

### Discussion

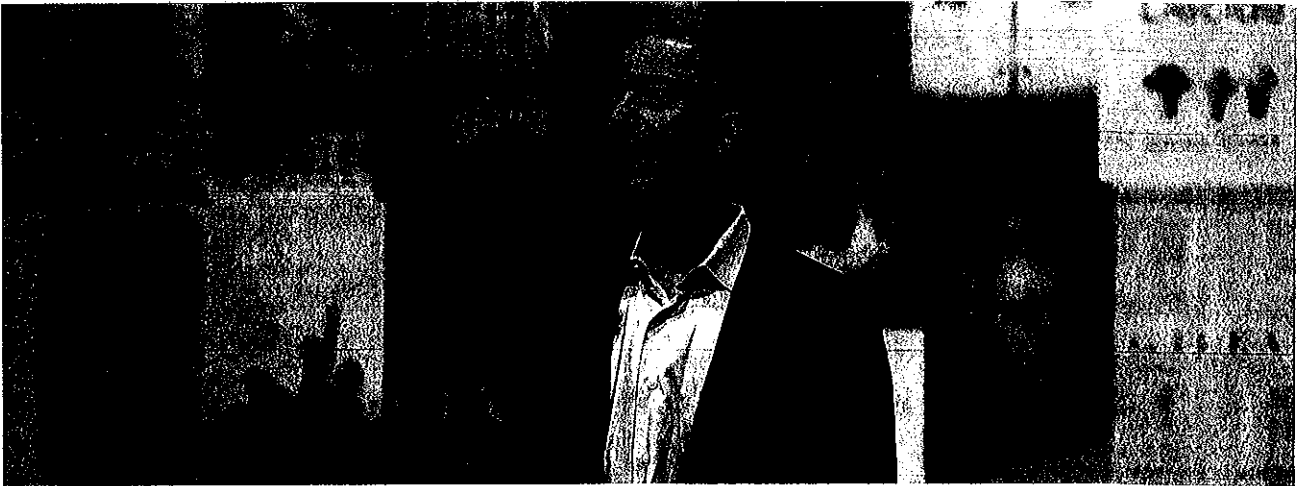
- 7 What do you think are the five most important leadership qualities? Where does 'inspires trust' come in your list?

### Further practice

- 8  Turn to page 191 and complete the task.



## Summary writing 2 (Summarize written text)



### Lead-in 1 Discuss the questions.

- 1 How important is it for leaders to take risks?
- 2 Would you ever start your own business? Why/Why not?
- 3 What do you know about Amazon.com and its founder, Jeff Bezos?

### Understand the task 2 Read the task instructions and text and answer the questions.

- 1 What is the text about?
- 2 What is the main idea of each paragraph?

**10 mins** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

I got the idea to start Amazon 16 years ago. I came across the fact that web usage was growing at 2,300 percent per year. I'd never seen or heard of anything that grew that fast and the idea of building an online bookstore with millions of titles – something that simply couldn't exist in the physical world – was very exciting to me. I had just turned 30 years old and I'd been married for a year. I told my wife MacKenzie that I wanted to quit my job and go do this crazy thing that probably wouldn't work – since most start-ups don't – and I wasn't sure what would happen after that. MacKenzie told me I should go for it.

I was working at a financial firm in New York City with a bunch of very smart people and I had a brilliant boss that I much admired. I went to my boss and told him I wanted to start a company selling books on the internet. He took me on a long walk in Central Park, listened carefully to me and finally said, 'That sounds like a really good idea but it would be an even better idea for someone who didn't already have a good job.' That logic made some sense to me and he convinced me to think about it for 48 hours before making a final decision. Seen in that light, it really was a difficult choice but, ultimately, I decided I had to give it a shot. I didn't think I'd regret trying and failing. And I suspected I would always be haunted by a decision to not try at all. After much consideration, I took the less safe path to follow my passion and I'm proud of that choice.

### Plan your summary sentence 3 Read the text again and follow the steps below.

- 1 Take notes, paying particular attention to the topic sentence and supporting details of each paragraph.
- 2 Think about the items below. Which are most likely to be main points? Minor points?

---

• difficulties • feelings • ideas • problems  
• company names • people's names • place names

---

- 3 Look at your notes. Decide which are the most important points to include in a summary and tick (✓) them.

## Language and content

Your summary sentence will need to include several ideas from the text. One way to do this is to use one or more prepositional phrases. Another way is to use a *that* clause.

- 4 Add the ideas in brackets to the summary sentences using prepositional phrases.

1 Starting a company takes hard work. (Most people have little money for this.)

Starting a company with little money takes hard work.

2 Setting up a business requires not only good ideas but also determination and skill. (The business is starting from nothing. The skill is in influencing people.)

3 Despite the risk, he had encouragement. (The risk was in his decision to set up a new business. His wife encouraged him.)

4 People who set up companies take big risks but they often gain significant rewards. (People invest their own money in these companies. The rewards are a result of their efforts.)

- 5 Add the words in brackets to the summary sentences using *that* clauses.

1 Entrepreneurs are hard-working, have good ideas that can easily be turned into products or services, and are good at influencing other people. (research into entrepreneurs' habits)

2 People need large amounts of money to set up a business, but many entrepreneurs borrow the money instead. (commonly thought ...)

3 Even though a large number of businesses start up each year, only a small number make their owner very rich. (unfortunate ...)

## Write your summary sentence

➤ EXPERT STRATEGIES page 17

- 6a Use your notes from Exercise 3 to write a sentence that includes the most important points.
- b Add another important idea from your notes to the sentence you wrote. Use a prepositional phrase, a *that* clause, discourse markers or other useful language.
- c Repeat the step in Exercise 6b until you don't think you can go any further.

## Check your summary sentence

- 7 Check and edit your summary sentence using the checklist on page 192.

## Review

- 1 Complete the text with the words in the box. There are two extra words you do not need to use.

authorities compelling consequence demonstrated  
ethical lead likely majority persuade preferable  
result therefore

There are a number of <sup>1</sup> \_\_\_\_\_ arguments in favour of strict controls on advertising. For example, advertising can <sup>2</sup> \_\_\_\_\_ to products being sold to people who suffer as a(n) <sup>3</sup> \_\_\_\_\_ of using them rather than gaining benefit. For example, it has been <sup>4</sup> \_\_\_\_\_ that a common <sup>5</sup> \_\_\_\_\_ of the overconsumption of fast food is obesity. Advertising by fast food companies undoubtedly contributes to consumption of fast food because if it didn't, fast food companies simply wouldn't advertise. This is especially a problem when the advertising is designed to <sup>6</sup> \_\_\_\_\_ children who are too young to make fully informed decisions for themselves. While the <sup>7</sup> \_\_\_\_\_ of companies advertise responsibly, there is a significant minority who go beyond what can be considered <sup>8</sup> \_\_\_\_\_ by advertising in negative ways or by advertising harmful products. \_\_\_\_\_ it is vital that advertising should be more strictly regulated by the <sup>10</sup> \_\_\_\_\_, especially advertising aimed at children.

- 2 Complete the prepositional phrases in the sentences.

- 1 We expect everyone in this company to go the extra \_\_\_\_\_ to look after the customers.
- 2 This company has a great new product that is just right to exploit a gap \_\_\_\_\_ the market.
- 3 There are examples of marketing all \_\_\_\_\_ you.
- 4 The problems we've discovered so far are mostly likely to be just the \_\_\_\_\_ of the iceberg.
- 5 It's important to take all the relevant factors \_\_\_\_\_ account when determining marketing strategy.
- 6 Improved customer service goes hand in \_\_\_\_\_ with increased profits.
- 7 Please bear in \_\_\_\_\_ that the marketing campaign needs to target younger people.
- 8 There's more to the problem than meets the \_\_\_\_\_.
- 9 No \_\_\_\_\_ our product isn't selling well. People don't seem to like it very much!
- 10 That product was put on our website \_\_\_\_\_ mistake. We don't have any in stock, so we can't deliver any to customers!

- 3 Complete the sentences with one word for each blank.

- 1 It is my view \_\_\_\_\_ advertisements are usually fun.
- 2 I understand \_\_\_\_\_ you don't like TV adverts.
- 3 The manager wants to read the report \_\_\_\_\_ detail.
- 4 Fortunately, management think it is reasonable \_\_\_\_\_ pay for your MBA course.
- 5 You need to be here \_\_\_\_\_ time.
- 6 Advertisements are intended to be a strong influence \_\_\_\_\_ their target audience.
- 7 The company is likely \_\_\_\_\_ adjust its advertising policy.
- 8 He felt bombarded \_\_\_\_\_ advertisements appearing everywhere.
- 9 Marketing managers generally find it disappointing \_\_\_\_\_ some people try to ignore advertisements.
- 10 Most employees hope \_\_\_\_\_ be able to trust their bosses.

- 4 Find and correct one spelling mistake in each sentence.

- 1 *It's important for companies to have a dialoge with their customers.*
- 2 *There are problems with the adminastration of the company.*
- 3 *An overwelming majority of people state that they see too many advertisements in their everyday lives.*
- 4 *New employees are given a tour of our production facilities.*
- 5 *Management encourage good relationships between employees; people often socialise with their colleages.*
- 6 *There's an abundance of products for sale in the retail outlet.*
- 7 *Marketing involves the premotion of a company's products.*
- 8 *Competitive companies recp the rewards of their hard work.*
- 9 *Our internet marketing plan is based on the need for customers to have social intraction with our employees.*
- 10 *Marketing graduates may be confronted with a number of ethical dilemas during their careers.*

# 5

# The Earth

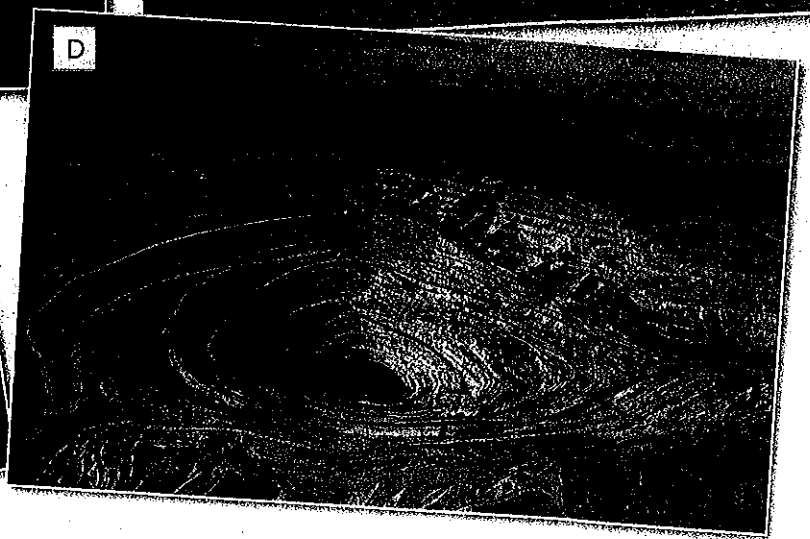
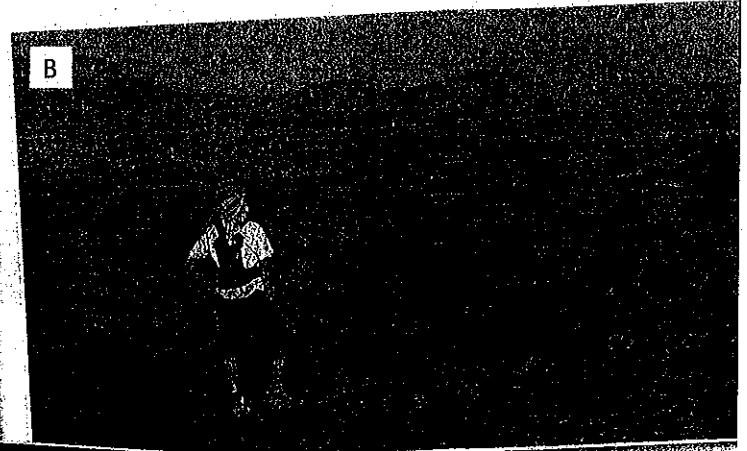
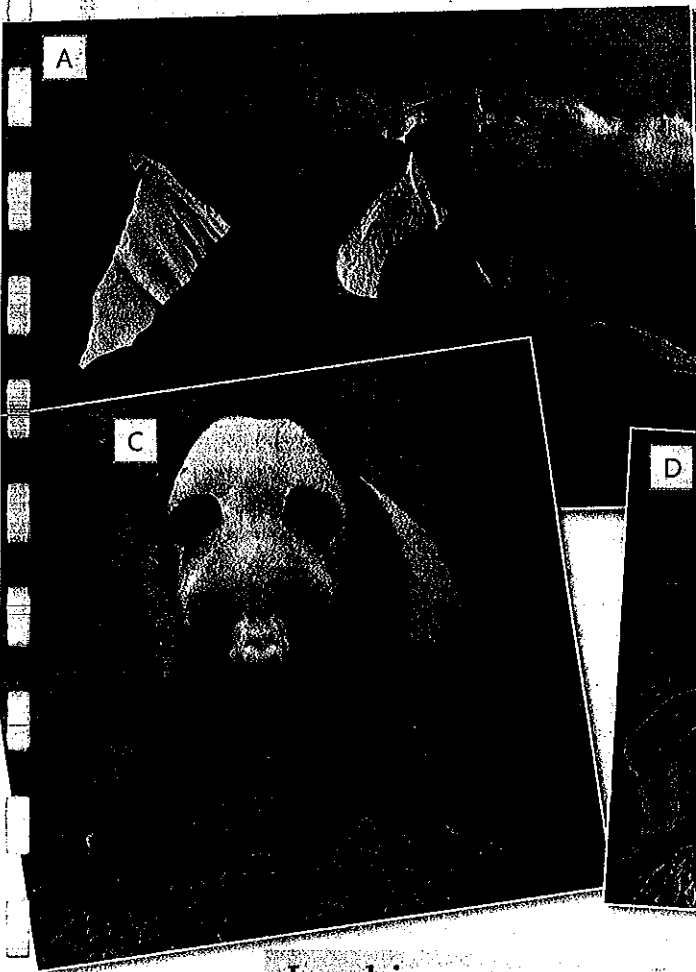
## Overview

### 5A

- > Reading: Multiple-choice, choose single answer
- > Academic vocabulary: Word building; Connotation
- > Speaking: Read aloud; Answer short question
- > Listening: Select missing word
- > Language development: Definite and zero article with names; *-ed* and *-ing* adjectives
- > Writing: Write essay

### 5B

- > Listening: Highlight incorrect words
- > Language development: Expressing attitude about the future; Nominalisation
- > Academic vocabulary: Academic synonyms; Collocations
- > Reading: Multiple-choice, choose single answer
- > Speaking: Describe image
- > Writing: Write essay



## Lead-in

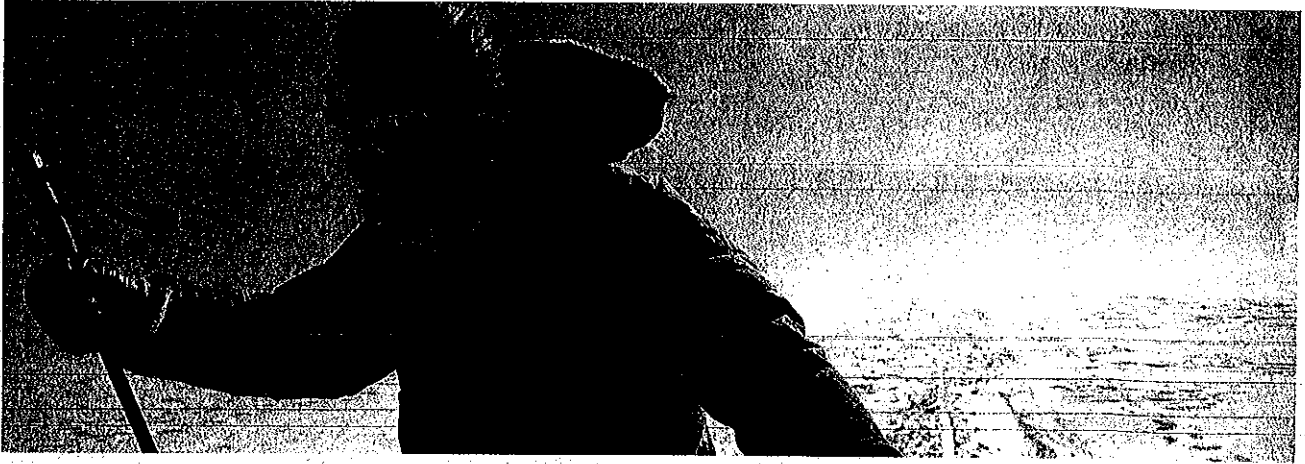
### 1 Discuss the questions.

- 1 What can you see in the photos?
- 2 Which of these places would you prefer to visit? Why?
- 3 What other extreme environments can you think of?
- 4 Would you like to take part in an expedition to any of them? Why/Why not?
- 5 What do you think of people who travel to extreme locations?
- 6 What effect do industrial activities like mining and logging have on the environment? What benefits do they have? Do the benefits outweigh the drawbacks?
- 7 What environmental issues affect where you live?
- 8 What other environmental issues do you know about?

### Reading 1 (Multiple-choice, choose single answer)

#### Before you read

- 1 Discuss the questions.
  - 1 What's the coldest place you've ever been to? The hottest? The highest?
  - 2 What preparations would you make for a trip to each of these places?
    - Antarctica • the Sahara • the Himalayas • the Amazon
  - 3 Would you like to live in any of these places? Give reasons.



#### Identifying text types and their purpose

In any reading you do, quickly identifying the type of text and its purpose will help you tune into the overall meaning. Furthermore, some multiple-choice questions in the test ask about purpose.

#### 2a Match the text types (1–4) with the extracts (A–D).

- |                                   |     |
|-----------------------------------|-----|
| 1 a university course description | ___ |
| 2 an article on a science website | ___ |
| 3 biographical information        | ___ |
| 4 a review                        | ___ |

*A While there is plenty of potential in this website, currently users should approach it with some care. Much of the information is outdated and at times even factually inaccurate, and as such can't be relied upon. Users should bring with them a healthy dose of scepticism or, better still, use one of the many alternative sites that are available.*

**B** BIO 407: Life in extreme places introduces students to the incredible processes through which organisms live in extreme conditions. Course participants will study life inside rocks, in areas of extreme high and low temperatures, in perpetual darkness and in the highly pressurised depths of the oceans. Participants will learn how our understanding of the conditions in which life is sustainable has changed dramatically in recent years. They will also explore the thrilling possibilities for how life forms may have developed on other planets.

*C Ever wondered what's living in the depths of the Antarctic Ocean? Scientists are now a step closer to finding out. A submarine expedition to the ocean floor just off the tip of the Antarctic Peninsula has recently ended and the results of the initial analysis are in. Scientists have already identified a number of new species.*

**D** Professor Noda received her doctorate in 1981. Since then, in the three decades that she has been involved in the field, she has become an eminent authority on Antarctic life, having gained a wealth of knowledge in this field. She has written or contributed to 12 books and nearly 100 journal articles. Her current research interests include the diet and life cycle of penguins.

- b Consider the purpose of extracts A–D. Which:
- 1 gives information about someone’s background? \_\_\_
  - 2 shows the good and/or bad points of something? \_\_\_
  - 3 encourages people to choose something? \_\_\_
  - 4 give information about a topic in an interesting way? \_\_\_
- c Compare and discuss your answers to Exercises 2a and 2b in pairs. What clues helped you to decide?

**Identifying attitude, tone and feeling**

Multiple-choice questions can also ask about the writer’s attitude, tone or feeling. Text type and purpose can help with deciding this, as can the writer’s choice of words.

- 3a Look at extract A in Exercise 2a and tick (✓) the phrase in the table that best describes the writer’s feeling or attitude. Then underline the words in the extract that helped you to decide.

	A	B	C	D
regards a person or topic with respect				
conveys excitement				
expresses an overall negative opinion				

- b Now do the same for extracts B–D.

**Test practice**

> EXPERT STRATEGIES page 176

- 4 Complete the task. Remember to read the text quickly for overall meaning first, determine what the question asks for and then find clues in the text that help you arrive at the correct answer.

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

The challenge of scaling the highest mountain, exploring the deepest ocean, crossing the hottest desert or swimming in near-freezing water is irresistible to many people. *Life at the Extremes* is an engrossing exploration of what happens to our bodies in these seemingly uninhabitable environments. Frances Ashcroft weaves stories of extraordinary feats of endurance with historical material and the latest scientific findings as she investigates the limits of human survival and the remarkable adaptations that enable us to withstand extreme conditions.

The writer thinks that the content of *Life at the Extremes* is

- A  terrifying.
- B  fascinating.
- C  underwhelming.
- D  influential.

**Task analysis**

- 5a Underline the words in the text that helped you answer the question.
- b Compare and discuss the words you underlined in pairs.
- c What type of text is this? What is its purpose?

**Discussion**

- 6 Discuss the questions.
- 1 Would you like to read *Life at the Extremes*? Why/Why not?
  - 2 How much do stories of real-life experiences appeal to you? What kind of real-life experiences do you prefer?
  - 3 What kind of books or e-books do you most like reading? Why?
  - 4 Do you prefer stories to be in book, film or other format? Why?

**EXPERT WORD CHECK**

engrossing feats (of endurance) irresistible scaling  
weave (a story) withstand

> SEE READING 2 for more practice of this task type.

## Academic vocabulary 1 AWL ACL

### Word building

- 1a Compare the word *uninhabitable* from Reading 1 with the words in the box. How do they differ in meaning?

inhabitable    inhabited    uninhabited

- b Look at the word pairs. How does the underlined prefix or suffix in the second word affect the meaning?

- 1 possible – impossible
- 2 view – review
- 3 marine – submarine
- 4 electric – hydroelectric
- 5 priority – prioritise
- 6 pressure – pressurise
- 7 pressurise – depressurise
- 8 pressurise – pressurisation

- c What do the prefixes and suffixes in the box mean?

de-	hydro-	-able/-ible	-re-
in-/im-	sub-	-ation	
un-	under-		

- 2 Read the definitions. Then add a prefix and/or suffix from Exercise 1c to each underlined word to form a word that fits the meaning.

- 1 \_\_\_\_ : not reliable
- 2 \_\_\_\_ : not appropriate
- 3 \_\_\_\_ : not conventional; different from the usual way that things are done
- 4 \_\_\_\_ : power generated from water
- 5 \_\_\_\_ : that cannot be sustained; i.e. unable to continue in the long term without causing problems
- 6 \_\_\_\_ : develop connections and/or operations around the globe
- 7 \_\_\_\_ : that can renew itself; that can replace itself naturally so there is always a supply
- 8 \_\_\_\_ : the act of removing all trees from a forest

- 3 Complete the sentences with words formed from the words in brackets. Use the prefixes and suffixes in Exercise 1c.

- 1 Part of the purpose of preparation for the expedition is to minimise (minimum) risk.
- 2 Comfort is \_\_\_\_ (compatible) with mountain climbing. You can have one or the other but not both.
- 3 There are many \_\_\_\_ (fluctuate) in temperature here in Antarctica but it's always well below 0°C.
- 4 In Antarctica \_\_\_\_ (exploit) of natural resources is banned; mining, for example, is not allowed.

- 5 Survival in extreme environments often depends on \_\_\_\_ (innovate) to solve problems.
- 6 I'm \_\_\_\_ (convince) about the merits of nuclear power – I'm really not sure it's a good thing.
- 7 The country has a policy of \_\_\_\_ (nuclear). They're getting rid of all their nuclear power stations.
- 8 It's important that we develop \_\_\_\_ (sustain) energy sources that are renewable, to replace \_\_\_\_ (sustain) ones that either cause ever-increasing problems or that will run out before long.

### Connotation

In Reading 1, we saw that some words are associated with a particular feeling or attitude. We call this the **connotation** of the word. For example, we can say that *create* has positive connotations and *destroy* has negative connotations, whereas *make* is neutral.

- 4 Which of the words and phrases have a generally positive connotation? Which are negative? Mark them + or -. Use a dictionary to help you.

- |                 |     |                             |     |
|-----------------|-----|-----------------------------|-----|
| 1 wise          | +   | 8 (be) an authority (on)    | ___ |
| 2 fail (to ...) | -   | 9 sceptical (about)         | ___ |
| 3 implausible   | ___ | 10 gain (an) insight (into) | ___ |
| 4 incredible    | ___ | 11 inspire                  | ___ |
| 5 integrity     | ___ | 12 outdated                 | ___ |
| 6 inaccurate    | ___ | 13 radical                  | ___ |
| 7 refine        | ___ | 14 mature                   | ___ |

- 5 Replace the underlined words in the sentences with one of the words or phrases in Exercise 4 to give each sentence a more positive or negative meaning.

- 1 He didn't reach the summit. (negative)
- 2 The team gave themselves more time to make their plans better. (positive)
- 3 The expedition leader wasn't sure about the abilities of the new team member. (negative)
- 4 The idea of climbing the mountain in winter seems rather unlikely. (negative)
- 5 The scientist has some very new and different ideas about life in extreme places. (positive)
- 6 By studying this website, users will learn about necessary preparations for desert expeditions. (positive)
- 7 Professor Li knows a lot about desert life. (positive)
- 8 As he becomes older, he develops his own way of doing things. (positive)
- 9 She gave people a desire to travel the world.
- 10 The research method the team adopted isn't used much nowadays.

- 6 Say something about yourself and/or someone you know using the words and phrases in Exercise 4.

*My teacher is an authority on the English language.*



## Speaking 1 (Read aloud; Answer short question)

### Lead-in

- 1 Discuss the questions.
  - 1 If you lived in Antarctica, what aspects of everyday life do you think would be difficult?
  - 2 What might people do there for recreation? How about during the winter, when it is dark nearly 24 hours per day?

### Using punctuation as a guide to intonation

- 2 Read the text and follow the steps below.



Australia's Antarctic stations are run like small towns, with facilities for power generation, sewage works, water-making, vehicle maintenance, as well as general living, medical and working locations. The layouts of the permanent stations vary, and each station has scientific laboratories, power generators, workshops, a small medical facility, stores, communications facilities and living quarters including kitchen, mess, recreation rooms, library and expeditioner accommodation rooms.

- 1 Mark // between each sense group and try to predict the intonation.
- 2 Underline the words which you think carry the main stress in each sense group.
- 3 Find the lists in the text and predict the intonation.
- 4 Look at the two circled commas and answer the questions.
  - A Are they part of a list or do they play another role?
  - B What should you do when you come to them?
  - C How is this similar to or different from what you should do when you see a full stop in a text?
- 3a Listen and check your answers.
- b Work in pairs. Take turns to read the text to your partner. Your partner will check that your speaking reflects your answers to Exercise 2.
- c Change partners and repeat Exercise 3b.

### Test practice 1: Read aloud

> EXPERT STRATEGIES page 169

40 secs. Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

People undertake a range of recreational activities during their time in Antarctica. Each station has a library as well as DVD players and a range of movies which are updated each year. Stations have a small spa and sauna, a gymnasium as well as billiards, table tennis, volleyball, board games, darts and some communal band and stage equipment.

### Task analysis

- 5 43 Listen to a student doing the task. How did your reading compare to his? Were there any phrases that you would read differently next time?

### Discussion

- 6a If you had to live on the station, which of the recreational facilities would you use? Give reasons.
- b Would you like to work in the Antarctic? Why/Why not?

### Test practice 2: Answer short question

> EXPERT STRATEGIES page 173

- 7 44 Complete the task in pairs. You will hear six questions.

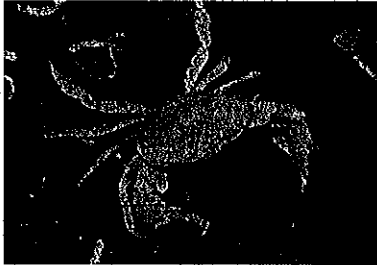
10 secs. You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



## Listening 1 (Select missing word)


## Before you listen

## Tuning into the topic

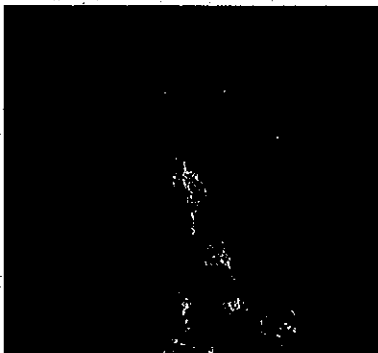


- 1 What are conditions like in the ocean's deepest parts? Think about temperature, pressure and amount of light.


In *Select missing word*, you listen to a recording whose ending is beeped out. You must then select the option which represents the missing word(s). Reading the task instructions, which mention the topic, and the response options can help you to start thinking about the topic before you listen.

- 2  You will hear three speakers. For each speaker, the last word or group of words have been replaced by a beep. First read the topic and response options in the table. Then listen and tick (✓) the best ending for each speaker.

1 Oceanic research	2 Early deep-sea research	3 Sea life at extreme depths
<input type="checkbox"/> weather patterns	<input type="checkbox"/> robot submersibles	<input type="checkbox"/> high temperatures
<input type="checkbox"/> fishing skills	<input type="checkbox"/> whales	<input type="checkbox"/> extreme darkness
<input type="checkbox"/> undersea oil reserves	<input type="checkbox"/> the surface	<input type="checkbox"/> disturbance by shipping

Predicting from  
discourse markers


Discourse markers can be powerful clues in these tasks.

- 3  Use the discourse markers in bold to help you choose the best endings. Then listen and check your answers.

- Little is known about the bottom of Earth's oceans, **despite extensive research / lack of research investment / the dangers.**
- As well as special submarines, mapping the bottom of the sea also involves **remotely operated submarines / satellites / machines that move underwater.**
- In **contrast to** the lack of life forms that might be expected in the extreme conditions at the bottom of the oceans, there is actually **a small number of life forms / a great diversity of life / an absence of bacteria.**

## Test practice

► EXPERT STRATEGIES page 186

- 4  Complete the task. Remember to use the topic and response options to start thinking about the topic before you listen and to pay close attention to discourse markers.

You will hear a recording about the ocean floor. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

- A  a very tall structure
- B  fish which need light
- C  you can't see anything
- D  all this fabulous life
- E  something rather uninteresting

## Task analysis

- 5 Work in pairs. Compare and discuss how you approached the task. Why are the options you didn't choose wrong? Which was most helpful: discourse markers or the topic?

## Discussion

- 6a Why do you think the speaker felt the ocean floor was remarkable?  
b Would you like to visit the ocean floor? Why/Why not?

## Language development 1

### Definite and zero article with names

> EXPERT GRAMMAR page 208

1a Work in pairs. Read the sentences and underline the names.

- A This species of fish has been found in both the Mississippi River and Lake Michigan.
- B She's climbed Mount Aconcagua in the Andes but not the Matterhorn in the Alps.
- C The team consists of researchers from Yale University and the University of Durham.
- D Thursday Island is the largest of the Torres Strait Islands.

b What do you notice about:

- 1 names of rivers and groups of islands?
- 2 names of lakes and individual islands?
- 3 names of mountains beginning with *Mount*?
- 4 names of mountain ranges and names of mountains not beginning with *Mount*?
- 5 university names beginning with *University of* compared to other university names?

2 Complete these sentences with *the* or *-* (no article). If the article is optional, write *-/the*.

- 1 Only the extremely brave visit the most extreme places on \_\_\_ Earth.
- 2 Glaciers in \_\_\_ Himalayas provide water to some of \_\_\_ world's major rivers, such as \_\_\_ Ganges and \_\_\_ Yangtze.
- 3 Recent field trips have included both \_\_\_ Shetlands and \_\_\_ Orkneys. The next one is going to \_\_\_ Isle of Man.
- 4 Recent climbs of \_\_\_ Mount Everest have appeared in various newspapers and on \_\_\_ BBC. \_\_\_ Channel 4 has a special feature on this topic.
- 5 In the current attempt to cross \_\_\_ Antarctic on foot, the group must walk up to 30 kilometres a day across the ice.
- 6 There is currently an exhibition at \_\_\_ National Museum about traditional life in the desert.
- 7 He graduated from \_\_\_ University of Adelaide.
- 8 \_\_\_ Tasmania is by far \_\_\_ Australia's largest island.
- 9 He is visiting \_\_\_ France before \_\_\_ USA.
- 10 Guest speakers usually stay at \_\_\_ Ritz hotel in \_\_\_ Manchester city centre.

3 Work in pairs. Exchange information about rivers, mountains, seas, museums, cinemas, hotels and/or restaurants you've visited. Pay attention to articles in the names.

### -ed and -ing adjectives

> EXPERT GRAMMAR page 209

4 In Reading 1, you saw the words *inspiring* and *inspired*. Use them to complete the sentences.

- 1 The \_\_\_ professor gave a brilliant guest lecture on the geography of remote places.
- 2 After attending the lecture, two especially \_\_\_ students decided to take the professor's course the following term.

5 Choose the correct options in *italics* to complete the sentences.

- 1 We had a few *terrified* / *terrifying* times but thanks to the leader's experience, we survived.
- 2 Upon reaching the summit of the mountain, we were rather *disappointed* / *disappointing* because the view was obscured by clouds.
- 3 He was rather *depressed* / *depressing* after not managing to pass the tests required to join the expedition. I didn't think he'd take it so badly!
- 4 The evidence presented wasn't *convinced* / *convincing*, so I haven't changed my opinion.
- 5 He felt *overwhelmed* / *overwhelming* by all the information – it was just too much to deal with.
- 6 That was a very *stimulated* / *stimulating* lecture! I can't wait for the next one!
- 7 That wasn't a *surprised* / *surprising* result – just as I expected, in fact.
- 8 Most students find the idea of going on a field trip *excited* / *exciting*.
- 9 Our failure to gain funding for the expedition left us feeling *frustrated* / *frustrating*.

6 Re-write the sentences in Exercise 5, changing the *-ed* adjectives to *-ing* adjectives and the *-ing* adjectives to *-ed* adjectives. Make any other necessary changes.

- 1 We were *terrified* a few times but thanks to the leader's experience, we survived.

7a Choose the correct options in *italics* to complete the sentences.

Tell me about something or someone that:

- 1 made you feel *surprised* / *surprising*.
- 2 you found *disappointed* / *disappointing*.
- 3 you were *inspired* / *inspiring* by.
- 4 you found *fascinating* / *fascinated*.

b Work in pairs. Use the sentences in Exercise 7a to begin short conversations. Then use other prompts of your own choice.

Tell me about something that made you feel surprised.

My friend took the PTE Academic and scored 76! That was very surprising because ...

## Writing 1 (Write essay)

**Lead-in** 1a How might these measures help to deal with climate change? Which are extreme? Which seem most workable?

- raising taxes on fossil fuels
- investing in renewable energy
- promoting use of public transport
- banning private car use
- reducing greenhouse gas emissions



b Read the sample essay on page 195. Which of the ideas you discussed in Exercise 1a are mentioned?

**Writer's opinion**

► EXPERT STRATEGIES page 175

2 Underline the opinions in the sample essay on page 195. Which are the writer's? Which are other people's? How do you know?

**Essays that partially agree**

An essay can be organised in many different ways. What's important is that it develops logically and that the ideas flow smoothly.

3 The sample essay on page 195 partially agrees with the statement in the prompt. Look at the table. Which structure does the sample follow?

	A	B
Introduction	mentions both sides of the topic; gives the writer's opinion	mentions both sides of the topic
Body	gives each side of the topic separately with supporting ideas; gives the writer's opinion on each	gives each side of the topic separately with supporting ideas
Conclusion	summarises both sides and restates the writer's opinion	evaluates the evidence on each side; says which the writer agrees with and why, referring to ideas in the body

4 Circle the words in the sample essay which indicate the writer's attitude. Then answer the questions.

- 1 Which side of the argument is the writer most positive about? Most negative?
- 2 Is this consistent with the opinion and the conclusion?

5a In the introduction, what expressions are used to show that the writer's opinions are between two extremes?

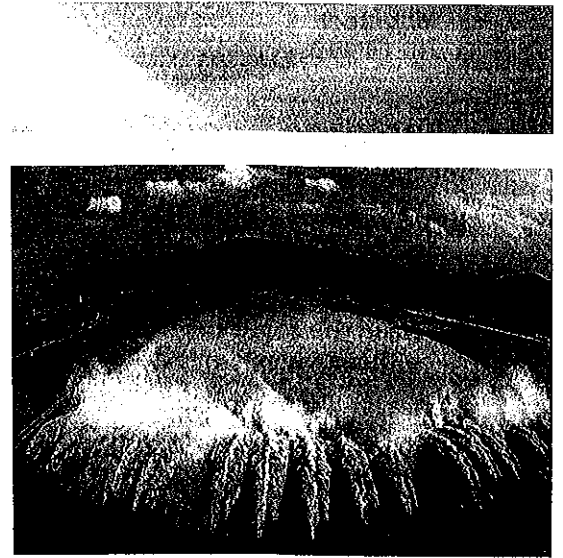
b Re-write the writer's opinion using each of the phrases in the box.

To some extent, I believe ... but ...	In my opinion, ... . However, ...
I agree that ... except where ...	I generally agree ... unless ...

6a Discuss your opinion on the essay topic in pairs.

b Plan and write your own essay in response to the sample essay prompt on page 195. Follow the stages on that page. Try to use one of the phrases from Exercise 5b in your introduction.

► SEE WRITING 2 for more practice of this task type




## Listening 2 (Highlight incorrect words)

### Before you listen


- 1 What do you know about these issues?
  - endangered species/ extinctions
  - pollution
  - loss of animals' habitats
  - renewable energy generation

### Identifying incorrect words

Sometimes the incorrect word is a synonym or antonym of the correct word (as in question 2 below). Other times (as in question 3 below) an aspect of the pronunciation might be similar, e.g. distinct instead of distant or reliable instead of deniable.

- 2  Listen and underline the incorrect word in each sentence. Then write the correct word.

- 1 Some methods of electricity generation are sustainable. power
- 2 Wind power is less acceptable now than a decade ago. \_\_\_\_\_
- 3 Some island nations in the Pacific will become inhabitable before long. \_\_\_\_\_
- 4 Few people now are unsure about alternative power sources such as wind power. \_\_\_\_\_


- 3  Listen and underline the incorrect word in each sentence. Then write the correct word.

- 1 More renewable energy generation is needed. sustainable
- 2 Many species have yet to be discovered by biologists. \_\_\_\_\_
- 3 Even now, some people remain unconvinced by the science of climate change. \_\_\_\_\_
- 4 He is a scientist of great integrity. \_\_\_\_\_

### Test practice

► EXPERT STRATEGIES page 187


During the test, it is important to follow the text with your cursor so that you are always ready to click in the right place. Here you can practise by following with your pen.

- 4  Complete the task. Underline the incorrect words.

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker said. Please click on the words that are different.

So last time, we talked about the more convenient energy sources and the way they relate human activity to the environment. I included hydroelectricity in that. It's renewable but it's been around for a while. It's a pretty big contributor already to what we're ... to how we're generating energy. So we've already discussed hydropower but tonight I'll go on and talk about these other renewables. And in each case I've put for electricity or fuel because, in principle, you can produce electricity from each of these sources but if you don't want to consume it right away, you could convert it to some kind of a fuel.

### Task analysis

- 5  Compare answers in pairs. Which incorrect words were synonyms or antonyms of the correct word? Which had similar pronunciation? Listen again and check your answers.

### Discussion

- 6 Hydroelectricity is sustainable but causes other environmental problems. What do you think these might be? Do you think it is a good idea to build more hydroelectricity plants?

## Language development 2

## Expressing attitude about the future

> EXPERT GRAMMAR page 209

1 Read the sentences related to Listening 1 and answer the questions.

- A Sea levels are expected to rise.  
 B The biologists are hoping to start their expedition in June.  
 C The biologists are likely to start their expedition in June.

- Do the underlined infinitives refer to the past, the present or the future?
- Look at the words in bold. Is a past, present or future tense used? Why?
- What are the differences in feeling or attitude to the future in the bold words?

2 Expand the notes into complete sentences. Use the verbs and verb phrases in the box.

be certain to ~~be due to~~ be likely to be unlikely to  
 expect forecast hope must

1 *expedition reach South Pole tomorrow (according to the schedule)*

The expedition is due to reach the South Pole tomorrow.

2 *government reduce carbon dioxide emissions (strong sense of urgency)*

3 *this winter rainy (prediction)*

4 *government pass new laws → reduce greenhouse gas emissions (strong chance)*

5 *this country increase its reliance on fossil fuels (small possibility)*

6 *we commence a study into tiger habitats later this year (strong desire)*

7 *government not build more nuclear power stations (sure)*

8 *several species become extinct within a decade (expectation)*

3 Re-write the sentences in Exercise 2. Begin with *It*.

1 *It is expected that the expedition will reach the South Pole tomorrow.*

4 Work in pairs. Exchange information about the future using the phrases in the box.

I'm hoping to ... I might want to ... expect to ...  
 I'm planning to ... It's highly likely that ...

I'm hoping to get a job in London after my degree next year.

That sounds fun! What jobs are you planning to apply for?

## Nominalisation

> EXPERT GRAMMAR page 209

5 Read the sentences related to Listening 2 and answer the questions.

- A Hydropower is a large contributor to the generation of electricity.  
 B Hydropower contributes greatly to how we're generating electricity.

- Which sentence sounds more spoken in style? Which sounds more academic?
- Which has more nouns? More verb forms?
- Is there any difference in meaning between the sentences?

6 Complete the second sentence so that it has a similar meaning to the first sentence using the noun forms of the underlined words.

1 The Amazon is being deforested and this is causing the habitats of many animals to be destroyed.

The deforestation of the Amazon is causing the destruction of the habitats of many animals.

2 Some scientists have attempted to remove carbon dioxide from the atmosphere but they have all failed. \_\_\_\_\_ at the \_\_\_\_\_ of carbon dioxide from the atmosphere have all resulted in \_\_\_\_\_.

3 It costs a lot to avoid environmental problems but it will cost significantly more to deal with these problems after they happen. The \_\_\_\_\_ of environmental problems has a significantly lower \_\_\_\_\_ than dealing with them after they happen.

4 People are consuming more fish, which is reducing the number of fish in the world's oceans. The increasing \_\_\_\_\_ of fish is causing a \_\_\_\_\_ in the number of fish in the world's oceans.

5 Trees absorb carbon dioxide from the atmosphere, which can slow global warming, but only if the number of trees increases dramatically. \_\_\_\_\_ of carbon dioxide by trees can cause a \_\_\_\_\_ of global warming but only if there is a dramatic \_\_\_\_\_ in the number of trees.

6 People kill tigers to use their body parts to make traditional medicines and this is causing them to become extinct. The \_\_\_\_\_ of tigers in order to use their body parts to make traditional medicines is causing their \_\_\_\_\_.



## Academic vocabulary 2 AWL ACL

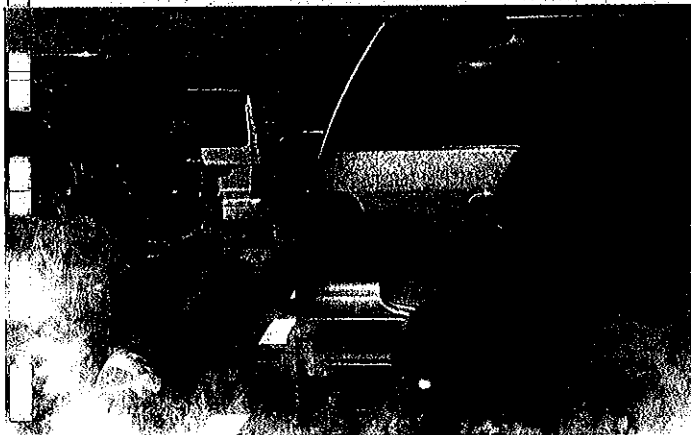
### Academic synonyms

1a Use the correct form of the words in the box to re-word the phrases in a more academic way.

contribute conventional convert effect  
enormous imply participate potential undertake  
violate

- 1 break environmental laws →  
\_\_\_\_\_ environmental laws
- 2 change energy to another form →  
\_\_\_\_\_ energy to another form
- 3 normal forms of transport →  
\_\_\_\_\_ forms of transport
- 4 a very big achievement →  
a(n) \_\_\_\_\_ achievement
- 5 a problem that might happen →  
a(n) \_\_\_\_\_ problem
- 6 one result of →  
one \_\_\_\_\_ of
- 7 two people took part in the trip →  
two people \_\_\_\_\_ in the trip
- 8 help with a project →  
\_\_\_\_\_ to a project
- 9 this means →  
this \_\_\_\_\_
- 10 go on an expedition →  
\_\_\_\_\_ an expedition

b Which words in the box in Exercise 1a are nouns? Verbs? Adjectives?



2 Decide what part of speech fits best in each blank. Then complete the sentences with words formed from the words in the box in Exercise 1a. In 2–5 the first letter of the word is given.

- 1 Conversion of carbon dioxide to oxygen occurs in the leaves of trees and plants.
- 2 Action on climate change requires all major countries to be active p\_\_\_\_. Actions by just a few countries would not be enough.
- 3 Coal-fired power stations make a significant c\_\_\_\_ to worldwide greenhouse gas emissions.

- 4 Creating national parks is a highly e\_\_\_\_ way to reduce environmental damage.
- 5 Governments need to consider the wider i\_\_\_\_ of their policies – not just internally but on other countries as well.
- 6 If we follow normal \_\_\_\_\_ rather than make changes, the same old problems will just continue. Something different must be done!
- 7 The professor's work has great \_\_\_\_\_. If her ideas are right, they could significantly reduce greenhouse gas emissions.
- 8 As the results of the present study were inconclusive, further research needs to be \_\_\_\_\_.
- 9 Due to numerous legal \_\_\_\_\_ related to its environmental practices, the company was forced to shut down.
- 10 Unfortunately, building more roads will adversely \_\_\_\_\_ the environment. It's much better to expand public transport.

### Collocations

3 Look at the phrases and sentences in Exercises 1 and 2 and complete the collocations.

adj + noun

- |                      |                      |
|----------------------|----------------------|
| 1 great _____        | 4 _____ contribution |
| 2 _____ participants | 5 _____ violations   |
| 3 _____ conventions  | 6 _____ implications |

verb + noun

- |                   |                           |
|-------------------|---------------------------|
| 7 _____ laws      | 10 _____ the implications |
| 8 _____ research  | 11 _____ a contribution   |
| 9 _____ potential |                           |

adv + verb

adv + adj

- |                 |                    |
|-----------------|--------------------|
| 12 _____ affect | 13 _____ effective |
|-----------------|--------------------|

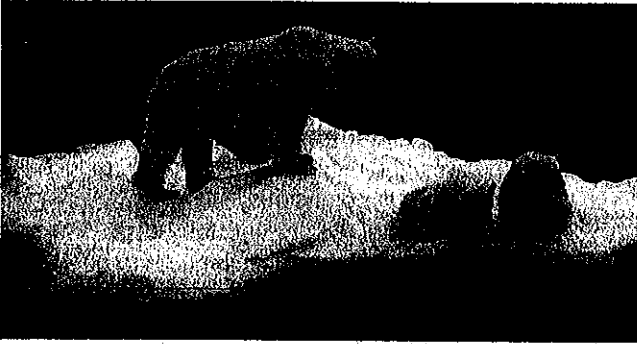
4 Complete the collocations in the text.

There is growing evidence that the melting season for summer ice on the Antarctic Peninsula is becoming longer, according to a British team whose members have been <sup>1</sup> \_\_\_\_\_ participants in climate change investigations for many years. They have <sup>2</sup> \_\_\_\_\_ new research involving the analysis of data, some of which goes back 60 years, from a number of weather stations around the peninsula. It was found that the length of the summer period during which ice melts had increased significantly.

Melting of the ice caps <sup>3</sup> \_\_\_\_\_ the potential to <sup>4</sup> \_\_\_\_\_ a(n) <sup>5</sup> \_\_\_\_\_ contribution to the rise in sea levels around the world. This would have <sup>6</sup> \_\_\_\_\_ effects globally. A longer melting season strongly implies that a greater amount of ice melts. Thus this new research calls for the <sup>7</sup> \_\_\_\_\_ implications of global warming to be carefully <sup>8</sup> \_\_\_\_\_.

## Reading 2 (Multiple-choice, choose single answer)

Before you read 1 Describe the photos. What connection could exist between them?



Identifying attitude,  
tone and feeling

2a Work in pairs. Read the statements and use one or more words from the box to describe the attitude, tone or feeling that it conveys.

awe interest irritation negativity

- 1 Renewable energy projects can be extraordinary. Some of the dams in hydroelectric schemes are extremely impressive. \_\_\_\_\_
- 2 Governments have been warned repeatedly about the threats posed by climate change. How many more warnings do they need before appropriate action is taken? \_\_\_\_\_
- 3 Some renewable forms of electricity generation are more efficient than traditional non-renewables. How fascinating! \_\_\_\_\_
- 4 Dirty forms of power generation, such as those involving the burning of coal and oil, will be looked upon by future generations as bad habits of an irresponsible generation. \_\_\_\_\_

b Underline the clues that helped you decide.

### Test practice

► EXPERT STRATEGIES page 176

3 Complete the task. Remember to check for indications of attitude, tone and feeling if the question asks about these.

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

The surface area of the polar ice sheets is decreasing. This adversely affects polar bear populations because it leads to a decrease in the size of their habitat. This in turn leads to the concern that they will have less opportunity to hunt for food.

It's notoriously difficult to measure the precise number of polar bears, but it's generally agreed that their total population is less than 25,000 and falling. Unfortunately, even conservative estimates predict that there will be no polar bears left only a century from now, in large part due to the effects of global warming.

Which of the following best represents the writer's feeling relating to the topic of polar bears?

- A  He is frustrated that they are difficult to count.
- B  He is unhappy at the lack of effort to save them.
- C  He is worried that they hunt other animals.
- D  He is concerned that they may become extinct.

Task analysis 4 Discuss the clues you used to choose or rule out each option.

Discussion 5a How could the writer have created a more neutral tone?

b Do you agree with the feelings expressed in options B and D?

#### EXPERT WORD CHECK

conservative ice sheets in large part notoriously



## Speaking 2 (Describe image)

**Lead-in** 1 What effect is climate change likely to have on sea level? How might that affect you?

**Task familiarisation** 2a Look at the map in Exercise 6, its title and the legend. Discuss the questions.

- 1 Which country is shown? What is likely to happen in the red areas by 2100?
- 2 In the title, how could you paraphrase *areas potentially affected by*?
- 3 How many ways can you think of to say the  $\geq$  symbol in the legend?
- 4 Which cities will be most badly affected?

**b** Work in pairs. Take turns to say sentences about the map. Where possible, use the future attitude language in Language development 2.

### Sample response

To get the best marks, at the end of your talk try to give an implication or conclusion that can be drawn from the information.

3 Listen to a student doing the task. Answer the questions.

- 1 What areas does she mention? Are they the same areas you discussed in Exercise 2a?
- 2 Does the student give an implication or conclusion? If so, what is it?

4 Listen again and tick (✓) the phrases you hear.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> I would recommend ...   | 5 <input type="checkbox"/> Based on the map, I suggest ...       |
| 2 <input type="checkbox"/> This means that ...     | 6 <input type="checkbox"/> It seems logical to conclude that ... |
| 3 <input type="checkbox"/> It can be seen that ... | 7 <input type="checkbox"/> One conclusion from this is that ...  |
| 4 <input type="checkbox"/> Logically, ...          |  |

5 Work in pairs. Brainstorm other implications or conclusions that might be drawn from the map. Then write sentences using the phrases in Exercise 4 to introduce your ideas.

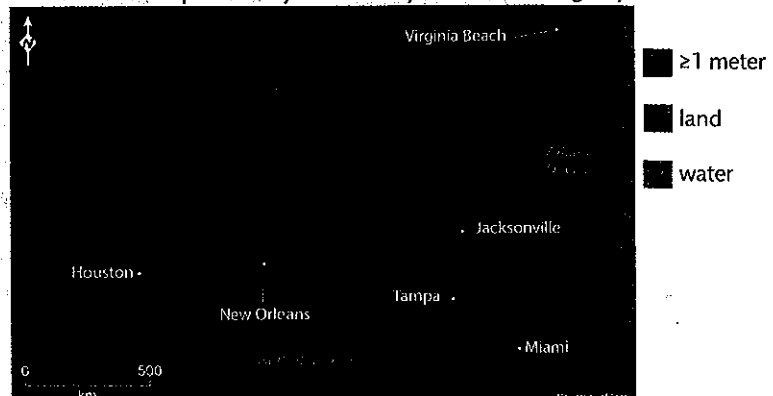
### Test practice

> EXPERT STRATEGIES page 171

6 Complete the task in pairs. Take turns to describe the map. Remember to use future attitude language where appropriate and to end with an implication or conclusion.

**40 secs.** Look at the map below. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.

Areas potentially affected by sea level change by 2100



**Discussion** 7 How can people prepare for the effects of rising sea levels? What about governments? How might climate change affect decisions you make in the future?



## Writing 2 (Write essay)

- Lead-in** 1 Work in pairs. List as many endangered species as you can. Then discuss how you think the following might contribute to the extinction of species.
- loss of habitat • climate change
  - deforestation • hunting



- Understand the task** 2 Work in pairs. Read the task and brainstorm ideas that could be used to support and refute the statement. Write down your ideas in two lists.

**20 mins.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

Many animal species are in danger of extinction due to rapid climate change adversely affecting their habitats. Every effort should be made to reverse this trend, even if it negatively affects local economies. To what extent do you agree with this point of view?

- 3 Work in pairs. Discuss how much time you would spend on planning, writing and then checking and editing your work.
- Plan your essay** 4a Look at the table in Exercise 3 on page 78 and think about how you will structure the body of your essay.
- 1 How many body paragraphs will you write?
  - 2 Which side of the topic will you explore first? Second?
- b Look at your lists from Exercise 2 and decide which ideas you will include in each paragraph. Tick (✓) them and number them in the order you will write about them.
- c Add notes about supporting details to each idea you ticked.

**Language and content**

➤ EXPERT WRITING page 195

- 5a Read the sample essay on page 195.
- b Look at the conclusion of the sample essay on page 195 below. Underline the part that summarises the ideas in the body of the essay. Then answer the questions.
- 1 Does this part also express the writer's opinion? Is the writer's opinion also expressed elsewhere?
  - 2 In which order are these two stages?
    - A summary of body
    - B statement of opinion or a future recommendation
  - 3 What kind of word or expression comes between the two stages?

cut

copy

paste

In conclusion, it remains very important that effective and decisive measures to deal with environmental problems are taken at the earliest opportunity. However, if these are so strong that they cause severe disruption to people's lives, they will fail due to lack of support. Thus it's important that a balance is achieved.

Total word count

53

- 6 Which of the discourse markers in the box are too informal to replace *in conclusion* in the essay?

All in all, ... In summary, ... To conclude, ... To finish, ...  
To sum up, ... To summarise, ...

- 7 Practise writing conclusions by expanding the notes, which represent ideas in body paragraphs. Make sure each paragraph:
- 1 begins with an appropriate discourse marker.
  - 2 includes a summary of the ideas in the notes.
  - 3 states an opinion or a future recommendation.
  - 4 has an appropriate discourse marker between the two stages.

- 1 consumption can help grow economy, but environmental problems
- 2 some parts of the world: people still need cut down trees (cooking/ heating) – balance: need to avoid habitat loss from deforestation
- 3 little known about ocean bottom so need more research
- 4 nuclear power potentially dangerous; therefore unlikely more popular
- 5 many countries: it's lack of regulations, not violations, that's the reason people hunt endangered species

1 In summary, while consumption can help economic growth, it can also cause environmental problems. Taking both sides of the argument into account, it's clear that a middle path between these two extremes should be followed.

**Write your essay**

➤ EXPERT STRATEGIES page 175

**Check your essay**

**Further practice**

- 8 Write your essay. Use your plan from Exercise 4 to help you. Remember to stage your conclusion well.
- 9 Check your essay using the checklist on page 192.
- 10 Turn to page 195 and complete another timed test practice.

## Review

## 1a Write the opposites of the words.

- |                        |                       |
|------------------------|-----------------------|
| 1 plausible - _____    | 7 predictable - _____ |
| 2 realistic - _____    | 8 mature - _____      |
| 3 surprising - _____   | 9 sustainable - _____ |
| 4 reliable - _____     | 10 probable - _____   |
| 5 trustworthy - _____  | 11 correct - _____    |
| 6 conventional - _____ | 12 expected - _____   |

## b Read the definitions. Then add a prefix and/or suffix to each underlined word to form a noun that fits the meaning.

- \_\_\_\_\_ : not reliable
- \_\_\_\_\_ : the act of removing nuclear weapons and/or power stations
- \_\_\_\_\_ : the process of cutting down areas of forest
- \_\_\_\_\_ : the act of becoming connected with the whole globe
- \_\_\_\_\_ : the process of becoming minimal
- \_\_\_\_\_ : the process of reducing pressure

## 2 Complete the text with the correct form of the words in the box.

absorb contribute convention eminent  
habitat potential predict significance sustain  
undertake

Climate change is <sup>1</sup> \_\_\_\_\_ the world's greatest problem. It is caused by emissions of greenhouse gases such as carbon dioxide, which increase the <sup>2</sup> \_\_\_\_\_ of the Sun's heat by the Earth's atmosphere. Climate change will lead to a range of problems, such as crops failing, <sup>3</sup> \_\_\_\_\_ changing and sea levels rising, causing widespread coastal flooding. The only realistic way to avoid these problems is to reduce greenhouse gas emissions. Many <sup>4</sup> \_\_\_\_\_ scientists have <sup>5</sup> \_\_\_\_\_ considerable amounts of research in this area and have <sup>6</sup> \_\_\_\_\_ some very <sup>7</sup> \_\_\_\_\_ problems in the future.

However, governments of many countries seem reluctant to take any action on this matter. This is despite there being many recent developments in the area of <sup>8</sup> \_\_\_\_\_ energy production that make them as efficient as <sup>9</sup> \_\_\_\_\_, greenhouse-gas-emitting forms of power generation. If governments continue to do nothing, the public will see them as <sup>10</sup> \_\_\_\_\_ to the problem.

## 3 Re-write each pair of sentences as a single sentence that is more academic in style using the noun or gerund forms of the underlined words.

1 The number of rabbits in Australia increased. As a result, the amount of vegetation declined.

*The increase in the number of rabbits in Australia resulted in a decline in the amount of vegetation.*

2 Governments should expand marine reserves. If they did that, many species of fish would be better protected.

3 The number of research teams working in Antarctica is increasing. Because of this, we now understand the continent better.

4 Our recent expedition into the Sahara was successful. As a result of this, we have been funded for a further expedition next year.

5 Permission to build on forested land has been removed, which has been welcomed by some groups. However, others feel that it will affect the local economy negatively.

## 4 Find and correct eight mistakes in the text.

The Manchester Geographical Institute's expedition to Atacama Desert is schedule to begin on 8 January next year. Expedition members are all very experiencing in desert environments; most have taken the part in previous expeditions and all have spent significance amounts of time exploring in hot, dry environments.

This experience will very useful to them as they travel to this amazed area. The Atacama area is one of the driest places on Earth. In fact, some weather stations there have never recorded any rainfall. The area's climate is so extreme that NASA regularly uses parts of the desert to simulate conditions on Moon and Mars.

## 5 Re-write the sentences using the words in the box. More than one answer may be possible.

anticipated due expect likely  
probably not projected

1 The plan is predicted to fail.

*The plan is projected to fail.*

2 There's a good chance the expedition will reach the South Pole next month.

3 The research team believe that they will find several new species during the project.

4 The government forecasts a reduction in greenhouse gas emissions over the next decade.

5 Funding for the project is scheduled to run out at the end of next month.

6 Unless the team overcome the recent problems, they're unlikely to achieve their goals by the end of the project.

# 6

# People

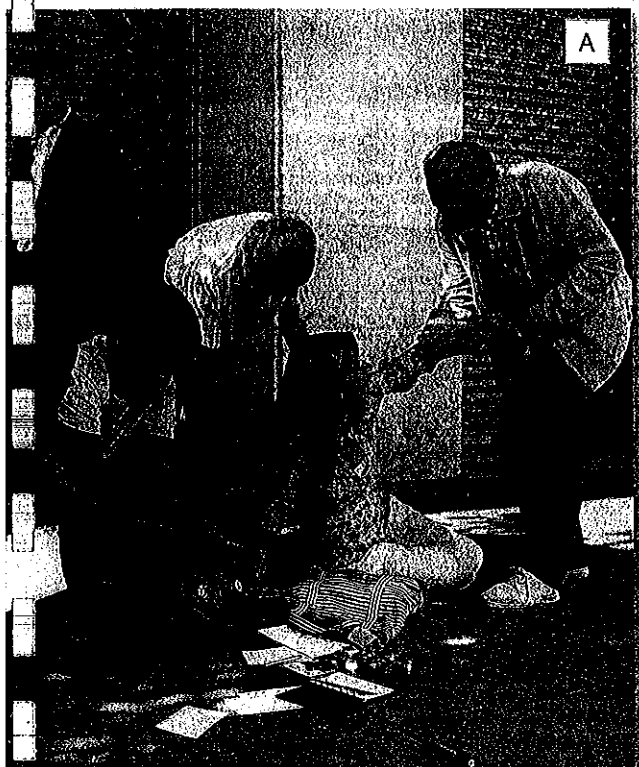
## Overview

### 6A

- > Reading: Multiple-choice, choose multiple answers
- > Academic vocabulary: Prefixes; Prepositions: *to* or *with*?
- > Speaking: Repeat sentence; Answer short question
- > Listening: Fill in the blanks
- > Language development: Defining and non-defining relative clauses; Reduced relative clauses
- > Summary writing: Summarize spoken text

### 6B

- > Listening: Fill in the blanks; Write from dictation
- > Language development: Comment adverbials; Sequencing ideas
- > Academic vocabulary: Emotion and personality; Inferring new meanings of words you already know
- > Reading: Multiple-choice, choose multiple answers
- > Speaking: Re-tell lecture
- > Summary writing: Summarize spoken text



## Lead-in

- 1 Would you help someone you've never met before? In what circumstances?
- 2 In what way do the following people and institutions influence you?
  - family      • friends      • colleagues/fellow students
  - teachers      • government      • advertising
- 3 Which of the above has the strongest influence on you? The weakest? The most positive? The most negative?
- 4 Discuss the questions.
  - 1 What do you enjoy most: competing against others or working as a team with others? What are the benefits of each?
  - 2 Do you think that generally you're a happy person? What kind of things make you happy?
  - 3 In what situations might you want to control your emotions? How easily can you do this?

### Reading 1 (Multiple-choice, choose multiple answers)

Before you read

1a What would you do if:

- 1 you found a package of money on the train?
- 2 you saw someone being attacked on the street?
- 3 a friend suggested you help out at a charity for the homeless?

b Talk about a time when someone helped you. Do you attribute the person's helpfulness to his/her personality, the situation or a combination of both?

c Are you most likely to help a family member, a friend or a stranger? Why?

Identifying definitions


In all academic texts, watch out for definitions. They can be very helpful!

2a Read the text quickly. What is the writer's purpose?

Q search

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**Social psychology** – the branch of psychology that examines how individuals are influenced by others, including groups, and how individuals influence groups – is an important area of research. Social psychologists define 'group' as socially connected individuals; thus, a queue of people at a supermarket checkout, for example, falls outside this definition but people who work together in the same office fall within it.



Social psychology explores a number of areas, including obedience, persuasion, attitudes, conformity, altruism, identity, conflict and prejudice. An important concept is attribution, which refers to the explanations given for actions and events. For example, if someone does well in a job, they might explain it by saying that they are good at the job, that they were lucky or that their boss liked them. Similarly, if they don't do so well, their explanation might be that they weren't very good, that they were unlucky or that their boss didn't like them. As you might imagine, people tend to use dispositional attribution, that is, explanations involving personal qualities for events that reflect positively on them, and situational attribution, that is, explanations involving external factors such as how other people feel, for more negative events. This tendency is called self-serving bias. A related term is fundamental attribution error – the tendency to explain other people's behaviour through dispositional rather than situational attribution.

b Read the text again and circle the words or phrases the writer defines.

c Which of the circled words are technical terms? Which are everyday words used with a technical meaning?

d Underline the definition of each word or phrase. What grammar or punctuation is used?

e Put a wavy line under the examples in the text. What role do they play?

**Test practice 3** Complete the task. Remember to skim the text first to find the main idea and then scan for key points in the questions. Notice that some words are defined in the text.

> EXPERT STRATEGIES page 177

Read the text and answer the question by selecting all the correct responses. More than one response is correct.

There are many kinds of prosocial behavior – behavior that benefits others, such as helping, cooperation, and sympathy. Such impulses arise early in life. Researchers agree that young children respond sympathetically to companions in distress, usually before their second birthday (Hay, 1994; Kochanska, 1993). The term *altruism* is usually reserved for behavior that is aimed at helping others, requires some self-sacrifice and is not performed for personal gain. Batson and colleagues (1989) believe that we help out of empathy – the ability to take the perspective of others, to put ourselves in their place.

Commitment is another factor influencing altruism. We are more likely to behave in an altruistic fashion in the context of relationships to which we are deeply committed (Powell & Van Vugt, 2003). The influence of commitment is strongest when the cost of an altruistic act is high. For instance, you would probably be more likely to volunteer to donate a kidney, let's say, to a family member than to a stranger.

The degree to which society values altruism is another variable that can influence individual decisions about altruistic behavior. Cultures vary in their norms for helping others – that is, their social responsibility norms. According to Miller and others (1990), people in the United States tend to feel an obligation to help family members, friends and even strangers in life-threatening circumstances but only family members in moderately serious situations. In contrast, in India the social responsibility norm extends to strangers whose needs are only moderately serious or even minor.

According to the text, which of the following is definitely true?

- A  'Social responsibility' relates only to non-family obligations.
- B  Altruistic behavior comes at no cost.
- C  Empathy involves imagining things from others' points of view.
- D  Prosocial behavior is an inherent characteristic.
- E  Relationships affect altruistic behavior.
- F  Some cultures need to be more altruistic.

**Task analysis 4** Discuss the reasons for your decision about each option. Which part of the text helped you with each?

**5 a** Circle the technical terms that are defined in the text. How helpful were the definitions to you in choosing your answers?

**b** Do you now feel more confident about identifying the words defined in a text?

**Discussion 6** Discuss the questions.

1 Do you think that altruism is innate, learned or a bit of both?

2 How much do you think your culture values altruistic behaviour towards strangers?

3 Do you think that social psychology would be an interesting subject to study? Give reasons.

**EXPERT WORD CHECK**

arise distress empathy fashion (= way) impulse  
life-threatening self-sacrifice sympathy

> SEE READING 2 for more practice of this task type.

Academic vocabulary 1 **AWL** **ACL**

## Prefixes

Prefixes are often used to adjust the meaning of words. Sometimes there is a hyphen between the prefix and the word, and sometimes not. If you're not sure, check with a dictionary.

- 1 Match the prefixes in the box with their meanings. All are commonly used with hyphens.

anti- ex- non- post-  
pre- pro- quasi- trans-

- 1 \_\_\_\_ : supporting or approving of something  
2 \_\_\_\_ : before  
3 \_\_\_\_ : former (but still living)  
4 \_\_\_\_ : opposed to, against  
5 \_\_\_\_ : similar to or trying to be something  
6 \_\_\_\_ : not, doesn't do or didn't happen  
7 \_\_\_\_ : on or to the far side of something  
8 \_\_\_\_ : later than or after something

- 2 Complete the sentences by combining the prefixes in Exercise 1 with the words in the box. Then use a dictionary to check if the word is hyphenated or not.

education England industrial nuclear  
Pacific scientific stick war

- 1 The new government claims to be \_\_\_\_\_. It wants to increase funding to universities.  
2 Agrarian societies, that is, societies based around farming, were \_\_\_\_\_.  
3 Society changed radically in the \_\_\_\_ period due to a rapid rise in the country's wealth.  
4 Psychology is full of \_\_\_\_ ideas that have no basis in reality.  
5 Talks between New Zealand and Chile have resulted in a(n) \_\_\_\_ scientific exchange agreement.  
6 The well-known \_\_\_\_ footballer may well play for another country soon.  
7 Modern frying pans have a(n) \_\_\_\_ coating that makes them easier to clean.  
8 More \_\_\_\_ protests are expected outside parliament later today, in reaction to the radiation leaks at the ageing power station.

- 3 Write your own sentence for each word in Exercise 2.

Prepositions: *to* or *with*?

- 4a Look at the sentences. Which one sounds more like a one-way action? Which sounds more like two people are actively involved?

- 1 He spoke to his friend.  
2 He spoke with his friend.

- b Complete the sentences with *to* or *with* after the words in *italics*, using the principle you noticed in Exercise 4a.

- 1 Teamwork involves practical *cooperation* \_\_\_\_ other people.  
2 You are more likely to help people who you *sympathise* \_\_\_\_ and have *empathy* \_\_\_\_.  
3 The government *attributed* the fall in crime \_\_\_\_ improvements in education.  
4 This company has a strong *commitment* \_\_\_\_ the welfare of its employees.  
5 Babies form strong *bonds* \_\_\_\_ their parents at an early age.  
6 People tend to be happy to demonstrate *obedience* \_\_\_\_ good leaders who they have confidence in but show the opposite *response* \_\_\_\_ bad leaders.  
7 Some companies value *conformity* \_\_\_\_ company culture; they expect their employees to 'fit in'. However, others value individual behaviour and difference.  
8 Prosocial behaviour is unlikely to occur when someone has a negative *attitude* \_\_\_\_ others.

- c Complete the sentences with the correct form of some of the words in *italics* in Exercise 4b and *to* or *with*.

- 1 The professor \_\_\_\_ his students' success \_\_\_\_ their hard work.  
2 The class \_\_\_\_ well \_\_\_\_ each other, and when one of their members became sick, they \_\_\_\_ strongly \_\_\_\_ him.  
3 The team \_\_\_\_ well \_\_\_\_ the captain's orders; they had a positive \_\_\_\_ her leadership. In return, she showed that she was strongly \_\_\_\_ them.  
4 It's important that project team members \_\_\_\_ well \_\_\_\_ each other. This will help them to perform their duties effectively.

- 5a Complete the collocations. Use the sentences in Exercises 4b and 4c to help you.

- 1 *have empathy with*  
2 \_\_\_\_ sympathy \_\_\_\_  
3 \_\_\_\_ bonds \_\_\_\_  
4 \_\_\_\_ a/the response \_\_\_\_  
5 \_\_\_\_ a(n) (\_\_\_\_) commitment \_\_\_\_  
6 \_\_\_\_ obedience \_\_\_\_  
7 \_\_\_\_ a(n) (\_\_\_\_) attitude \_\_\_\_

- b Work in pairs. Have conversations using the collocations in Exercise 5a.

When did you last have sympathy with someone?

Well, last week, after the test results ...



## Speaking 1 (Repeat sentence; Answer short question)

### Discussion


- 1 How might the following people try to influence or persuade you? How wary should you be of each?
- politicians • advertisers • health professionals • peers


### Pronunciation: Individual sounds

- 2a Work in pairs. Discuss which English vowel and/or consonant sounds you find most tricky to pronounce.
- b Mark the words in the sentences that contain the sounds you identified in Exercise 2a.


- 1 Even during leisure time you can hear attempts to persuade or influence.
- 2 Nowadays, persuasion is an important area of research within social psychology.
- 3 Politicians and marketing professionals have a good understanding of persuasion.
- 4 An understanding of persuasive techniques should help you recognise their use.
- 5 Parents try to influence their children by using toys and other incentives.


- c Take turns to read the sentences in Exercise 2b to your partner. Do you agree on how each sound should be pronounced?

- 3a  Listen to the sentences in Exercise 2b. Did the speaker pronounce anything differently from you?

- b  Work in pairs. Listen again and take turns to repeat the sentences.

- 4 Decide which sounds you most need to work on. How could you continue to practise them in the future? Share your ideas with the class.

- 5  Complete the task in pairs. You will hear eight sentences. Take turns to repeat them. Remember to pay attention to the sounds you found most challenging in Exercise 2.


 **10 secs.** You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

### Test practice 1: Repeat sentence

► EXPERT STRATEGIES page 170

### Task analysis

- 6a Which sounds do you now feel more confident about pronouncing? Which sounds do you feel less confident about?


- b  Listen again and repeat the sentences, focusing on the sounds you need to work on.


### Discussion

- 7a How useful is it to know when people are trying to influence you?
- b In what situations can conforming be a positive thing? When might it be negative?

### Test practice 2: Answer short question

► EXPERT STRATEGIES page 173

- 8  Complete the task in pairs. You will hear six questions.

 **10 secs.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.





## Listening 1 (Fill in the blanks)

- Before you listen** 1 How have family structures (e.g. extended families) changed in your country over the last few decades? What factors may have influenced this?

## Identifying words appropriate to the context

> EXPERT STRATEGIES page 183

As we saw in Module 1, it's important to read the text quickly before listening to tune in to the topic. Also, after listening, check that the words fit the meaning and that the grammar and spelling are correct.

- 2a Read the texts about changes in family life in the US. Discuss whether any are also true in your country. Ignore the blanks.


A While there may be disagreements about the <sup>1</sup> [ ] of different family structures on children, there is <sup>2</sup> [ ] agreement, amongst most <sup>3</sup> [ ] that families continue to play a critical role in the lives of their members.


B There's a popular <sup>4</sup> [ ] that the American family is falling apart, it's in decline, it's a vanished <sup>5</sup> [ ] and, actually, I think the family's here to stay, although it's <sup>6</sup> [ ] itself in many ways that fit the challenges of our times.

C Some have argued that the family has become a bit <sup>7</sup> [ ] in the eyes of children and children look at parents as a bit old-fashioned and start looking to other <sup>8</sup> [ ] and other models for <sup>9</sup> [ ].

- b Imagine you heard the texts in Exercise 2a being read but you are not sure you heard the missing words correctly. Of the options below, which fits best? Think about meaning, grammar and spelling.

A 1 impact	concept	B 4 myths	myth	C 7 obsolete	undelate
2 widespread	widespred	5 species	spices	8 medium	media
3 expert	experts	6 transforming	transform	9 guidance	guidance

- c  55 Listen and check your answers.

- 3a  56 Read the text quickly. Then listen and complete it. Finally, check your answers for meaning, grammar and spelling.

## The role of family in society

Families are always related to the economy, the politics, the culture of the society. In <sup>1</sup> [ ] societies young people go out when they're 10 or 12 years old and they hang out with the sheep or the goats – or whatever the herd is. That produces a kind of a(n) <sup>2</sup> [ ] bond between the pre-adolescents and their parents. In <sup>3</sup> [ ] societies, we tend to keep kids in school for longer and then college is that point when they might break – or after college, depending on what they're doing. In agrarian societies families have lots of kids and put them to work. They <sup>4</sup> [ ] themselves as large families and put them all together in one home. The main point is that families are not separate from the society. Families and the economy and the politics are all <sup>5</sup> [ ] up all together.

- b Compare answers in pairs and discuss any differences. Did you get the answers just from hearing the words or did it help to check grammar and meaning as well?

## Discussion

- 4 What are the three types of society mentioned in the text? Which of them, traditionally, was common in your country? Is it the same now?

> SEE LISTENING 2 for more practice of this task type



## Language development 1

### Defining and non-defining relative clauses

> EXPERT GRAMMAR page 210

1 Read the sentences and answer the questions about the underlined relative clauses.

- A Extended families, which are families in which at least three generations live together, are becoming less common.
- B Extended families are families with several generations who live together.

- 1 Which relative clause contains optional information that can be removed? Which contains information that is essential to the meaning of the sentence?
- 2 What do you notice about the use of commas?
- 3 Which relative pronoun can be replaced with *that*?

2 Underline the relative clauses in the sentences and mark them *D* (defining) or *ND* (non-defining). Then add commas where necessary.

- 1 Standard High is the school where the study was carried out.
- 2 At Eastlands High which is a high school in northern England boys' friendships with each other were researched.
- 3 Families that have the traditional family structure are not on the decline.
- 4 Extended families which are families with three or more generations in the same residence enable the burden of parenting to be shared.
- 5 A number of bad decisions which have been taken by large companies were made as a result of conformity to the CEO's way of thinking.

3 Join the sentences using relative clauses. Add commas where necessary.

- 1 The researcher works in developing countries. He is researching relationships between teenagers.  
*The researcher, who is researching relationships between teenagers, works in developing countries.*
- 2 Single-parent families are quite common in most societies. They are families with only one parent present.
- 3 In experiments, people have even expressed something that is logically incorrect in order to conform to the majority. These experiments involved adults.
- 4 Children in agrarian societies often have strong family bonds. They work from an early age on the family land.
- 5 Most people conform in their social life. These same people also tend to conform in their working life.

### Reduced relative clauses

> EXPERT GRAMMAR page 210

4 Read the sentences. What words could be added between the underlined words to create a full relative clause?

- A Families usually help members in need of help.
- B The number of adult children living with their parents has increased.
- C The man helped by your brother is also a family member.

5a Underline the reduced relative clauses in the sentences. It may help to first circle the subject and main verb of the sentence.

- 1 The researcher mentioned in the report is very highly regarded.
- 2 Social psychology research, my field of interest, doesn't really get as much funding from the government as it should.
- 3 The paper written by Professor Higgins will be published next month.
- 4 The methods used in your research are considered to be excellent.
- 5 The person sitting over there is apparently very famous.
- 6 He's the author of the book about changes in family life.
- 7 The lecturer teaching your course this term was my lecturer last year.
- 8 Those were the findings described in the lecture that you missed.

b Re-write the sentences in Exercise 5a, adding the words that have been left out.

6 Reduce the relative clauses in the sentences by crossing out the unnecessary words.

- 1 The research that we talked about yesterday took place at Standard High.
- 2 Could you hand in your assignment to the lecturer who is standing over there?
- 3 That's the book which was written by our lecturer.
- 4 The three people who are in my family are me, my brother and my mother.
- 5 Conformity, which is behaviour that copies the behaviour of peers, is an interesting area of study.
- 6 It was the incident that was caused by the lack of maintenance that I was referring to.
- 7 Extended families, which are families with at least three generations who are living in the same place, are relatively uncommon in industrialised countries.

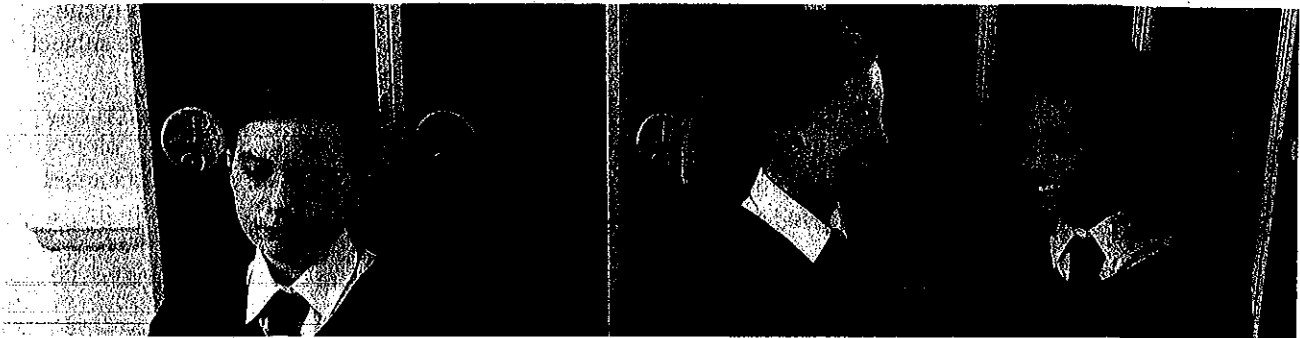
7a Write four sentences about things that happened to you recently. Use reduced relative clauses.

b Work in pairs. Take turns to begin short conversations using your sentences.

## Summary writing 1 (Summarize spoken text)

**Before you listen** 1 Think back to high school and discuss these questions.


- 1 How important was it to be popular?
- 2 Which of the following qualities helped make people popular? Was it the same for boys and for girls?
  - extroversion                      • introversion                      • individuality
  - being fashionable              • being true to yourself          • being nerdy
- 3 Were people ever marginalised? What happened? How did you feel about it?
- 4 Think of other qualities or actions that tended to make people popular or unpopular.



### Taking notes on main ideas and supporting details

► EXPERT STRATEGIES page 181

Often, small details stand out clearly when you listen. Don't be distracted by them. They aren't useful for your summary.

- 2a  57 Listen and take notes on the main idea and important supporting points. Avoid details that aren't useful for a summary.
- b Look at the summaries. Which one is better? What is wrong with the other?

1 *Introverted boys are often marginalised. However, the boys at Standard High are different - there, introverted boys are popular. One student, Sam, talked about a cool but quiet student. Clothes were also important - it was important that the students fitted in by wearing the right clothes.*

2 *In the past, introverted boys were often marginalised and seen as nerdy. Now, though, in the speaker's research, the boys he met accepted introversion in other boys as long as their behaviour was authentic. Individuality was respected. For example, clothes were important but a wide range was acceptable as long as they were suited to the wearer's personality.*

- c Compare your notes in pairs. Did you both include names? Adjectives? Nouns/Noun phrases? Verbs/Verb phrases? Discuss why these are useful or not useful to note down.
- d Edit the bad summary in Exercise 2b to improve it.
- e Compare and discuss your improved summaries in pairs.

### Writing and editing your summary

- 3a Cover the summaries in Exercise 2b. Look at the notes you took in Exercise 2a and decide on the order that you will present your points in.
- b Write your summary.
- c Check and edit your summary using the checklist on page 192.

### Discussion

- 4a Which relates better to your own experience: the old style schools or the new ones? Which would you prefer?
- b How important is it, as a teenager, to 'fit in'? What about as an adult? Does the importance of fitting in change as you get older?

► SEE SUMMARY WRITING 2 for more practice of this task type.



# Individuals

## Listening 2 (Fill in the blanks; Write from dictation)

### Before you listen

- 1 a Do you think that happiness depends to some extent on where in the world people live? On their gender? Age? Height? Popularity? Say whether you think the differences might be subtle or large.
- b What other factors does happiness depend on?



### Test practice 1: Fill in the blanks

► EXPERT STRATEGIES page 183

- 2 58 Complete the task. Remember to skim the text before you listen, to tune into the topic and, after listening, to check each answer for meaning in context, grammar and spelling.

You will hear a recording. Type the missing words in each blank.

So, a lot of the research on happiness starts with the basic question: How happy are you? And we're <sup>1</sup> , so tell us on a scale of 1 to 10, where 5 is average, 10 is superduper. The most common answers, interestingly enough, are high; they're 7 or 8. It turns out that most people think that they're <sup>2</sup>  happy. This question has been asked all over the world and it turns out that there are slight differences depending on how <sup>3</sup>  you are; there are slight differences depending on your <sup>4</sup>  within a country, California versus New York; there are slight, subtle differences between men and women at different <sup>5</sup> . Somewhat paradoxically, although women are more <sup>6</sup>  to depression than men, still, on average, women are slightly happier than men.

### Task analysis

- 3 Compare answers and discuss the questions in pairs.
- 1 Which answers did you adjust while checking after listening?
  - 2 How helpful was it to read quickly to check your answers after finishing?

### Discussion

- 4 Discuss the questions.
- 1 How would you have answered the survey? Justify your response.
  - 2 Which findings were most surprising? Least surprising?
  - 3 Do you agree with the findings about men and women's happiness? Why do you think the speaker thinks they're paradoxical?

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 188

- 5 59 Complete the task. You will hear four sentences. After each, remember to check your work and use your grammar knowledge to reconstruct parts of the sentence you didn't write down.

10 secs You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

- 6 59 Compare answers in pairs and note any differences. Then listen again and check your answers.

## Language development 2

## Comment adverbials

> EXPERT GRAMMAR page 210

## 1a Read the sentences and answer the questions.

- A Somewhat paradoxically, although women are more vulnerable to depression than men, still, on average, women are slightly happier than men.
- B. The most common answers, interestingly enough, are high; they're 7 or 8.
- C This is very interesting! The most common answers are high; they're 7 or 8.
- 1 Do the underlined adverbials affect a noun, a verb or the whole sentence?
  - 2 Where else could the adverbials go in each sentence?
  - 3 Which words could replace *somewhat* in sentence A?
- b Look at sentences B and C. Which is more formal? What role is the adverbial able to play?

## 2 Join the sentences using comment adverbials to make the style more academic. Use Exercise 1 to help you.

- 1 I was rather surprised! The research was concluded very quickly.  
*Somewhat surprisingly, the research was concluded very quickly.*
- 2 Bourke argues that facial expressions cause emotions, not the other way around. I don't find this very convincing.
- 3 Here's a summary of my previous point: life events don't have a permanent effect on happiness levels.
- 4 Older people tend to be happier than the middle-aged. I was very intrigued to discover this.
- 5 I don't think you'll be surprised at this but people who win the lottery are usually very happy immediately afterwards.
- 6 It's a pity, though, that after a few months, they often become less happy than before.
- 7 There's a good chance this is because they lose connection with friends and don't need to go through the challenges that make life interesting.
- 8 This might be a bit surprising but women are slightly happier than men. This is a generalisation.
- 9 Participants in the research project weren't told the full reason for the project. This was what was intended.
- 10 Many people are moving from the city to the countryside in search of a happier life. This is happening more and more frequently.

3 Write a sentence for each of the comment adverbials in the box. Remember that you can also add words such as *rather*, *somewhat*, *very* and *not*.

commonly	importantly	unintentionally
convincingly	increasingly	unsurprisingly
happily	ultimately	

*Rather convincingly, our teacher explained that the real key to raising our scores in the PTE Academic is to improve our English.*

## Sequencing ideas

> EXPERT GRAMMAR page 211

## 4a Which of the following sequencing discourse markers is followed by a whole sentence? A clause? A noun phrase?

There are two/three/etc. ... about/regarding...

One (idea/point/etc.) is that ...

The other/Another is that ...

A further idea/point/etc. is that ...

Firstly, ... Secondly, ... Finally, ...

First of all, ... Next, ... Lastly, ...

In the first place, ...

A/One final/last point is that ...

- b What's the difference between *The other ...* and *Another ...*?
- 5 Expand each set of notes into one or more sentences using sequencing discourse markers. Begin with *There are ...*



- 1 two theories: smiling makes you happy – being happy makes you smile.

*There are two theories regarding smiling and happiness. One is that smiling makes you happy. The other is that being happy makes you smile.*

- 2 two ideas: happiness depends on life events – happiness depends on genetic predisposition
- 3 interesting results: (a) happiness research – women, average, happier than men; (b) happiness – not – depend – wealth
- 4 two periods – life – people – happier – average: (a) young; (b) older
- 5 two steps – process: administer the questionnaire – interpret the results
- 6 need to make three points: (a) questionnaire – write carefully; (b) research – conduct carefully; (c) results – interpret carefully (Hint: Use the passive where you can.)

## Academic vocabulary 2 AWL ACL

### Emotion and personality

#### 1 a Match the words in the box with their meanings.

depressed   devoted   inclined   inhibited   isolated  
motivated   persistent   relaxed   reluctant   stressed

- 1 persistent : continuing to do something although it is difficult or other people warn you not to do it
- 2 \_\_\_\_ : feeling alone or not fitting in with others
- 3 \_\_\_\_ : feeling calm, comfortable and not worried or annoyed
- 4 \_\_\_\_ : eager to do or achieve something
- 5 \_\_\_\_ : giving someone or something a lot of love and attention
- 6 \_\_\_\_ : slow and unwilling
- 7 \_\_\_\_ : tending towards having a particular opinion
- 8 \_\_\_\_ : too embarrassed or nervous to do or say what you really want
- 9 \_\_\_\_ : very unhappy; often an illness
- 10 \_\_\_\_ : so worried and under pressure that you cannot relax

#### b Write the noun forms of the words in Exercise 1a. (Hint: Most add *-ion* or *-ation* to the root of each adjective. One adds *-ance*, one adds *-ence* and one has no suffix.)

- 1 \_\_\_\_
- 2 \_\_\_\_
- 3 \_\_\_\_
- 4 \_\_\_\_
- 5 \_\_\_\_
- 6 \_\_\_\_
- 7 \_\_\_\_
- 8 \_\_\_\_
- 9 \_\_\_\_
- 10 \_\_\_\_

#### 2 a Complete the sentences with nouns and adjectives from Exercises 1a and b.

- 1 Contrary to expectations that wealth leads to happiness, the incidence of \_\_\_\_ is higher in developed countries than developing countries. This may be due to higher levels of \_\_\_\_ caused by high-pressure work. Another factor may be that people in industrialised societies often feel socially \_\_\_\_ as they are more likely to live apart from family and the friends they grew up with.
- 2 Students often choose a subject to study because they have a slight \_\_\_\_ towards it. But as their studies progress, they hopefully become more \_\_\_\_ to study the subject in greater depth.
- 3 University students require determination and \_\_\_\_ to get them through exam periods.

- 4 Some couples are \_\_\_\_ to each other for their entire lives together, whereas others go through bad times in their relationships.
- 5 Shyness can cause people to feel \_\_\_\_ about giving their opinion. They often appear \_\_\_\_ to speak, even if, deep inside, they are actually very keen to do so.
- 6 People usually go to holiday resorts for \_\_\_\_.

#### b Complete the collocations/patterns. Use the sentences in Exercise 2a to help you.

- 1 high \_\_\_\_ of stress
- 2 \_\_\_\_ an inclination \_\_\_\_ something
- 3 \_\_\_\_ motivated \_\_\_\_ do something
- 4 \_\_\_\_ devoted \_\_\_\_ someone/something
- 5 \_\_\_\_/be inhibited \_\_\_\_ doing something
- 6 \_\_\_\_/seem/be reluctant \_\_\_\_ do something

#### c Write questions with five of the words in Exercise 1a. Then work in pairs. Take turns to begin short conversations using your questions.

What do you do to make yourself feel motivated to study?

I like to go for a long run. When I get home afterwards, I feel full of energy. I'm more inclined to study then. What about you?

### Inferring new meanings of words you already know

If you know one meaning of a word, it's often not too difficult to infer another meaning.

#### 3 Read the sentences and infer the most likely meaning of the underlined words. They are related to but different from the meanings in Exercise 1a.

- 1 See a doctor if you have a persistent cough.
- 2 I hope this was an isolated incident.
- 3 The boss is considering a relaxation of the rules.
- 4 The weight will put too much stress on the bridge.
- 5 The project required the devotion of all the company's resources.
- 6 He lost his job in the recent economic depression.
- 7 The patient is in an isolation ward.
- 8 The additive aids in the inhibition of food decay.
- 9 What caused these depressions in the ground?

#### 4 Write a question to demonstrate the meaning of each word in Exercise 3. Then work in pairs. Take turns to begin short conversations using your questions.

What rules do you think the college should ...

Well, it would be useful to be able to borrow library books for longer ...

## Reading 2. (Multiple-choice, choose multiple answers)

## Before you read



- 1a How does your mood vary during a typical week? Are there some days when you generally feel better than other days? Draw a graph to show this.
- b Compare your graphs in pairs. How different are they? What might be the reasons for the changes in your mood over the course of the week?
- c Do you think the pattern might be different for different demographic groups (e.g. students, middle-class adults, retired people)?
- d What other variables might have an effect?

## Test practice

► EXPERT STRATEGIES page 177

- 2a Notice the term *DOW* in the question. Quickly scan the text. Does the writer define the term *DOW*? Where?

Read the text and answer the question by selecting all the correct responses. More than one response is correct.

There are many beliefs about the patterning of positive and negative mood over the course of the week. Support has been found for 'Blue Monday', 'Thank God it's Friday' and weekdays versus weekend effects, although in relatively small studies and often with student samples. Using telephone questionnaire data from a large national survey (N = 340,000), we examined day-of-week (DOW) effects on positive and negative moods. Unlike prior studies, we also tested the potential moderating effects of four demographic variables on DOW. Strong support was found for better mood on weekends and Fridays but there was minimal support for a 'Blue Monday' effect and no differences were observed between Saturdays and Sundays. Demographics moderated some DOW effects: DOW effects were diminished for older and retired respondents but there was little DOW difference by gender or presence of a partner. DOW is associated with mood but not always in ways we believe.

Which of the following are true about DOW effects and associated research?

- A  The new research agreed with the old about Mondays.
- B  Feelings decline through the weekend.
- C  Previous research was relatively weak.
- D  On the whole, women enjoy weekends more than men.
- E  Being in a relationship enhances weekday mood.
- F  DOW effects reduce with increasing age.

- b Complete the task. Remember to skim the text first to find the main idea and then to scan the questions for key points. Remember also that some words are defined in the text.

## Task analysis

- 3a Compare answers in pairs. Which part of the text did you use to evaluate each response option?
- b For each response option, discuss why it was correct or incorrect.

## Discussion

- 4 Discuss the questions.
  - 1 In the text, what do you think N = 340,000 might mean? Which three demographic variables were mentioned?
  - 2 Identify the conclusions in the text. Did any surprise you? How did the results of the study compare to your predictions in Exercise 1?

## EXPERT WORD CHECK


demographic moderating over the course of patterning  
prior samples

## Speaking 2 (Re-tell lecture)

### Lead-in

- 1 Do you think that some people are genetically predisposed to a particular level of happiness? Is their happiness level inherited from their parents? Do you think that life events can change this?

### Taking notes on key points


- 2a Work in pairs. Look at the slide in Exercise 6 and discuss what you think it means.
- b  Listen to a lecture and take notes on its key points. Use the note-taking skills you practised in earlier modules.
- 3a Discuss these questions using your notes from Exercise 2b.
- 1 According to the speaker, what two main factors might affect happiness?
  - 2 Which has the more permanent effect?
  - 3 Does the first-mentioned factor fully or partly explain happiness?
- b Discuss which ideas are most important to include. Which will you mention first?

### Conclusions and implications

While listening, think about any conclusions and implications that can be drawn. Including these in your talk will help you get higher marks.

- 4 Discuss what conclusions or implications can be drawn from the lecture. Then choose one to add to your notes.

### Sample response


- 5a  Listen to a student re-telling the lecture and complete the 'Student' column of the checklist.


Did the speaker:	Student	Your partner
mention key points, not minor details?	<input type="checkbox"/>	<input type="checkbox"/>
avoid repeating information?	<input type="checkbox"/>	<input type="checkbox"/>
give an implication or a conclusion?	<input type="checkbox"/>	<input type="checkbox"/>
use discourse markers to connect ideas?	<input type="checkbox"/>	<input type="checkbox"/>
speak smoothly, without many hesitations?	<input type="checkbox"/>	<input type="checkbox"/>

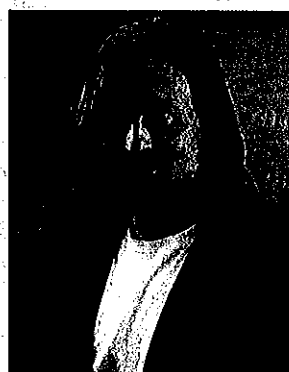
- b Discuss the questions in pairs.
- 1 Did the student mention the same main points as you?
  - 2 Did she draw the same conclusion or implication as you?
  - 3 Is there anything about your notes (e.g. the choice of points to make or the conclusions/implication) that you would like to change?

### Test practice

► EXPERT STRATEGIES page 172

- 6  Complete the task in pairs. Remember to use your notes from Exercises 2-4 and to include a conclusion or implication. When it is your turn to listen, use the checklist in Exercise 5a to evaluate your partner's performance.

 40 secs. You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



- genetically pre-disposed happiness range
- life events

### Task analysis

- 7 Work in pairs. Discuss the completed checklist in Exercise 5a. What would you do differently next time? Which items on the checklist do you feel the greatest need to practise?

### Discussion

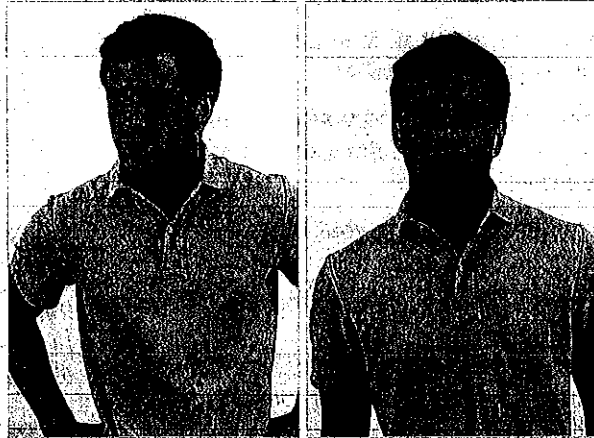
- 8 Discuss the questions.
- 1 Which ideas from the talk were most surprising?
  - 2 Would you change any of your answers to Exercise 1 after listening?
  - 3 Has the talk made you more or less interested in psychology? Why?
  - 4 What other aspects of psychology do you find interesting?



## Summary writing 2 (Summarize spoken text)

### Lead-in 1 Discuss the questions.


- 1 In what ways do people express their emotions, besides using facial expression?
- 2 What physiological reactions (e.g. rising blood pressure, sweating) might occur as a result of emotions?
- 3 In what situations might it be a good idea to suppress your emotions?
- 4 What do you think could be the effect of bottling up your emotions?




### Understand the task

> EXPERT STRATEGIES page 181


Speakers often state at the beginning of a lecture (or lecture segment) what it will be about. Noticing this can be a big help!

- 2  62 Read the task instructions. Then listen to the first sentence of the lecture. What is the lecture about?

 **10 mins.** You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.


### Listen and take notes

- 3  63 Listen to the whole lecture and take notes.
- 4a Compare and discuss your notes in pairs. Did you both pick out the same main idea and important supporting points?
- b If appropriate, adjust your notes as a result of your discussion.

### Plan your summary

- 5 On your notes, put an asterisk (\*) next to the ideas that *must* go in your summary and a tick (✓) next to the ideas that would be good to include.

### Language and content

- 6a  63 Listen to the lecture again. What sequencing discourse markers are used? Pay attention especially at the beginning and end of each idea.
- b Do you think all of these discourse markers would be suitable for academic writing? Why/Why not?
- c Re-write any that are not suitable for academic writing so that they are suitable.

In your summary you can use words from the lecture, as long as they're appropriate for a written style. However, it's also good to use synonyms; doing so will demonstrate that you can use a range of vocabulary.

**7a** Think of synonyms for these words from the lecture. You can use a dictionary or thesaurus to help you.

- 1 ideas: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 2 very different: \_\_\_\_\_, \_\_\_\_\_
- 3 show: \_\_\_\_\_
- 4 bottle up: \_\_\_\_\_
- 5 withers away: \_\_\_\_\_, \_\_\_\_\_
- 6 turn off (emotions): \_\_\_\_\_, \_\_\_\_\_
- 7 express: \_\_\_\_\_
- 8 feelings: \_\_\_\_\_
- 9 disappear: \_\_\_\_\_
- 10 turn down (the behaviour): \_\_\_\_\_, \_\_\_\_\_
- 11 (everything) going down: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 12 (emotions) bubble up: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**b** Re-write these sentences using synonyms of the underlined words and phrases.

1 *Some people wish they could sometimes turn off their emotions.*

2 *The idea that you can make your emotions disappear completely is new to some people.*

3 **Happiness and sadness are very different ideas.**

4 *It might be desirable at times to turn down your emotions.*

5 *Sometimes emotions just bubble up spontaneously.*

6 *Bottling up your emotions might actually have the opposite effect.*

7 *For a number of reasons, some people don't like to show their emotions.*

8 **Other people feel that if they don't show their emotions, their emotions will wither away.**

**Write your summary**

**8** Write your summary in seven minutes. Use your notes from Exercises 3–5 to help you.

- Make sure your summary has an overview sentence.
- Use sequencing discourse markers to signal your ideas clearly.
- Use words from the lecture extract as well as synonyms.

**Check your summary**

**9** Use the remaining three minutes to check your summary, using the checklist on page 192.

## Review

## 1 Find and correct one mistake in each sentence.

- 1 Pre-industrial societies were often based in agriculture.
- 2 One student at the school had a terrible attitude with homework.
- 3 He was a lot of confidence in his older brother.
- 4 The study, that looked at family happiness, was a great success.
- 5 Genetics which is the study of biological inheritance has advanced significantly in recent years.
- 6 The lowest point of happiness across a lifetime surprisingly somewhat tends to occur in middle age.
- 7 Two main conclusions were drawn from the research. One is that happiness doesn't depend on wealth. Lastly, happiness generally increases again later in life.
- 8 He suffered from a strong reluctant to attend early morning lectures.

## 2 Reduce the relative clauses in the sentences by crossing out the unnecessary words.

- 1 The high school that was involved in the study had a very good reputation.
- 2 His book, which is about family life in agrarian societies, has won several awards.
- 3 The group of students that is waiting outside is here to ask you a few questions.
- 4 The social aspects of school life, which are highly important for high school students, have changed significantly in recent years as a result of the growth of internet social networking sites.
- 5 The feeling of excitement that is experienced when an experiment works as intended is one of the joys of research.
- 6 The people who were in the same meeting room as us yesterday were very interesting.
- 7 It was the first course that ran on the university's new campus.
- 8 Your supervisor is the first person that you should go to if you have a problem.

## 3 Complete the sentences with the correct form of the words in the box. You do not need to change one of the words.

attribution bond commitment inclination  
intriguing persistence quasi-scientific reluctance  
ultimate widespread

- 1 I would be \_\_\_ not to take the results of that research too seriously. I'm quite sceptical about it.
- 2 Teenagers often form strong \_\_\_ with each other in high school that last a lifetime.
- 3 There was \_\_\_ praise for his research, the findings of which have influenced a generation of social scientists.
- 4 Some magazines are well-known for promoting \_\_\_ ideas. They write about what they think their readers will enjoy rather than telling the truth.
- 5 \_\_\_, wealth doesn't seem to have much effect on happiness.
- 6 The students were quite \_\_\_ to complete the project quickly because they wanted to focus on their exams instead.
- 7 The university is fully \_\_\_ to the welfare of its students.
- 8 The students \_\_\_ their success in the exams to effective teaching within the faculty.
- 9 Those who \_\_\_, despite all the challenges they encounter, are more likely to succeed.
- 10 \_\_\_, the point of universities is to advance human knowledge.

## 4 Expand the notes to make short paragraphs. Use sequencing discourse markers where necessary.

A

developed countries - several advantages - their ancestors: (a) more wealthy than ever before; (b) better health care; (c) longer life expectancy; (d) more electronic gadgets → better quality of life; despite this - less happy than in 1950s, overall

B

many post-industrial societies - children - spending less time with parents / more time with others - compared to past; two reasons: (a) common - both parents - working - children - looked after by others - day; (b) fashionable - give children - plenty of activities - other times, e.g. weekend; despite this - research - quality of family life no different - before

# 7

# Living things

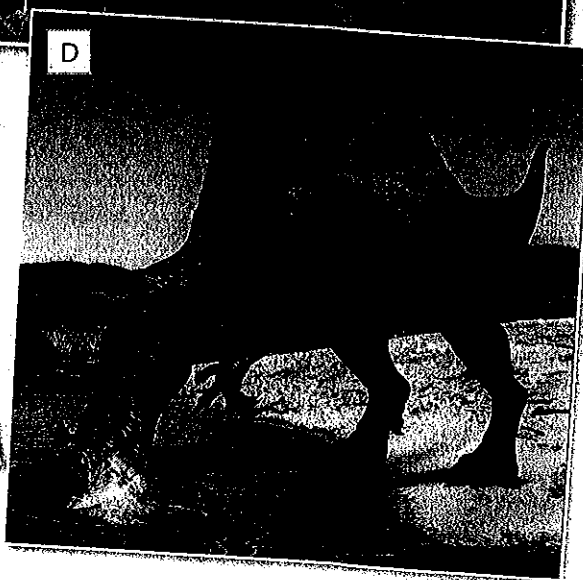
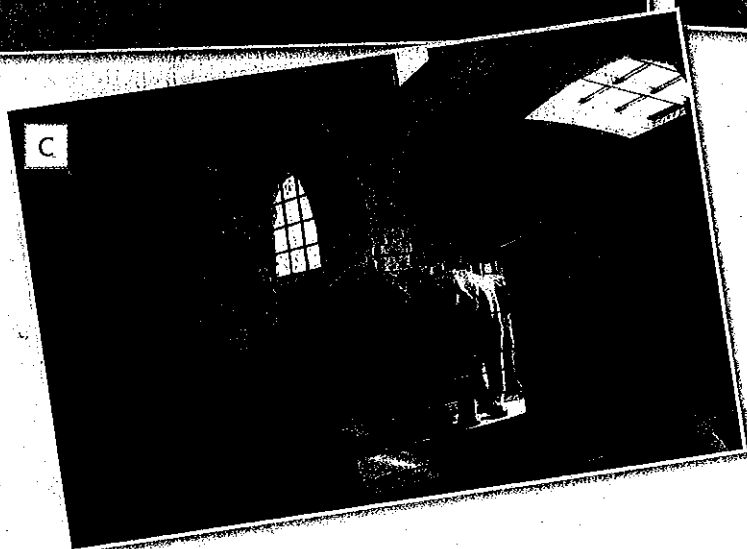
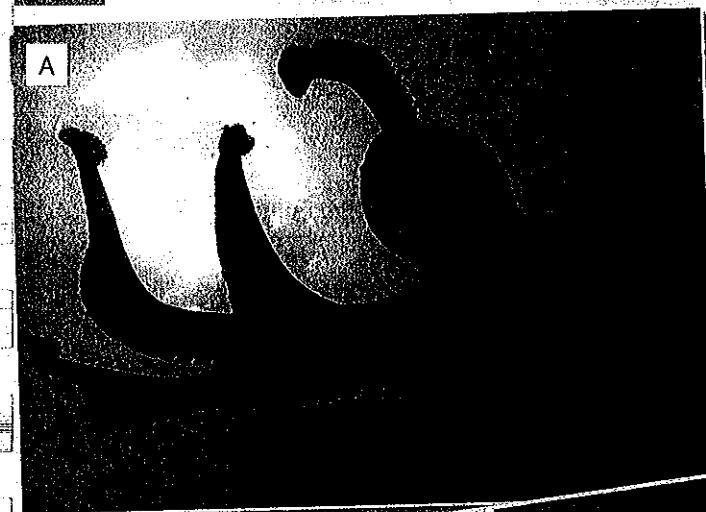
## Overview

### 7A

- > Reading: Re-order paragraphs
- > Academic vocabulary: The sciences: Roots, prefixes, suffixes; Inferring meaning from word parts; Biology: Word groups
- > Speaking: Read aloud; Answer short question
- > Listening: Highlight correct summary
- > Language development: Present perfect passive; Participle clauses
- > Writing: Write essay

### 7B

- > Listening: Highlight correct summary; Write from dictation
- > Language development: Highlighting information; Comparisons
- > Academic vocabulary: Biology; Formal expressions
- > Reading: Re-order paragraphs
- > Speaking: Describe image
- > Writing: Write essay



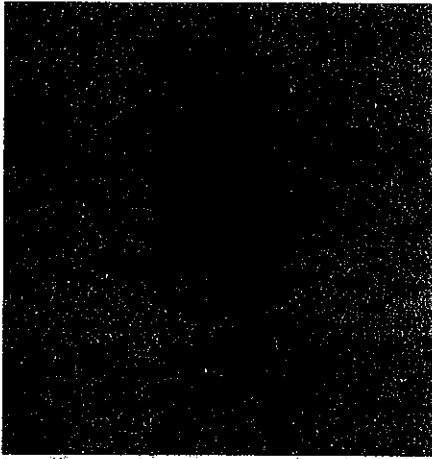
## Lead-in

### 1 Discuss the questions.

- 1 Which of the living things in the photos do you think is the most intelligent? Most sociable? Give reasons for your answers.
- 2 Do you think animals communicate with each other? If so, how do they do it?
- 3 Where do you prefer to see animals: in captivity or in the wild? Why?
- 4 How do we know about the dinosaurs?
- 5 Do you think there might be life on other planets? Why/Why not? If it exists, do you think we'll find it within our lifetimes?

## Reading 1 (Re-order paragraphs)

## Before you read



1 a What kind of animals can you see in the photos?

b Work in pairs. Look at the different animal categories in the table and discuss what you know about them.

Vertebrates	amphibians	_____
	birds	_____
	fish	_____
	mammals	_____
	reptiles	_____
Invertebrates	insects	_____
	molluscs	_____
	other invertebrates	_____

c Complete the table in Exercise 1b with the animals in the box.

butterfly frog gecko lobster millipede nightingale  
 octopus owl shark spider whale worm

d Add at least one more species to each category in the table in Exercise 1b.

e Which animals are predators? What do they prey on?

## Lexical cohesion

2a Read the extract from an article. In sentences 2–4, underline the words and phrases that link back to the animal. Circle the words that link back to the country.

Lizards come in many shapes and sizes. The largest lizard on Earth lives on a small number of islands in Indonesia, including Komodo, after which it is named. The Komodo dragon grows to around three metres in length and weighs up to 70 kilogrammes. Due to previous encroachment on its habitat by humans, this reptile is now protected by the nation's government; a national park has been set up especially for this purpose. Adult females average 2.3 metres in length, while males are slightly longer at 2.6 metres.

b Which underlined or circled word in the text in Exercise 2a:

- 1 has a more specific meaning than the word it refers to?
- 2 has a more general meaning than the word it refers to?
- 3 has the same meaning as the word it refers to?
- 4 is a different part of speech from the word it refers to?

## Implied cohesion (ellipsis)

3 In the last sentence in the text in Exercise 2a, what does *females* refer to? What does *males* refer to?



**Other types of cohesion**

- 4a In the extract in Exercise 2a, find an example of:
- 1 a referencing word (e.g. *it, the, this, that*).
  - 2 a discourse marker (e.g. *because, also*).
  - 3 a possessive adjective or pronoun (e.g. *their, theirs*).
- b What does each word connect?

**Using cohesion to put sentences in order**

A

- Despite its name, this animal is not related to whales.
- However, it feeds mostly on small plankton, just like whales.
- The largest fish is the whale shark.

B

- One of these lives in Indonesia and the other in India.
- The rhinoceros is the second largest land animal after the elephant.
- There are five species of this animal, two of which live in Africa and three in Asia.
- Two of the Asian varieties have only a single horn.

- b Compare answers in pairs and discuss the cohesive devices you used to determine your answers.

**Test practice**

➤ EXPERT STRATEGIES page 178

- 6a Complete the task. Remember to identify the most general sentence first and then look for cohesive devices that refer back to other ideas in the text.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

	Source	Target
A	First seen by government scientists in 1928, <i>Illacme plenipes</i> , 'the acme of plentiful legs', keeps such a low profile that for the rest of the 20th century the species was thought to be extinct.	<input type="checkbox"/>
B	For one thing, females have up to 750 legs and males have more than 550.	<input type="checkbox"/>
C	Marek and colleagues' new paper, published Wednesday by the journal <i>ZooKeys</i> , offers the first scientific description of <i>Illacme plenipes</i> , including insights into its strange anatomy.	<input type="checkbox"/>
D	The leggiest creature on Earth lives in California: it's a three-centimeter-long (1.2-inch) millipede with 750 legs.	<input type="checkbox"/>
E	Then University of Arizona entomologist Paul Marek spied one near Silicon Valley.	<input type="checkbox"/>

- b Read the text again, in the order you chose in Exercise 6a. If anything feels wrong, check to see if another order works better.

**Task analysis**

- 7a Compare answers in pairs. Did you choose the same order?
- b In each text box, which cohesion clues helped you to choose the order? What do they refer back to? Did you both use the same clues?

**Discussion**

- 8 Discuss the questions.
- 1 How do you feel about 'creepy crawlies' such as millipedes?
  - 2 What other unusual species do you know? Where are they from?

**EXPERT WORD CHECK**

acme anatomy encroachment horn low profile spied

➤ SEE READING 2 for more practice of this task type.

Academic vocabulary 1 **AWL** **ACL**

The sciences: Roots, prefixes, suffixes

1 Reading 1 mentions an *entomologist*. What animals does this type of scientist study? Can you guess what the related area of study is called?

2a Look at the suffixes in the box. Mark them *P* if they indicate a person and *AS* if they indicate an area of study.

- |          |    |           |        |    |
|----------|----|-----------|--------|----|
| -ologist | P  | -(t)ics   | -ic    | -y |
| -ology   | AS | -(t)icist | -ist   |    |
| -my      |    | -er       | -istry |    |

b Match the words and phrases with roots 1–10 in the table. Then complete the table by combining the roots with suffixes from Exercise 2a.

- |                       |   |                                    |
|-----------------------|---|------------------------------------|
| stars, planets, space | 1 | the environment                    |
| chemicals             |   | animals                            |
| genes and DNA         |   | real objects, forces, energy, etc. |
| plants                |   | living things in general           |
| machines              |   | living things too small to see     |

Root	Area of study	Scientist
1 astro(no)-	astronomy	astronomer
2 bio-	_____	_____
3 botan-	_____	_____
4 chem-	_____	_____
5 eco-	_____	_____
6 gene-	_____	_____
7 mechan-	_____	_____
8 microbio-	_____	_____
9 phys-	_____	_____
10 zoo-	_____	_____

c Work in pairs. Ask and answer questions about the words in the table in Exercise 2b.

What is a word for the study of environmental issues?

Inferring meaning from word parts

3 What do you think the words mean?

- |                 |                      |
|-----------------|----------------------|
| 1 biohazard     | 7 astrophysics       |
| 2 antimicrobial | 8 ecotourism         |
| 3 biomechanics  | 9 bioengineering     |
| 4 physical      | 10 biophysics        |
| 5 eco-friendly  | 11 botanical gardens |
| 6 astrobiology  |                      |

Biology: Word groups

4a Work in pairs. Match the words in the box with words 1–7 which are similar in meaning. Use a dictionary if necessary.

- acquire (skills, etc.)   adjust   bizarre   bright  
clever   complicated   creature   cunning  
elaborate   evolve   gain skills   intricate  
likeness   living thing   obtain knowledge   odd  
resemblance   smart   weird

- 1 animal: creature, \_\_\_\_\_  
2 intelligent: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
3 learn: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
4 complex: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
5 strange: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
6 adapt: \_\_\_\_\_, \_\_\_\_\_  
7 similarity: \_\_\_\_\_, \_\_\_\_\_

b Complete the sentences with the correct form of words from Exercise 4a. (Hint: The words you choose should refer back to the underlined words.)

- 1 Some animals demonstrate surprising amounts of intelligence. Some creatures can even solve problems and use tools, all of which require considerable cleverness.
- 2 Some animals appear similar to each other but are in fact quite different. For example, racoon dogs and racoons \_\_\_\_\_ each other quite closely but they are very different species.
- 3 Some animals are quite capable of learning. For example, some chimpanzees have \_\_\_\_\_ sign language skills from humans.
- 4 Animal behaviour is often extremely complicated. Social interactions between members of species such as chimpanzees and elephants are so \_\_\_\_\_ that they are only partially understood, even after years of study.
- 5 Many animals exhibit behaviour that humans might consider odd. For instance, rather \_\_\_\_\_, the young of some species of seal may eat a younger brother or sister to obtain more of its mother's milk.
- 6 Animals tend to evolve to fit in with their environment. An example of this is the way in which polar bears have \_\_\_\_\_ to Arctic regions by growing white fur and becoming good swimmers.

c Work in pairs. Student A, talk about one of the following topics without repeating the same noun, verb or adjective. How long can you keep talking? Student B, listen and stop Student A if you hear a repetition. Then switch roles.

- a type of animal of your choice
- a pet
- an environmental problem

## Speaking 1 (Read aloud; Answer short question)

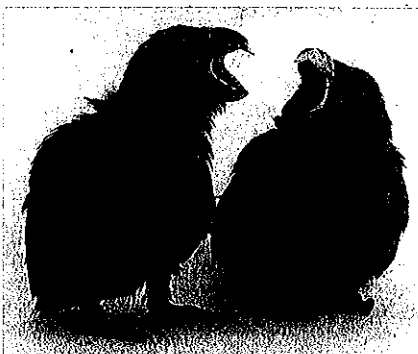
- Lead-in**
- 1 Parrots are known for their ability to imitate people's speech. Do you think they understand the meaning of the words they repeat?
  - 2 Look at the words in the box. Mark them *S* if they are a sound a bird makes and *Y* if they can mean a young bird.

baby *Y*      call      chick      cry      infant      screech      song

### Reading aloud for purpose, style, tone and attitude

- 3a** Match texts (A–C) with the purposes (1–3).  
1 to persuade    2 to give information    3 to warn

**A** Parrots are talkative birds, with impressive, human-like linguistic abilities. Also like us, male and female parrots are lifelong vocal learners. Because of these similarities, researchers have long wondered whether parrot chicks learn their first calls or if these sounds are innate.



**B** Over a third of all living parrot species are considered to be in decline due to human activity and around five percent are listed as critically endangered. Habitat loss and hunting are the main causes. Without considerable effort, populations will decline even further.

**C** Parrots are an unusual subject for documentaries but *The Wild Parrots* is a film worth watching. Come along to the Student Union Film Club at 7.30 p.m. on Saturday to see this heartwarming story of a flock of parrots and their relationship with a local musician.

- b** Read notes A–C, which describe different styles of reading aloud. Then match them with purposes 1–3 in Exercise 3a.

**A** ✓ Be more enthusiastic/positive.  
✓ Use stronger stress/intonation.

**B** ✓ Be more serious.  
✓ Stress key words strongly.

**C** ✓ Use normal voice.  
✓ Speak clearly, w/ regular intonation.

- 4a** Mark // between each sense group in texts A–C in Exercise 3a.

- b** Work in pairs. Practise reading the texts aloud, changing your tone, stress and intonation to suit the purpose of each text.

### Test practice 1: Read aloud

➤ EXPERT STRATEGIES page 169

- 5** Complete the task in pairs. Think about the purpose of the text and adjust your tone, stress and intonation accordingly.

**35 secs.** Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud.

For the first time, scientists have succeeded in studying the calls of parrot chicks in the wild. They find that the birds learn their first calls from their parents, much as human infants do. The findings suggest that parrots may be better than songbirds as models for studying how humans acquire speech.

### Task analysis

- 6a** 64 Listen to someone doing the task. Did he convey the appropriate purpose through tone, stress and intonation?  
**b** What would you change about how you read the text aloud?  
**c** Repeat the task, incorporating any changes from Exercise 6b.

### Discussion

- 7** According to the text, in what way are parrots like humans?

### Test practice 2: Answer short question

- 8** 65 Complete the task in pairs. You will hear six questions.

**10 secs.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

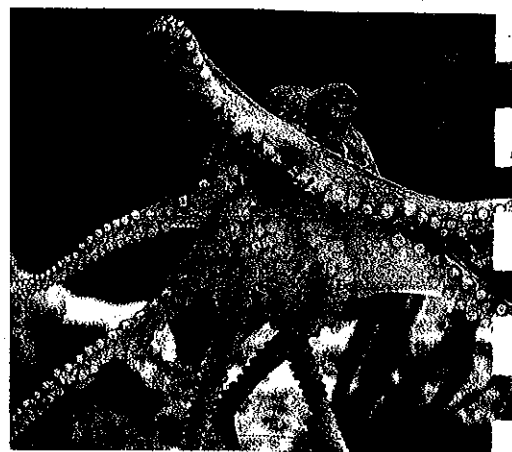
➤ EXPERT STRATEGIES page 173



## Listening 1 (Highlight correct summary)

### Before you listen

- 1a Work in pairs. Think of five animals that you think are intelligent. Are any of them marine animals?
- b Compare your list with other pairs. How similar are your lists?
- c What evidence is there for each animal's intelligence or lack thereof?



### Inferring the meaning of unfamiliar words while listening

- 2a Listen to three extracts from a lecture. Write the words you hear with these meanings. Don't worry about spelling. Simply write down the words the way you hear them.
  - 1 a \_\_\_\_ : home of an octopus
  - b \_\_\_\_ : arms of an octopus
  - 2 a \_\_\_\_ : place that displays captive marine life
  - b \_\_\_\_ : taking things apart
  - 3 a \_\_\_\_ : mystifying, confusing
  - b \_\_\_\_ : refuse to consider something because you think it's not... important
- b Compare answers in pairs. Then check your answers in a dictionary.

### Eliminating incorrect options

➤ EXPERT STRATEGIES page 184

As noted in Module 2, options might be incorrect for one or more of these reasons: (a) they focus on detail rather than covering the main points; (b) they are contradicted by the lecture; (c) they aren't mentioned in the lecture.

- 3a In ten seconds, skim as much as you can of the summaries.

1 *Octopuses are surprisingly intelligent but for different reasons and in a different way from humans. Their intelligence, which includes the ability to use tools and dismantle machines, probably developed to help them hide from predators. Octopuses are probably as mystified about us as we are about them.*

2 *Octopuses demonstrate intelligence in a number of ways. They hide from their enemies, they build protective walls in front of their dens and they dismantle objects put into their tanks. In captivity, they have even been known to leave their tanks to eat fish in other tanks.*

3 *Octopuses, like humans, can solve problems and survive using their cleverness. Their intelligence comes from their need to be cunning to catch prey. They have been known to use tools, complete puzzles and even escape from their tanks. They probably think of humans as boring and not so bright.*

- b Listen to the complete lecture and take notes.

- 4 Match the summaries in Exercise 3a (1–3) with the phrases (a–d). Use one of the summaries twice.
  - a doesn't cover all of the main points \_\_\_\_
  - b contains information contradicted by the lecture \_\_\_\_
  - c contains information not in the recording \_\_\_\_
  - d has none of these problems \_\_\_\_

### Discussion

- 5 Which information about octopuses was new to you? Which surprised you? Has your opinion of octopuses changed?
- 6 Cover the summaries and re-tell the lecture to a partner using the vocabulary in Exercise 2a.

➤ SEE LISTENING 2 for more practice of this task type.

## Language development 1

### Present perfect passive

> EXPERT GRAMMAR page 211

#### 1 a Read the sentence from Listening 1 and answer the questions.

Octopuses have even been observed in the wild gathering stones to hide the entrance to their dens.

- 1 Is the verb active or passive? What tense is it in?
- 2 Can we see from the sentence who did the observing? Is this information important?
- 3 Assuming that 'researchers' did the observing, re-write the sentence beginning with *Researchers*.

#### b Read the sentences. In sentence A, note that the object of the verb in the main clause is a *that* clause. What does the subject become in sentence B, the passive equivalent?

A Zoologists have found that some animals are intelligent.

B It has been found that some animals are intelligent.

#### c Which of the three sentences in Exercises 1a and 1b sound more objective and impersonal: the example in the active or the ones in the passive?

#### 2 Re-write the sentences in the passive so that the underlined word is brought closer to the beginning of the sentence.

- 1 In the past Komodo dragons have injured people.
- 2 Researchers have seen dolphins using sponges to protect their noses while searching for food on the sea bed.
- 3 People have known octopuses to open child-proof medicine bottles.
- 4 Botanists have proposed two hypotheses that might explain this phenomenon.
- 5 Humans have kept animals as pets for thousands of years.
- 6 The lecturer has reminded the students three times that the assignment is due next week.
- 7 There are three steps in the experiment; after the animals have completed the first step, they take a rest.

#### 3 Re-write the sentences in the passive using *it* as the subject.

- 1 Microbiologists have found that some bacteria are beneficial.
- 2 Researchers have estimated that the animals were first domesticated 15,000 years ago.
- 3 People have known for a long time that the ancient Egyptians liked cats.
- 4 Zoologists have now confirmed that polar bears are heading for extinction.
- 5 We haven't forgotten that the deadline is Friday.

## Participle clauses

> EXPERT GRAMMAR page 211

#### 4 Read the sentences from or related to Reading 1 and Listening 1 and answer the questions.

A First seen by government scientists in 1928, [the millipede] keeps such a low profile that for the rest of the 20th century the species was thought to be extinct.

B Given the different origins and functions of our intelligences, it's likely that octopuses find humans as perplexing as we find them.

C Being a biologist, he knew about animal behaviour.

D Having studied biology, he knew about animal behaviour.

- 1 Underline the verb in the main clause of each sentence.
- 2 Did the part of the sentence before the first comma happen before the main clause or at the same time as the main clause?
- 3 In sentences B, C and D, what relationship is implied between the part before the comma and the main clause? What discourse markers can show this relationship?
- 4 Re-write each sentence as two sentences, including appropriate discourse markers. (Hint: The part before the comma becomes a separate sentence.)
- 5 How might the one-sentence examples be useful to you on PTE Academic? (Hint: Think about length and how much information is packed into them.)

#### 5 Join the sentences using participle clauses.

- 1 He's a botanist. He can answer questions about many different kinds of plants.
- 2 He completed a doctorate in botany. He decided to become a university lecturer in that field.
- 3 He had a childhood interest in botany. It wasn't surprising that he chose that subject for his academic career.
- 4 Komodo dragons have no natural predators in their ecosystem. Thus, they have been able to grow to a considerable size.
- 5 Crocodiles are fast, powerful and stealthy. Thus, they are very effective predators.
- 6 Chester Zoo avoids the use of cages for its animals as much as possible. For this reason, it provides visitors with a clear view of many of its animals.
- 7 African elephants are very sociable animals which live in extended family groups. Thus, putting them in zoos can make them feel depressed.

#### 6 Complete the sentences with participle clauses to make them true for you.

- 1 Being a student of English, ...
- 2 Given that I ...
- 3 Having ...

## Writing 1 (Write essay)

## Lead-in

- 1a What might be the advantages of zoos and aquariums? The disadvantages?
- b What's your view? Are you for or against keeping animals in captivity?

## Advantage–disadvantage essays: Structure and features

► EXPERT WRITING page 196

- 2 Read the essay prompt and sample essay on page 196. Then discuss the questions.
- 1 Does the writer mention the same advantages and disadvantages that you discussed in the Lead-in?
  - 2 In which paragraphs does the author give his/her opinion? Where are the opinions of other people discussed?
  - 3 To what extent do you agree with the conclusion?
  - 4 What expressions does the writer use to show contrast (e.g. between advantages and disadvantages)?
  - 5 What expressions does the writer use that might be useful to learn for your own writing?
- 3 Does essay structure A or B answer the question effectively?

A

- introduction giving an opinion
- advantages
- disadvantages
- conclusion repeating opinion

B

- introduction giving an opinion
- advantages only
- conclusion repeating opinion

## Planning advantage–disadvantage essays

- 4a Re-arrange the notes on the left to create a plan for the sample essay on page 196.

- can't interact
- no challenge, safe, boring
- → make good as poss.
- not perfect but necessary
- not free to move
- protect endangered species
- public: experience, learn

- Disadv: - not free to move
- \_\_\_\_\_
- \_\_\_\_\_
- Adv: - \_\_\_\_\_
- \_\_\_\_\_
- Concl: - \_\_\_\_\_
- \_\_\_\_\_

► EXPERT STRATEGIES page 175

- b Why do you think the plan in Exercise 4a doesn't cover the introduction?

- 5a Work in pairs. Brainstorm a list of advantages and disadvantages in response to the essay prompts.

1. Pets can provide valuable companionship to people but in situations such as in public parks and apartment blocks they are sometimes seen as a nuisance. Discuss the advantages and disadvantages of pet ownership.

2. Animals are used for testing a range of items for use by humans, from cosmetics to medicine. Should testing on animals be banned?

- b Use your lists from Exercise 5a to create a plan for an essay in response to each prompt.

## Write your essay

► SEE WRITING 2 for more practice of this task type

- 6 Choose one of the prompts in Exercise 5a and write an advantage–disadvantage essay. Use your plan from Exercise 5b to help you.



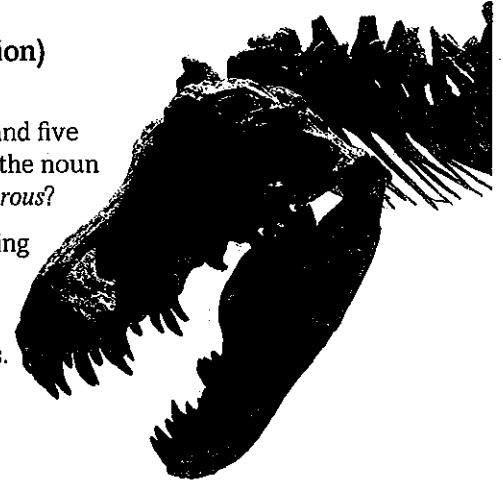
# ... and the unfamiliar

## Listening 2 (Highlight correct summary; Write from dictation)

### Before you listen




- 1 a Make a list of five herbivorous and five carnivorous animals. What are the noun forms of *herbivorous* and *carnivorous*?
- b Have you seen any films involving dinosaurs? What dinosaurs can you describe?
- c Find the following in the photos.
  - spine      • sharp, curved teeth
  - skull      • serrated edges
  - jaw



### Test practice 1: Highlight correct summary


➤ EXPERT STRATEGIES page 184

- d What other words could you use to describe the skull and teeth?
- 2  Complete the task. Remember to read the options quickly before the recording starts, to take notes to help you identify the main idea (if you want to), and to use the context to help you with the meaning of unknown words.

You will hear a recording. Choose the paragraph that best relates to the recording.

- A  Tigers have sharp, curved teeth for slicing meat, while horses' teeth are flat for grinding plants. Similarly, amongst dinosaurs, allosaurs have sharp, straight, conical teeth that were well adapted for crushing the bones of other dinosaurs, while hadrosaurs had flat teeth for eating grass and similar materials.
- B  We can tell what kind of food an extinct animal such as a dinosaur ate by examining its teeth and jaw and comparing them with present-day animals. Sharp, serrated teeth imply that it was a carnivore, whereas flat surfaces for grinding tough fibres suggest a herbivorous diet.
- C  Hadrosaurs, like horses, were adapted to a vegetarian diet. Their teeth were flat and designed for grinding tough material such as plants, though they were sometimes ground down to a flat surface. This led to problems with dentition. Allosaurs, on the other hand, like tigers, had sharp teeth for eating meat.
- D  Researchers have found that dinosaurs had the same kinds of diet-related issues with their dentition as modern-day animals. Meat-eaters in particular had tooth cavities due to bacteria in their food. However, herbivores also had problems due to their teeth being ground down as they chewed on tough plant fibres.


### Task analysis

- 3 Work in pairs. Compare answers and discuss your reasons for selecting or rejecting each response.
- 4 Work in the same pairs. Find and underline the words *slicing*, *dentition* and *cavities* in paragraphs A–D in Exercise 2. What do you think the words mean? Use the context to help you.
- 5  Complete the task. You will hear four sentences. After each, remember to check your work and use your grammar knowledge to reconstruct any parts of the sentence you did not write down.

### Test practice 2: Write from dictation

➤ EXPERT STRATEGIES page 188

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

- 6  Compare answers in pairs and note any differences. Then listen again and check your answers.

## Language development 2

### Highlighting information

> EXPERT GRAMMAR page 212

- 1 Read two sentences related to the recordings in this Module, each written in two different ways, and answer the questions.
- A 1. It's becoming clear that octopuses use tools ...  
2. Octopuses use tools ...
- B 1. What interested people the most was the dinosaurs.  
2. The dinosaurs interested people the most.
1. Which sentence in each pair is an idea highlighted? Which idea is it?  
2. Underline the grammatical structure that causes this highlighting.
- 2 Re-write the sentences to bring the underlined information to the front. Use a variety of structures in your answers.
1. Dinosaurs became extinct 65.5 million years ago.  
*It was 65.5 million years ago that the dinosaurs became extinct.*
2. Finding a dinosaur alive today is not possible.  
3. Many people find it quite surprising that birds evolved from dinosaurs.  
4. Dinosaurs were probably made extinct by an asteroid from space colliding with Earth.  
5. The smallest dinosaurs were the size of a modern-day pigeon, as far as we know.  
6. Dinosaurs dominated the world for 135 million years.  
7. Before the emergence of modern science people thought that dinosaur bones were the bones of dragons.  
8. The colour of the skin of dinosaurs is something we can't be certain about.

### Comparisons

> EXPERT GRAMMAR page 212

- 3a Read the sentences from earlier in this Module. What things are being compared in each?
- A ... the more we understand octopuses, the more it seems we may not be alone in our ability to solve problems ...
- B Unlike the tiger, when we look at a herbivorous animal, a horse, we can see that its teeth are arranged in a nice, flat grinding surface ...
- C ... we can infer that this animal was also a plant eater, just like the horse ...

- b Underline the words in Exercise 3a that indicate a comparison.
- 4 Choose the correct options in *italics* to complete the sentences.
- 1 Elephants are *vast* / *vastly* larger than most other mammals.  
2 Males of the species *differ* / *different* considerably in size from the females.  
3 The more evidence we find that an asteroid impact caused the extinction of the dinosaurs and other animals, the *strong* / *stronger* that theory becomes.  
4 *While* / *When* the research team have spent many hours cataloguing the fossils they found, they haven't yet finished the process.  
5 *Unlike* / *Unlikely* dinosaurs, fossilised skeletons of earlier species don't create a lot of interest amongst the general public.  
6 *In contrast to* / *Contrasting with* dolphins, which eat large fish and squid, some whales eat plankton - tiny species of animals and plants.

- 5 Expand the notes to make complete sentences that compare ideas and information. Use a variety of words and structures such as the ones in the box.

-er than/more ... than	the more/-er ... , the more/-er ...
in contrast to	in comparison to
While ... ,	differ
Unlike ... ,	

- 1 blue whale: largest ever lived; big difference - any living land animal, even dinosaurs

*The blue whale is the largest mammal that ever lived - considerably larger than any living land animal, and larger even than the dinosaurs.*

- 2 dinosaurs: lived for 135 million years; humans: < 1 million  
3 largest dolphins: 10 tonnes; largest whales: 180 tonnes  
4 some dinosaurs: walked on 4 legs; others: 2 legs  
5 dinosaurs: found on all continents; elephants: only Asia and Africa now  
6 octopuses: on average, live three years; humans: around 80 years  
7 more funds available for dinosaur research → know more about them  
8 octopuses: live alone; humans: social creatures

- 6 Write four sentences to compare four people, animals or things you know. Use several of the structures in Exercise 5.



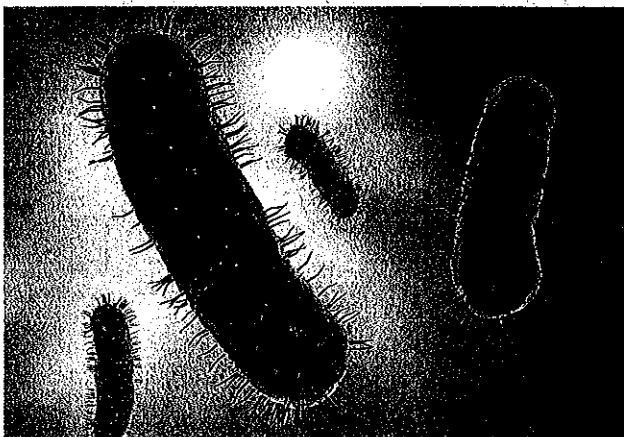
## Academic vocabulary 2 AWL ACL

### Biology

#### 1a Match the words in the box with their meanings.

aspect	constrain	core	decade
inadequate	microbe	organism	oxygen
trace	visible		

- 1 \_\_\_\_ : a period of ten years
- 2 \_\_\_\_ : a very small amount of something, so small that it's difficult to see or notice
- 3 \_\_\_\_ : animal, plant, human or any other living thing
- 4 \_\_\_\_ : an extremely small living thing that you can't see with your eyes; includes bacteria and viruses
- 5 \_\_\_\_ : able to be seen
- 6 \_\_\_\_ : not good enough, skilled enough, big enough, etc. for a particular purpose
- 7 \_\_\_\_ : one part of a situation, idea, plan, etc. that has many parts
- 8 \_\_\_\_ : the chemical that's in the air and which is necessary for most life, including humans
- 9 \_\_\_\_ : the most important or central part of something
- 10 \_\_\_\_ : limit something; stop someone doing what they want to do



#### b Which derivative of the words in Exercise 1a is:

- 1 a noun that adds *-t* to a verb? \_\_\_\_\_
- 2 an adjective that adds *-ial* to a noun? \_\_\_\_\_
- 3 an adjective that is the same as a noun? \_\_\_\_\_

#### 2 Complete the sentences with the correct form of words from Exercises 1a and 1b.

- 1 A *fundamental* \_\_\_\_ of biology is the categorisation of living things.
- 2 Biology is the study of *living* \_\_\_\_.
- 3 Giant tortoises can live for \_\_\_\_ longer than humans.
- 4 It's likely that most \_\_\_\_ species have yet to be discovered, as they are constantly evolving and there are so many of them.

- 5 Many problems occurred due to the student's \_\_\_\_ *understanding* of the dangers of his research project.
- 6 *Minute* \_\_\_\_ of poison from some jellyfish are enough to kill a human.
- 7 Students majoring in biology must *take* all eight \_\_\_\_ *subjects* and can choose up to four from other faculties.
- 8 When the sun comes up and there's enough light, the creatures should *become* \_\_\_\_.
- 9 Without \_\_\_\_, we wouldn't be able to breathe.
- 10 Zoos *impose* \_\_\_\_ on animals' freedom.

#### 3a Complete the collocations with the words in *italics> in Exercise 2 and the words in the box.*

central	clearly	element	focus
issue	key	make	negative
recent	specific	various	

- |                        |                          |
|------------------------|--------------------------|
| 1 a ____ aspect of     | 9 the ____ core of       |
| 2 a ____ aspect of     | 10 a core ____ of        |
| 3 a ____ aspect of     | 11 a core ____ is        |
| 4 a ____ aspect of     | 12 (take) a ____ subject |
| 5 ____ aspects of      | 13 a ____ organism       |
| 6 ____ on an aspect of | 14 ____ (something)      |
| 7 ____ constraints on  | visible                  |
| 8 (in) ____ decades    | 15 ____ visible          |
|                        | 16 it's ____ visible     |

- b Work in pairs. Take turns to point to a collocation in Exercise 3a. Your partner must create a sentence from it.

### Formal expressions

Often, your English can sound more academic in style if you use more formal words and phrases.

#### 4a Match the informal phrases (1–10) with their more formal equivalents (a–j).

- |               |                                   |
|---------------|-----------------------------------|
| 1 in cages    | a interact                        |
| 2 be at       | b attempt                         |
| 3 learn about | c attend                          |
| 4 play        | d improve                         |
| 5 not enough  | e in captivity                    |
| 6 can be seen | f humans                          |
| 7 try         | g visible                         |
| 8 type        | h expand (one's) understanding of |
| 9 get better  | i inadequate amount of            |
| 10 people     | j species                         |

#### b Re-write the sentences using more formal/academic language.

- 1 He'll try to get better grades next semester.
- 2 I'm at university to learn about biology.
- 3 People can't see microbes.
- 4 Animals usually interact with others of the same type.
- 5 Animals in cages often look bored.
- 6 There isn't enough oxygen in here.

## Reading 2 (Re-order paragraphs)

- Before you read**
- 1 In which of these places do you think life has *not* yet been found?
- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1 inside rocks              | 5 on other planets                    |
| 2 in nuclear power stations | 6 in frozen Antarctic lakes           |
| 3 under the desert surface  | 7 at the bottom of the deepest oceans |
| 4 in the absence of oxygen  |                                       |

## Following lexical cohesion



- 2a Read the text and underline words related in meaning to the words in bold. How well do you feel they link the text together?

Scientists have found life in one of the **driest** places on Earth. Parts of the Atacama Desert in Chile that go decades between rainfall were previously thought to be completely lifeless. However, evidence of microbes has been found about thirty centimetres under the ground, contradicting previous ideas. It is likely that these organisms effectively sleep between the rare rain periods, only becoming active when a small amount of dampness reaches where they live. The researchers were first alerted to the microbes' presence by particular chemical traces that have also been found on Mars.

- b What other words or phrases in the text in Exercise 2a provide links between ideas? How helpful would they be to reconstruct the text if the sentences were mixed up?

## Test practice

► EXPERT STRATEGIES page 178

- 3 Complete the task. Remember to identify the most general sentence and then look for cohesive devices that refer back to other ideas in the text.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

	Source	Target
A	These organisms can survive in this extreme environment because of their unique genes and proteins.	<input type="checkbox"/>
B	The extremophiles that microbiologist Rick Cavicchioli and his team study love life extremely cold.	<input type="checkbox"/>
C	Understanding more about their DNA could help in the development of a variety of new technologies.	<input type="checkbox"/>
D	Extremophiles are organisms that thrive where other microbes (organisms that are so small they're not visible to the human eye) don't dare venture, such as freezing lakes, the water core of nuclear reactors and toxic waste dumps.	<input type="checkbox"/>
E	They live at the bottom of Ace Lake in Antarctica, where there is no oxygen and the average temperature is 1°C.	<input type="checkbox"/>

- Task analysis**
- 4 Compare and discuss answers in pairs. In each text box, which cohesion clues helped you to choose the order? What do they refer back to? Which forms of cohesion were they?

- Discussion**
- 5a Would you like to investigate extremophiles? Why/Why not?
- b If life exists on Earth in places we didn't previously believe it was possible, what does that suggest about life on other planets?

## EXPERT WORD CHECK

dare nuclear reactor thrive toxic venture waste dumps



## Speaking 2 (Describe image)


- Lead-in** 1 Discuss the questions.
- 1 What planets of our solar system can you name? Which have moons orbiting around them?
  - 2 What shape are the planets?
  - 3 Do you know if any support life?
  - 4 What would you most like to know about the planets?

### Emphasising the most important point

Effective responses to *Describe image* tasks often identify and emphasise the most important feature of the diagram or chart.

- 2 Work in pairs. Look at the diagram in Exercise 5 and answer the questions.
- 1 What do you think is the most important feature?
  - 2 What vocabulary could you use to describe the diagram? Make a list.

### Sample response

- 3  Listen to a student doing the task and answer the questions.
- 1 Did she mention all the layers?
  - 2 Did she choose the same point as you as the most important?
  - 3 What grammatical form did she use to highlight the most important point?
- 4 Write sentences to express the same main point using the patterns in the box.

it's + adj + that + clause

what stands out is that + clause

a(n) + adj + point is that + clause


a very/rather + adj + point is

that + clause

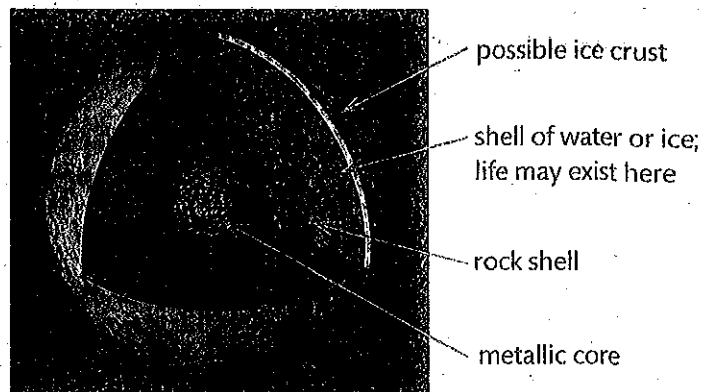
### Test practice

> EXPERT STRATEGIES page 171

- 5 Complete the task in pairs. Remember to include only the most important information, emphasise the most important point and give an implication or conclusion.

 Look at the diagram below. In 25 seconds, please speak into the microphone and describe in detail what the diagram is showing. You will have 40 seconds to give your response.

Interior of Europa, a moon of Jupiter: potentially life-supporting



### Task analysis

- 6 Discuss the questions in pairs.
- 1 Did you both give sufficient emphasis to the main point?
  - 2 Did you both describe all the layers?

### Further practice

- 7 Turn to page 190 and complete the task.

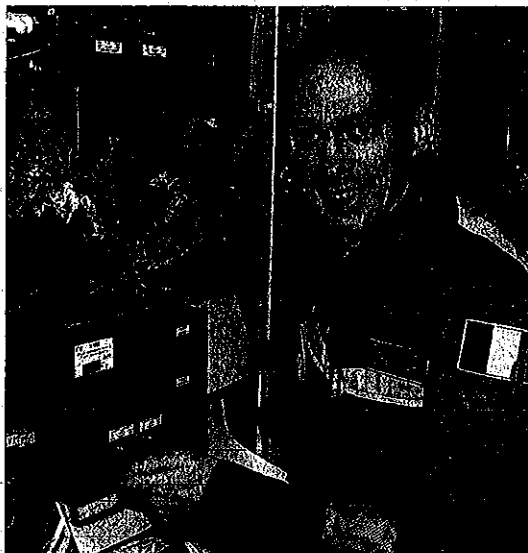


## Writing 2 (Write essay)

## Lead-in

- 1 Discuss the questions.
- 1 In general, how does scientific research benefit humanity?
  - 2 What else could governments spend money on? Are these more important than scientific research?

## Understand the task



biology experiment inside the international space station

- 2a Work in pairs. Read the task. Then brainstorm and write down two lists of ideas: one in favour of spending money on scientific research and the other against.

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

Governments in a number of countries spend billions of dollars on scientific research while people in other countries suffer disadvantages such as inadequate nutrition, medical treatment and education. Discuss the advantages and disadvantages of spending money on scientific research.

- b Work in pairs. Remind yourselves how much time you would spend on each stage.

- 1 brainstorming and planning
- 2 writing
- 3 checking and editing

## Plan your essay

> EXPERT WRITING page 196

- 3a Review the essay on page 196. How can you adapt the structure of the advantage–disadvantage essay on page 196 to fit the for–against ideas you brainstormed in Exercise 2a?

- b In 90 seconds, make a plan for your essay. Follow the steps below.

- 1 Look at the lists you made in Exercise 2 and decide which ideas you will include in each paragraph. Tick them off and number them in the order you will write about them.
- 2 Add notes about supporting details to each point you've ticked.

## Language and content

Using a wide range of synonyms not only helps you achieve cohesion but it also allows you to avoid repetition. In exams these are signs of good writing style and they also show that you know a wide range of words.

- 4a Work in pairs. Match the words and phrases in the box with words 1–7, which are similar in meaning. Use a dictionary if necessary.

belief challenges disadvantaged people expenditure  
financial resources governments issues nations nourishment  
nutrition people below the poverty line research  
scientific experimentation viewpoint

- |                                     |                          |
|-------------------------------------|--------------------------|
| 1 countries: <u>nations</u> , _____ | 5 science: _____, _____  |
| 2 food: _____, _____                | 6 problems: _____, _____ |
| 3 funds: _____, _____               | 7 opinion: _____, _____  |
| 4 the poor: _____, _____            |                          |

- b Add one or two words to each group in Exercise 4a.

- c Which words from Exercise 4a should you avoid overusing to achieve a more academic style?



5a For each sentence, add on a second sentence using one or more of the synonyms in Exercise 4a. Your aim is to achieve lexical cohesion and to vary the vocabulary used.

1 Scientific research is often done by the most highly developed countries.

*however, many less wealthy nations simply can't afford it.*

2 Scientific experimentation is expensive.

3 In many countries a proportion of the people don't get enough food.

4 Countries without the financial resources of developed nations often can't provide affordable medical treatment to all their citizens.

5 Governments have to decide carefully how to allocate their resources.

6 Money currently allocated to scientific research could be re-allocated to other areas.

7 A nation needs big projects in order to give inspiration and a sense of pride to its people.

8 The real and potential benefits to society of scientific research are enormous.

b Work in pairs. Exchange sentences with your partner. Can you identify the synonyms? Together, can you improve the cohesion between the sentences?

In advantage-disadvantage essays, it's often useful to show that you partially, but not fully, accept one side of the argument. The language for doing this is called concession language.

6 Look again at the conclusion in the sample essay on page 196. Find a sentence that partially accepts one side of the argument.

7 Write sentences that express two opposing opinions using the prompts and the language in the box.

Admittedly, ... However, ...

Although + adj, ...

(While) it's true that ..., there is no doubt that ...

In some situations, the view that ... has merit.

However, ...

(While) the argument that ... does have its strengths, ...

Despite the fact that ..., ...

Despite + gerund, ...

1 keeping animals in captivity can be cruel / helps endangered species to survive

*Admittedly, keeping animals in captivity can be cruel. However, it helps endangered species to survive.*

2 pets do help prevent loneliness and help children to understand animals / can cause annoyance to others

3 animal testing is painful and cruel / can save human life

4 science research funds could possibly be spent elsewhere / research can improve human life

5 research can satisfy human curiosity / funds need to be allocated carefully

### Write your essay

8 Write your essay in 15 minutes. Use your plan from Exercise 2 to help you. Remember to vary your vocabulary and use concession language where possible.

### Check your essay

9 Spend four minutes checking your essay using the checklist on page 192.

## Review

- 1 Add words to each lexical set. Compared with the word given, each word could be a synonym or have a broader or narrower meaning.

- 1 animal: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 2 biological researcher: \_\_\_\_\_, \_\_\_\_\_
- 3 chick: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 4 clever: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 5 intricate: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 6 jaw: \_\_\_\_\_, \_\_\_\_\_
- 7 unusual: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 8 acquire skills: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 9 money: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 10 view: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 11 evolve: \_\_\_\_\_, \_\_\_\_\_
- 12 likeness: \_\_\_\_\_, \_\_\_\_\_

- 2 Complete the sentences with the correct form of the words in the box.

aspect constraint core creature genetics  
intelligence interaction mammal physics  
resemble similar trace

- 1 \_\_\_\_\_ are biologists who specialise in the study of DNA.
- 2 \_\_\_\_\_ of life might yet be found on other planets in our solar system.
- 3 At the centre of most planets is a(n) \_\_\_\_\_ of solid metal.
- 4 Most dinosaurs have little \_\_\_\_\_ to their closest living relatives, the birds, which look completely different.
- 5 The category of animals that have fur and are warm blooded is \_\_\_\_\_.
- 6 There is a great deal of \_\_\_\_\_ between humans and chimpanzees; they share a considerable amount of genetic material.
- 7 Zoos impose \_\_\_\_\_ on animals' freedom.
- 8 A fundamental \_\_\_\_\_ of \_\_\_\_\_ is the study of forces and energy.
- 9 Dolphins are said to be highly \_\_\_\_\_; they \_\_\_\_\_ with others of their species in a number of different ways.
- 10 A number of \_\_\_\_\_, including chimpanzees and octopuses, demonstrate problem solving skills.

- 3a Join the sentences using participle clauses.

- 1 Sharks have a large number of sharp teeth. They are well adapted to tearing large chunks of meat off their prey.
- 2 Kazuko is an astrobiologist. She is well qualified to give a lecture about life on other planets.
- 3 Microbes are invisible to the naked eye. Instruments such as microscopes are necessary to study them.
- 4 Europa, a moon of the planet Jupiter, probably has an under-surface layer of water. This moon could potentially support life.

- b Join the sentences using language of comparison.

- 1 Crocodiles have lived on Earth for around 55 million years. Modern humans have been around for only 200 thousand years or so.
- 2 Whales are intelligent. Octopuses are very intelligent.
- 3 Humans live mostly on land. Octopuses live mostly in the water.
- 4 Many species of bird are very good flyers. Other birds, such as penguins, can't fly.

- c Join the sentences using concession language.

- 1 Zoos can educate children. Zoos keep animals in unnatural conditions.
- 2 Humans have walked on the Moon. We still don't know a lot about the bottom of the oceans.
- 3 Zoos are unnatural places for animals. Zoos do a very good job at making people interested in animals.
- 4 Scientific research is very expensive. The future benefits of scientific research are enormous.

- 4 Find and correct seven mistakes in the essay paragraph.

When people are asked to think of intelligent sea life, they will probably suggest dolphins or whales. However, octopuses have found to possess a surprising amount of intelligence. They are capable of solving problems and in captive they are very good at disassembling objects placed in their tanks. They have even been know to sneak out of their tanks at night and help themselves to fish from another tank. Giving that their life span is significantly much shorter than humans – three years instead of 80 or so – their intelligence must develop very rapidly. Certainly, the more we find out about octopuses, the amazing their intelligence seems.

# 8

# The arts

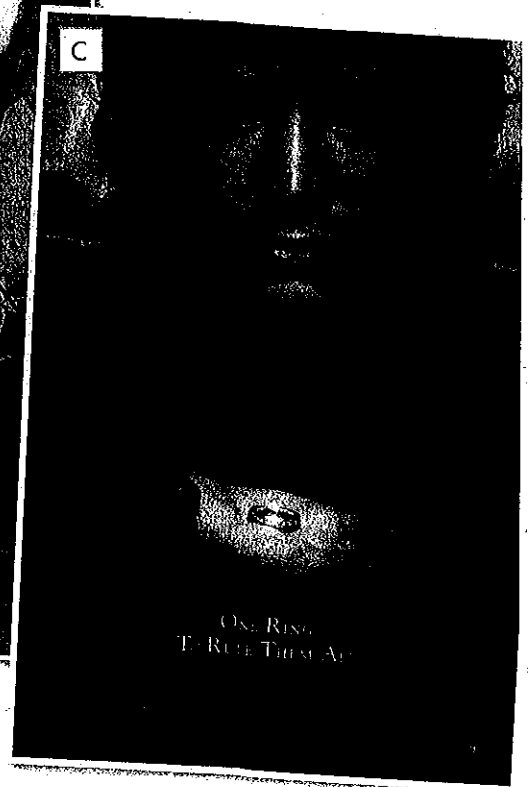
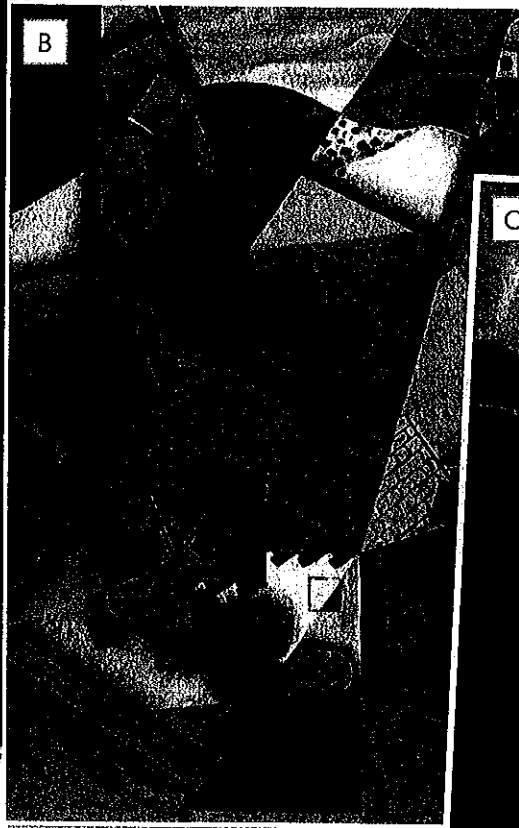
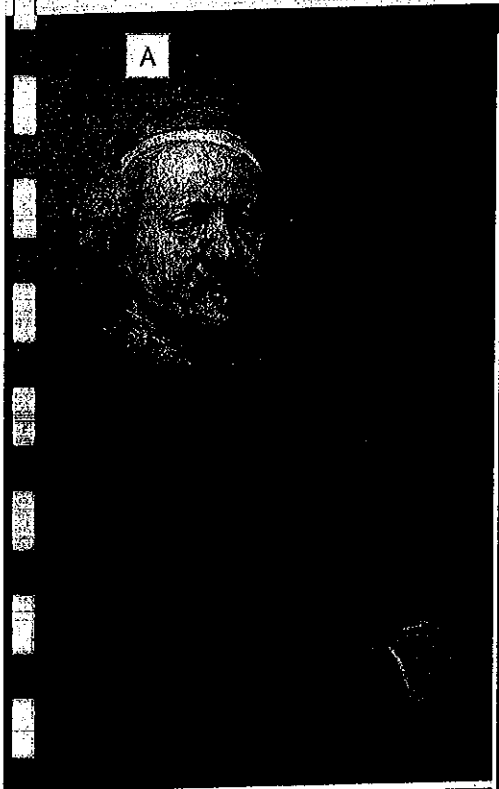
## Overview

### 8A

- > Reading: Reading: Fill in the blanks
- > Academic vocabulary: The arts; Connotation and nuance
- > Speaking: Repeat sentence; Answer short question
- > Listening: Multiple-choice, choose single answer
- > Language development: Reflexive pronouns; Gerunds
- > Writing: Summarize written text

### 8B

- > Listening: Multiple-choice, choose single answer; Write from dictation
- > Language development: Variety in noun phrases; Compact noun phrases
- > Academic vocabulary: Collocations related to skill and ability; Making films
- > Reading: Reading: Fill in the blanks
- > Speaking: Re-tell lecture
- > Writing: Summarize written text



## Lead-in

### 1 Discuss the questions.

- 1 Which of the works of art above do you prefer? What do you like or dislike about them? What types of art are they?
- 2 What other types of art and media can you think of (e.g. sculpture)?
- 3 In general, do you prefer contemporary art or traditional art? Why? Which is more meaningful? Which demonstrates greater technical skill?
- 4 What kind of films do you like?
- 5 What is most important for a good movie: the plot, the characters, the special effects or something else? Is this the same for novels? Why/Why not?
- 6 What other kinds of performing arts can you think of? Which do you most like to watch? Which would you most like to do?

Reading 1 (Reading: Fill in the blanks)

Before you read

- 1 Discuss the questions.
  - 1 Which artists can you name? Use the words in the box (or others) to discuss their styles.

abstract expressive  
representational surreal

- 2 Which do you prefer: art that represents its subject precisely or art that shows the artist's emotions about the subject? Why?



Considering overall meaning

- 2 Read the text in 30 seconds. Then answer the questions.
  - 1 Who is the text about?
  - 2 Does it focus mainly on this person's: A art? B life? C character? D something else?
  - 3 Is there an order to the ideas (e.g. from general to specific, time order)?

Vincent van Gogh was a Dutch Post-Impressionist artist. His works, which show very powerful colour and raw <sup>1</sup> [ ], were not well-known during his lifetime <sup>2</sup> [ ] have become venerated since then. During his early <sup>3</sup> [ ] he was apprenticed to his uncle's art dealership, before stints in other occupations. At the age of 27 he decided to <sup>4</sup> [ ] himself to art. He created many of his most well- <sup>5</sup> [ ] works in Arles, in the south of France.

adulthood	and	but	devote
emotion	focus	known	retirement

Using collocation, grammar and cohesion knowledge

- 3 Work in pairs. Use the questions to help you select the best word for blanks 1–5 in Exercise 2.
  - 1 Blank 1: Notice the clause that the blank occurs in. What does it describe? Which choice completes this description and also collocates with the word before the blank?
  - 2 Blank 2: Which two choices show a relationship between clauses? What is the relationship between the clauses before and after this blank? Which of those choices is the most appropriate here?
  - 3 Blank 3: Which two choices collocate with the word before the blank? Which fits best with the order of ideas that you identified in Exercise 2?
  - 4 Blank 4: Which of the choices is the same part of speech as the missing word and could fit the meaning? Which can be used with the preposition after the blank?
  - 5 Blank 5: Which of the choices collocates with the word before the blank?

**Checking your answers**

4 Read the text in Exercise 2 again. Do your answers feel comfortable? Would you like to change any of them?

**Further strategies**

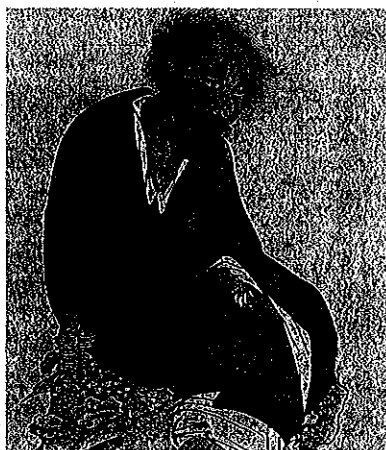
- 5a Work in pairs. Imagine you find a blank difficult. Discuss which of the strategies you would use. If you would use more than one, which would you use first?
- 1 Guess the meaning from the context around the blank.
  - 2 Skip it and come back to it when you've done the others. (You'll have fewer words to choose from then, so the choice will be easier.)
  - 3 Guess quickly and move on.
  - 4 Leave the blank empty, without guessing, and quickly click 'Next'.
  - 5 Something else.
- b For blank 1, did you know this particular meaning of *raw*? For blank 3, did you know the word *apprenticed*? If not, did this cause you any difficulties?

**Test practice**

> EXPERT STRATEGIES page 179

6 Complete the task. Remember to skim the text for overall meaning, use language knowledge to help fill the blanks and then read the text again to check your answers. For difficult blanks, try the strategies you found useful in Exercise 5a.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.



Tang Yin (1470–1524), otherwise '\_\_\_\_\_ as Tang Bohu, was one of China's most renowned painters. He was also a calligrapher and poet. He is well-known in China for his \_\_\_\_\_ lifestyle and there are many \_\_\_\_\_ about him. He is most famous for his meticulous ink paintings of landscapes and people. \_\_\_\_\_ many artists of the time, he sold his paintings to \_\_\_\_\_ a living, leading to disapproval from those who felt that art and commerce shouldn't mix.

do	eccentric	known	legends
like	make	normal	unlike

**Task analysis**

- 7 Compare answers and discuss the questions in pairs.
- 1 Why didn't *normal* fit into blank 2?
  - 2 Why was only one choice possible for blank 3?
  - 3 In the final sentence, what is the relationship between the part of the sentence before the first comma and the part after it? Which word shows this relationship? Does it fit grammatically?
  - 4 With which blanks did collocations help you?
  - 5 Were any words in the text unknown to you? Did this hinder you?
  - 6 Which strategies, if any, did you use from Exercise 5a?

**Discussion**

- 8a Which of the paintings in this section do you find more interesting? Why?
- b Which of the artists in this section would you like to find out more about? Why?

**EXPERT WORD CHECK**

be apprenticed to calligrapher disapproval Impressionist  
meticulous renowned stints venerated

> SEE READING 2 for more practice of this task type.

Academic vocabulary 1 **AWL** **ACL**

## The arts

- 1 Work in pairs. Complete the sentences with the correct form of the words in the box. Use the context to help you and look for suffix clues that show that a word is a verb, noun (e.g. a state or a person), etc.

analogy contemporary curate interpretation  
manipulate persistence pose practitioner  
scenario transform

- 1 The model \_\_\_\_ for a portrait.
- 2 \_\_\_\_ art tends to be less representational than older, traditional art.
- 3 Some \_\_\_\_ of art undergo intensive study, while others are self-taught.
- 4 The worst possible \_\_\_\_ is that none of the works of art from the exhibition sells.
- 5 By representing a person being struck by lightning the artist has drawn a(n) \_\_\_\_ with the luck of life; the painting is saying that bad luck of any kind can strike us at any time.
- 6 One artist was known for \_\_\_\_ paint in a unique way; he poured it rather than applying it with the bristles of a brush.
- 7 The painting can be \_\_\_\_ in two ways: as a straightforward representation of the people shown or as a comment on issues affecting society.
- 8 The artist's unique approach began a new era during which the art world was \_\_\_\_.
- 9 During the years in which he had little income, it was only through \_\_\_\_ and struggle that he survived.
- 10 The exhibition was very well \_\_\_\_ . There was an excellent selection of works.

- 2a Complete the collocations with words from the sentences in Exercise 1.

- 1 a(n) \_\_\_\_ scenario
- 2 \_\_\_\_ transformed
- 3 an analogy \_\_\_\_ something
- 4 pose \_\_\_\_ something
- 5 a practitioner \_\_\_\_ something

- b Use the words in Exercise 1 to form:

- 1 a noun ending in *-ation*: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 2 a noun that has the same form: \_\_\_\_\_
- 3 a verb by removing the suffix: \_\_\_\_\_
- 4 a noun for a person ending in *-or*: \_\_\_\_\_

- c Write sentences using the words in Exercise 2b.

## Connotation and nuance

Many words can have a positive or negative feeling, called a connotation, depending on context. Sometimes connotation can change with context but sometimes it's more fixed, e.g. *home* usually has a more positive connotation than *house*.

- 3 Which of the words below has a more neutral meaning? Which often has a more positive meaning?

big change transformation

- 4a Use the context in these sentences to decide whether each underlined word has a more positive, negative or neutral connotation.

1 A Most people find her work strange and unusual but I'm attracted by its uniqueness.

B It's impressive that he produces work with such original ideas, considering that he is still quite young.

2 A The sculptor is meeting his accountant tomorrow.

B Her encounter with the famous artist is a memory she'll treasure for the rest of her life.

3 A Her art was influenced by Van Gogh, Matisse and Hiroshige.

B Governments have often attempted to manipulate art in order to use it to support their ideas.

4 A I'm not keen on that sculpture; it looks rather strange and hard to understand.

B I love the way that her art is so eccentric! So fresh and inspiring!

5 A Many people like traditional art as they find it easy to understand.

B At the beginning of the 20th century, many artists began to escape from what they felt were old-fashioned conventions and experimented by producing abstract forms of art.

6 A As an example of how ambitious he was, his high school teachers remember him stating that he wanted his own exhibition before he was 25.

B He was so greedy for fame that he often resorted to dishonesty to promote himself.

- b Choose sentences from Exercise 4a and re-write them with a different connotation, e.g. more neutral, positive or negative. Indicate each new connotation in brackets.

- c Write sentences about yourself for five of the underlined words in Exercise 4a.

- d Take turns to use your sentences from Exercises 4b and 4c to begin short conversations with at least one other student.



not really very ambitious

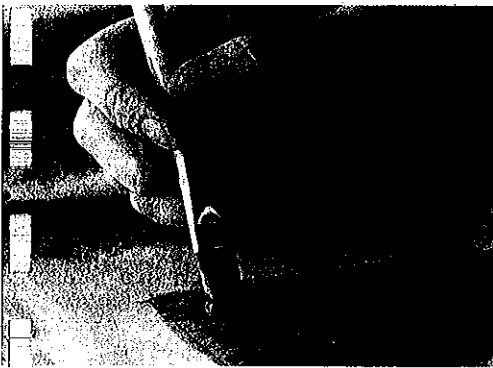
Oh! What makes you say that?

## Speaking 1 (Repeat sentence; Answer short question)

- Lead-in**
- In your language, is every word always pronounced exactly the same way, no matter where in a sentence it is?
  - How does English compare with your language for consistency between spelling and pronunciation?

### Pronunciation: Assimilation



- Read the sentences and mark // between each sense group.
  - He was an abstract expressionist painter.
  - The artist used an apartment as his studio.
  - The artist's early work was a good buy.
  - He has a good collection of art.
  - This short line on the painting represents life.
  - He's showing his work at the London Gallery of Art.
  - She had a great exhibition last year.
  - Would you like to come to the gallery with me?
- Work in pairs. Discuss how you think the underlined transitions between words and parts of words in Exercise 2a might be pronounced for smoothness.
-  Listen and check your answers.
-  Work in pairs. Listen again and repeat each sentence. Take turns to go first.





### Test practice 1: Repeat sentence

► EXPERT STRATEGIES page 170

### Task analysis

- Predict how the underlined transitions are pronounced by comparing with Exercise 2b above.
  - There are many abstract paintings here.
  - A course in art will stimulate creativity.
  - The gallery has shown many Chinese paintings.
  - Early next year there's a major auction of his work.
  - He would yell if he was interrupted while painting.
-  Listen and check your answers.
- Work in pairs. Practise reading the sentences to your partner. Take turns to go first.
-  Complete the task in pairs. You will hear eight sentences. Take turns to repeat them. Remember to try to use assimilation.


 **15 secs.** You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.


-  Work in new pairs and repeat the task. Your partner will tick the boxes if he/she hears you use assimilation for the word transitions shown.
 

1 <input type="checkbox"/> expert <u>painter</u>	5 <input type="checkbox"/> 's <u>shown</u>	<input type="checkbox"/> art <u>movements</u>
2 <input type="checkbox"/> <u>good</u> <u>methods</u>	6 <input type="checkbox"/> art <u>gallery</u>	<input type="checkbox"/> <u>next</u> <u>year</u>
3 <input type="checkbox"/> would <u>yearn</u>	7 <input type="checkbox"/> abstract <u>period</u>	
4 <input type="checkbox"/> <u>good</u> <u>man</u>	8 <input type="checkbox"/> would <u>use</u>	
- How well did you feel you did on the task? Do you find it easier to use this pronunciation feature or to pronounce every sound clearly?

### Test practice 2: Answer short question

► EXPERT STRATEGIES page 173

-  Complete the task in pairs. You will hear six questions.
 

 **10 secs.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



**Listening 1 (Multiple-choice, choose single answer)****Before you listen**

- 1 Look at the flower arrangement in the photo. Comment on the features below and any other features you can think of.
- its colour and size
  - its perfection
  - its naturalness
  - its proportions and symmetry
  - the mood it creates
  - whether you would use it for ornamentation

**Detecting inference and implication**

► EXPERT STRATEGIES page 185

- 2 Read the sentences. Make inferences about each idea in brackets. If you're not completely sure, use a hedging word such as *probably*.
- 1 Ikebana, the Japanese style of flower arranging, takes many years to learn well. (easy or difficult? experience?)  
*It's difficult to do ikebana well.*  
*Becoming good at ikebana requires a lot of experience.*
  - 2 Kyoko Kassarian holds the highest teaching rank of the Sogetsu style of Ikebana. (Kassarian's teaching skill, the existence of different styles)
  - 3 The Sogetsu style of ikebana allows the inclusion of non-traditional elements into the arrangement, such as plastic and steel. (other ikebana styles)
  - 4 In the 15th century the Buddhist monk Ikenobo Senkei founded the Ikenobo style, practised by priests and aristocrats. (ordinary people)
- 3 75 Listen to three short extracts and tick (✓) the sentence that is a reasonable inference for each.
- 1 A  A high level of skill is required for ikebana.  
 B  Some students of ikebana are slow learners.
  - 2 A  The fourth certificate allows the holder to teach.  
 B  The fourth certificate is not the final step to teaching.
  - 3 A  Creating an ikebana arrangement is not a quick process.  
 B  Several ikebana arrangements can be made in a day.
- 4 76 Listen to a lecture and tick (✓) the sentence that is a reasonable inference.
- A  There are similarities between ikebana and 'western' styles of flower arranging.
  - B  'Western' people see ikebana differently from how the Japanese perceive it.
  - C  In modern-day Japan people are less likely to encounter ikebana.
  - D  Ikebana is better suited to more traditional settings.
- 5 Compare and discuss your answers in pairs. Then change the incorrect sentences to make them correct.
- 6 76 Listen again. In the Japanese interpretation, what is important: the flowers themselves, the space around them or both?

**Discussion**

► SEE LISTENING 2 for more practice in inference and implication.



## Language development 1

### Reflexive pronouns

> EXPERT GRAMMAR page 212

1 Read the sentences. Why is *himself* or *itself* used in each? Could the word or just *-self* be omitted?

- A At the age of 27 Vincent van Gogh decided to devote himself to painting.
- B It was an idea that he thought of himself; he didn't copy it from others.
- C The exhibition itself wasn't too difficult to organise; encouraging people to come was much harder.

2 Write sentences using the prompts. Use reflexive pronouns to emphasise that the subject of the sentence did the action and not anyone else.

1 you / want / do it?

*Do you want to do it yourself?*

2 I / created / flower arrangement without any help

3 artists / organised / exhibition

4 students / expected / do all course work

5 the painting / not difficult; thinking of the idea / much harder

6 the study / quite easy; finding the money / though / difficult

7 please / check your work / ask me / if have / questions

8 students / participating / exhibition / expected / look after framing; university gallery / not responsible / this

3 Work in pairs. Tell your partner about something that:

1 you did by yourself.

2 wasn't itself too difficult but ...

3 some friends did themselves.

organised my university course by myself. It actually wasn't too difficult.

Really? I used an education agency.

I thought about doing that but ...

### Gerunds

> EXPERT GRAMMAR page 213

4a Read the sentence from Listening 1. Which gerund is used:

- 1 after a preposition?
- 2 as the subject of a clause?

The time required for earning a teacher's diploma varies but completing a doctoral degree is usually quicker.

b Which gerund can be replaced by an infinitive?

5 Re-write the sentences beginning with a gerund.

1 A lot of time is required to prepare materials.

*Preparing materials requires a lot of time.*

2 Patience is required to become skilled at the technical side of art.

3 It was hard work to finish the painting.

4 It's harder than it looks to pose well for the camera.

5 It was unusual in 16th-century China to sell paintings to make a living.

6 It takes a lot of skill to manipulate glass without breaking it, though some amazing pieces of art have been created in this way.

6 Complete the sentences with the gerund or infinitive form of the verbs in the box.

become choose create exhibit extend have  
keep lecture recreate represent sell study

- 1 He wanted \_\_\_ art history for his postgraduate degree.
- 2 Van Gogh had problems \_\_\_ his work; unfortunately for him, he never sold a painting during his short lifetime.
- 3 She had \_\_\_ between art and business for her degree.
- 4 The artist was very interested in \_\_\_ environmental issues in his work.
- 5 Because of a general lack of money, \_\_\_ an artist wasn't an option at the time.
- 6 In his drawings he had an incredible ability \_\_\_ minor details very accurately, just from memory.
- 7 He resented \_\_\_ to do what the buyers of his art wanted; his preference was to follow his own creative instincts.
- 8 Next year he hopes \_\_\_ a few paintings at a major art gallery.
- 9 He gave up \_\_\_ art to make a living and turned to \_\_\_ at a local university instead.
- 10 There's a strong possibility of \_\_\_ the exhibition and \_\_\_ it open for another week if it proves popular enough.

## Summary writing 1 (Summarize written text)

## Discussion 1 Discuss the questions.

- 1 What examples of the following can you think of that you would consider to be works of art?
  - sculpture • architecture • ceramics • textiles
- 2 Where do you think the item in the photo is from? Without looking at the text, say what you think it is made of. How old do you think it is?

## Finding main ideas

- 2a Read the text and underline the main ideas that could be included in a summary sentence.

► EXPERT STRATEGIES page 174



The Inca people were one of the most fascinating historical cultures. At the time of the Spanish conquest of South America in the 16th century their empire was one of the largest and wealthiest in the world, extending from the current countries of Chile and Argentina in the south to Colombia in the north. Due to a reverence for gold, the Incas held a very substantial quantity of the metal in the form of sculptures and gold leaf, which covered many things, including buildings even. Unfortunately, little of this remains as it was melted down by the invaders. Consequently, to understand the art of this incredibly rich and sophisticated culture, we have to look at other forms of art such as ceramics, architecture and textiles that have survived in greater numbers.

Most known Inca ceramics are large vessels with either geometric designs or colourful depictions of birds, cats and other animals. Surviving textiles also had geometric designs such as rectangles and squares. However, it is architecture that the Incas are best known for now, with Machu Picchu being the most famous example. This large complex of buildings, like others of their type, is constructed of massive, uniquely-shaped blocks that were carved with a high degree of accuracy and which required no mortar to hold them together.

- b Compare answers in pairs. Did you underline topic sentences? Examples? Names? Details such as years and places?
- c Adjust your answers if necessary.

## Paraphrasing

- 3 Complete the paraphrases of the notes from the text with the words in the box.

amount left levels precision quantities representations  
significant vivid

- 1 a very substantial quantity → a very \_\_\_\_\_
- 2 little of this remains → only small \_\_\_\_\_ are \_\_\_\_\_
- 3 colourful depictions → \_\_\_\_\_
- 4 a high degree of accuracy → high \_\_\_\_\_ of \_\_\_\_\_

## Writing summary sentences

- 4a Write a sentence (or two sentences with a semicolon (;) between them) to summarise the text in Exercise 2.
- b Work in pairs. Check and refine your summaries so that they:
  - include the most important ideas.
  - are 5-75 words long.
  - have no grammar or spelling errors.
  - are both different from each other.



# Moving art

## Listening 2 (Multiple-choice, choose single answer; Write from dictation)

### Before you listen

- 1 a Have you ever acted in a play? How easy was it?
- b How do you know that an actor is a good actor? What differentiates a bad acting performance from a good one?

### Detecting inference and implication



### Test practice 1: Multiple-choice, choose single answer

► EXPERT STRATEGIES page 185

- 2 Listen to the first part of a talk and choose the correct answer to this test question.

According to her talk, the speaker doesn't like it when

- A  the actor makes the wrong movements.
- B  the acting appears too perfect and effortless.
- C  she can see that the actor is trying hard.
- D  the actor has done too much preparation.

- 3 Discuss the questions.

- 1 How did you decide whether each option was correct or incorrect?
- 2 Read this extract from the recording. What can you infer from this to confirm the correct response? *'If she could see, visually, what was going on in the actor's mind - his thinking about how to play the part - then the acting was bad, she felt.'*

- 4 Listen to the second part of the talk and complete the task. Remember to read the options before listening. Also keep in mind that you might not hear the answer stated directly; you may have to infer the correct option.

*Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

Which is true, according to the speaker?

- A  Herbert wasn't sure about the speaker's teaching ability.
- B  The speaker followed standard teaching practices.
- C  The speaker already had a good reputation for acting.
- D  The speaker's students could take in a lot of information.

### Task analysis

- 5 Work in pairs. Discuss how you decided on your answer. What inferences did you make? Then listen again and check whether your inferences were accurate.

### Discussion

- 6 What is your opinion about the speaker's teaching methods? Do you think they could be applied to other subjects?

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 188

- 7 Complete the task. You will hear four sentences. After each, check your work and use your grammar knowledge to reconstruct any parts of the sentence you didn't write down.

*You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.*

- 8 Compare answers in pairs and note any differences. Then listen again and check your answers.

## Language development 2

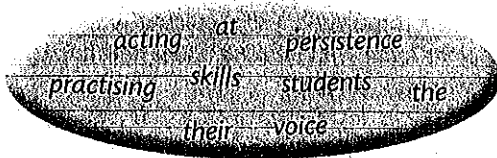
## Variety in noun phrases

> EXPERT GRAMMAR page 213

- 1 Look at the noun phrases. They all refer to the same person. Which one has a different meaning from the others? What is the difference?

- A The camera operator's skill ...
- B The skill of the camera operator ...
- C Her camera operation skill ...
- D Her skill at operating cameras ...
- E Her skill at camera operation ...
- F Her skill, including camera operation, ...

- 2a Make as many noun phrases as you can using the words in the list.



*the acting students' persistence at practising their voice skills*

- b How might you add to one of the noun phrases in Exercise 2a to make a sentence?
- c Put the words in the correct order to make sentences. Add any other words necessary.
- 1 opening night / movie / well attended  
*The movie's opening night was well attended.*  
*The opening night of the movie was well attended.*
  - 2 main problem / their / finding enough money
  - 3 his / ability / teaching / excellent
  - 4 well-trained / they / experienced / actors
  - 5 director / experience / essential to the success of the production
  - 6 persistent / dancer / practice / help / get the role she wanted
  - 7 training / good quality / transform / student / acting / voice
  - 8 possible / scenario / worst / is to / show / cancel
  - 9 elderly / actor / interpretation / role / best / I / ever seen
  - 10 his / contemporary / style / ink / painting / made / the artist / famous
- d Write a short paragraph about one of the topics below. Pay particular attention to your use of noun phrases.

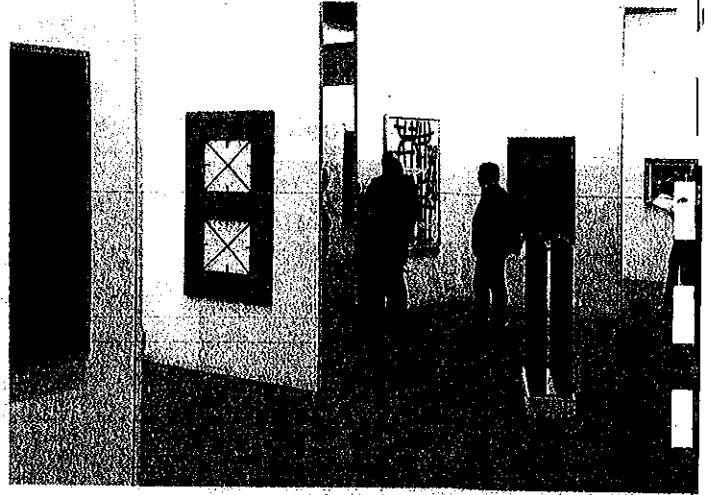
- a film genre of your choice
- a film you've seen
- something you know about films

## Compact noun phrases

> EXPERT GRAMMAR page 213

- 3 Work in pairs. Read the phrase and discuss how you could make it shorter.

an exhibition of work that was produced by students



- 4a Think about what the compact noun phrases mean and expand them into longer noun phrases. (Hint: You can use relative clauses or phrases beginning with *of* or *by*.)

- 1 an actor training course  
*a course that trains people to become actors*
- 2 a world-famous artist
- 3 an English-born film-maker
- 4 an editing problem
- 5 a Spielberg film (Hint: Spielberg is a director.)
- 6 last night's movie
- 7 film sequels

- b Join the sentences using compact noun clauses to make them shorter.

- 1 The movie we saw last week was one of the most interesting I've seen. You know – the science fiction one.

*Last week's science fiction movie was one of the most interesting I've seen.*

- 2 There was one achievement that he desired most. That was to win an Oscar.
- 3 It's unlikely that there will be any problems during the production stage. The planning for that has been very thorough.
- 4 Some entertainers get the audience to participate in their shows. This is something that other performers should consider.
- 5 There is a course which is about film-making. It will be held in the city centre, at the campus there.
- 6 The movie star who was born in Russia made a move to New Zealand. He did that with his family.

- 5 Work in pairs. Look at the paragraph you wrote in Exercise 2d. Can you shorten any of the sentences by using compact noun phrases?

## Academic vocabulary 2 AWL ACL

### Collocations related to skill and ability

Instead of very general words such as *good*, it's better style to use more specific words, especially in writing.

**1 a** Work in pairs. Read the sentence and find as many ways to paraphrase it as you can. (Hint: Useful words are *skill, competent, ability, talented*, etc.)

He's a very good actor.

**b** Read the sentences. Then decide which words in the box can replace the words in items 1–5.

- A He is highly skilled at acting.
- B He is a highly skilled actor.
- C He has good acting skills.
- D He shows a high level of skill at acting.

ability competence competent demonstrates  
excellent exceptional exceptionally expertise  
extremely has proficiency proficient strong  
talent talented very

- 1 *highly* in A and B: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 2 *skilled* in A and B: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 3 *good* in C: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 4 *skills* in C: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 5 *shows* in D: \_\_\_\_\_, \_\_\_\_\_

**2** Work in pairs. Use the collocations in Exercise 1b to talk about your own skills and abilities, and those of your friends. Your partner will tick (✓) them off as you use them.

### Making films

**3 a** Match the words in the box with their meanings.


equipment footage fundamental ignore  
inspiration phase pre-production rehearsal  
shift shoot

- 1 \_\_\_\_\_: take photographs or make a film of someone
- 2 \_\_\_\_\_: the tools, machines, clothes, etc. that you need to do a particular job or activity
- 3 \_\_\_\_\_: sections of video or film
- 4 \_\_\_\_\_: a time when the people in a play, concert, etc. practise before the real event
- 5 \_\_\_\_\_: the arrangements made before actually making a film, video, etc. can begin
- 6 \_\_\_\_\_: one of the stages of a process
- 7 \_\_\_\_\_: a good idea about what you should do, write, say, etc., especially one that you get suddenly (positive connotation)
- 8 \_\_\_\_\_: relating to the most basic and important parts of something

- 9 \_\_\_\_\_: to deliberately pay no attention to something that you know about or to behave as if you have not seen or heard of something
- 10 \_\_\_\_\_: to move or change something

**b** Complete the text with the correct form of the words in Exercise 3a.

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1 \_\_\_\_\_ a film, even a short one, can be quite a complex process and involve a surprising number of people. To do it well, preparation is of 2 \_\_\_\_\_ importance. Once you have your 3 \_\_\_\_\_ and have decided on a plot, 4 \_\_\_\_\_ can begin. This involves arranging a studio, obtaining permissions for any special locations and organising the participants – film crew, actors, sound people and so on – and 5 \_\_\_\_\_ video cameras, sound and editing gear, etc. Each part of the shoot must be scheduled; nothing can be 6 \_\_\_\_\_. This is a big project in itself. Don't forget to leave some time spare so that events can be 7 \_\_\_\_\_ if things beyond your control, such as the weather or illness, affect production.

Before starting actual filming, 8 \_\_\_\_\_ must take place – for the technical crew as well as the actors – to ensure that everything goes according to plan. Only when this is done should the filming 9 \_\_\_\_\_ begin. But the project isn't over yet. The 10 \_\_\_\_\_ still has to be edited.

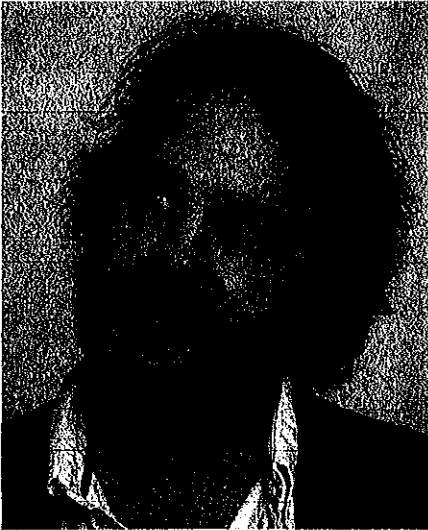
**4** Work in pairs. Cover the text in Exercise 3b and take turns to explain how a film is made using the words in Exercise 3a.

**Reading 2 (Reading: Fill in the blanks)**

**Before you read**

- 1 a What do you think is the difference between the jobs of a film producer and a film director?
- b Who produced and/or directed your favourite films?

**Considering overall meaning and changes of focus**



- 2 Read the text in 30 seconds. Underline the clause that indicates the topic.

In film-making, directors' roles can vary <sup>1</sup> [ ] but in general, they are responsible for the <sup>2</sup> [ ] aspects of the production, including directing the actors and the camera, lighting and sound <sup>3</sup> [ ]. They also supervise post-production, including the <sup>4</sup> [ ] process, sound effects and music. The role thus requires a wide range of skills. While <sup>5</sup> [ ], producers look after funding, marketing and distribution, perhaps <sup>6</sup> [ ] directors may be involved in this as well.

- 3 a Choose the correct answers for blanks 1–6 in Exercise 2.

- 1 slightly    tremendously    4 editing    filming
- 2 creative    technical    5 practically    theoretically
- 3 crews    equipment    6 logically    surprisingly

- b Work in pairs. Compare answers and discuss your reasons for each choice.

**Test practice**

► EXPERT STRATEGIES page 179

- 4 Complete the task. Remember to read the text quickly for overall meaning, analyse each blank in turn and then read the text again to check your answers.

*In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.*

Producers are the main players in the television, film and video industries. A producer will oversee each project from conception to completion and may <sup>1</sup> [ ] be involved in the marketing and distribution processes.

Producers work closely with directors and other <sup>2</sup> [ ] staff on the shoot. <sup>3</sup> [ ], they need to have directing skills themselves as the producer may also be the director. Producers arrange <sup>4</sup> [ ] for each project and are responsible for keeping the production within the allocated budget.

also	never	production	marketing
increasingly	surprisingly	funding	

**Task analysis**

- 5 Discuss the reasons for your choices in Exercise 4. Consider whether overall meaning, collocation knowledge, grammar knowledge, cohesion knowledge or something else was useful for each blank.

**Discussion**

- 6 a Which responsibilities of a producer would you most enjoy? Which would you enjoy least? Why?
- b Would you rather be a producer or a director?

**EXPERT WORD CHECK**

post-production    sound effects    take care of budget    tremendously



## Speaking 2 (Re-tell lecture)

### Lead-in

- 1 Imagine that you've been told to make a short film. Discuss how you could choose the following.
- genre
  - camera operators
  - sound crew
  - actors
  - locations
  - plot
  - equipment



### Taking notes on key points

- 2a Listen to a lecture and take notes. Use the note-taking skills you practised in earlier modules.
- b Compare notes in pairs. Then adjust your own notes as necessary.

### Sample response

Try to use an introductory expression such as *According to the lecturer* or *The lecture provided information about ...*. This will help you avoid using whole expressions from the recording, which will help you to get higher marks.

- 3a Listen to a student doing the task and write down the introductory phrase he used. Then tick (✓) off your notes as they are mentioned by the speaker.
- b Were there any notes that you took which the speaker didn't mention? Were there any points he made which aren't in your notes? Adjust your notes again if necessary.
- 4a Look at the introductory phrases in the box.

Which can be followed by a noun phrase? By a main clause? By a *that* clause?

---

According to the [type of speaker], ...  
 The talk/lecture described/explained/argued ...  
 The talk/lecture was about ...  
 In the talk/lecture the speaker described/explained/argued/said ...

---

- b Write sentences you could use to begin your talk using the introductory phrases in Exercise 4a.

## Test practice

> EXPERT STRATEGIES page 172

- 5 Look at the checklist to remind yourself of features to include.

Did the speaker:	You	Your partner
use an introductory phrase?	<input type="checkbox"/>	<input type="checkbox"/>
mention key points, not minor details?	<input type="checkbox"/>	<input type="checkbox"/>
only give information from the talk (not own ideas)?	<input type="checkbox"/>	<input type="checkbox"/>
organise ideas logically, using discourse markers?	<input type="checkbox"/>	<input type="checkbox"/>
avoid repeating information?	<input type="checkbox"/>	<input type="checkbox"/>
give an implication or a conclusion?	<input type="checkbox"/>	<input type="checkbox"/>
speak smoothly, without many hesitations?	<input type="checkbox"/>	<input type="checkbox"/>

- 6 Complete the task in pairs. Remember to use your notes and begin with an introductory phrase. When it is your turn to listen, use the checklist in Exercise 5.

40 secs. You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



### Task analysis

- 7a Work in pairs. Discuss how you both did on the task and which areas in the checklist in Exercise 5 you need to work on.
- b Work in new pairs and repeat the task. Focus on the areas you identified in Exercise 7a.

### Discussion

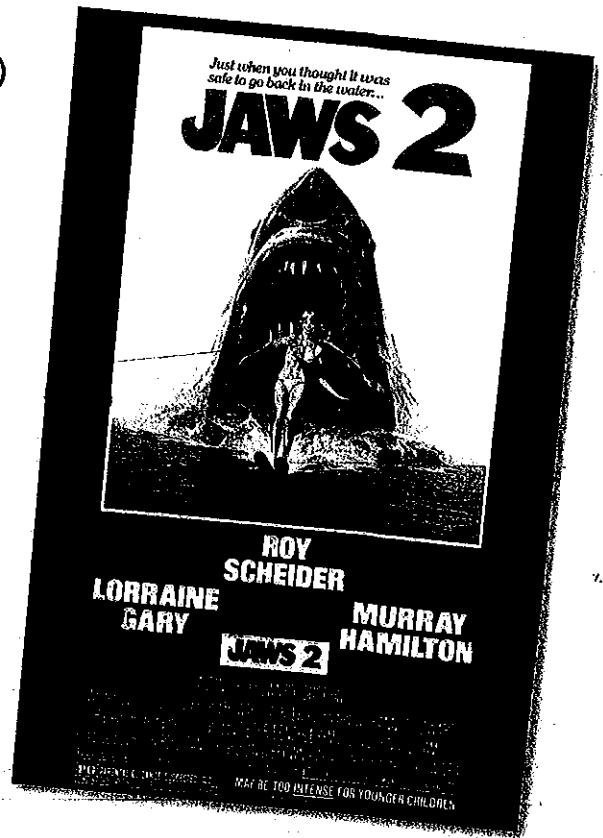
- 8 Would you like to make a film? Do you think it would be easy and/or enjoyable? Why/Why not?

### Further practice

- 9 82 Turn to page 191 and complete the task.



## Summary writing 2 (Summarize written text)



**Lead-in** 1 Discuss the questions.

- 1 What films can you think of that are part of a trilogy? That have sequels?
- 2 Do you think that sequels are usually better or worse than the original?
- 3 Does this depend on anything, e.g. whether the sequel was planned at the same time as the first in the series?

**Understand the task** 2a Work in pairs. Read the task instructions and the text quickly. What is the text about?

**10 mins** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Given its long history both in Hollywood and elsewhere, it is surprising that such a prevalent and central presence in commercial cinema as the sequel has been so perpetually overlooked. This is not to say that the films themselves have been ignored – as the voluminous material on *Aliens* (James Cameron, 1986) and *Terminator 2: Judgment Day* (James Cameron, 1991), as well as *The Matrix* (Andy and Lana Wachowski, 1999–2003) and *The Lord of the Rings* (Peter Jackson, 2001–2003) trilogies attests – but the bulk of this criticism takes little interest in their status as sequels, choosing instead to focus on their place within a director's body of work, their representations of gender and so on.

In the 1990s the sequel became more visible in relation to debates around what constituted the 'new' or 'post-classical' Hollywood, with scholars such as Thomas Schatz (*The New Hollywood in Film Theory Goes to the Movies*, Routledge, 1993) and Timothy Corrigan (*A Cinema Without Walls*, Rutgers University Press, 1991) invoking the form as symptomatic of shifts within that industry. In this respect, academics have been in step with popular criticism of the sequel, which has been widespread and persistent since the late 1970s and has manifested itself in writings by Vincent Canby (1977), Peter Rainer (1983), Richard Corliss (1990, 1992) and J. Hoberman, whose oft-quoted review of Hollywood from 1975 to 1985 decried the bout of 'sequelitis' (1985:38) that had apparently afflicted that decade.



**b Discuss the questions.**

- 1 Do you think you should pay a lot of attention to the names and dates in brackets? Why/Why not?
- 2 When the writer says, 'This is not to say that the films themselves have been ignored,' (second sentence), does he mean that the films themselves have been ignored or that they haven't been ignored?
- 3 What has been ignored in the academic literature: commentary on some films that by chance are sequels or sequels in general?
- 4 Is there a lot of material in the literature on film series such as *Aliens* and *The Matrix*? Which word tells you this?
- 5 What does 'the form' in the second paragraph, line 4, refer back to?
- 6 Paragraph 2 mentions the opinions of university academics ('scholars' and 'academics') and of reviewers in books and magazines ('popular criticism'). What topic do they agree about? What is the difference in timing?
- 7 The suffix *-itis* is often used for the names of diseases. What do you think 'sequelitis' (last line) might mean?

**Plan your summary sentence**

**3a Read the text again and take notes.**

- b Look at your notes and decide which are the most important points to include in a summary. Mark them with a tick (✓).**
- 4 Compare notes in pairs. If there are differences, decide how important they are and adjust your notes as necessary.

**Language and content**

**5 Complete the paraphrases of extracts from the text with the words in the box.**

academic literature   common   connection  
discussions   little attention   popular press  
same point   sign

- 1 a prevalent and central presence → a(n) \_\_\_\_\_ phenomenon
- 2 has been overlooked → has received \_\_\_\_\_
- 3 in relation to debates around → in \_\_\_\_\_ with \_\_\_\_\_ about
- 4 be symptomatic of → be a(n) \_\_\_\_\_ of
- 5 academics have been in step with popular criticism → \_\_\_\_\_ has made the \_\_\_\_\_ as reviewers in the \_\_\_\_\_

**6a Read the sentence. What do you think is awkward about it? How can it be improved?**

*Despite the popular impression that sequels are only made to cash in on the popularity of the original, some sequels are actually quite good.*

**b Improve the cohesion in the underlined parts of the sentences.**

- 1 Although sequels have been produced in Hollywood for many decades, there is surprisingly little analysis of the phenomenon of sequels in the literature.  
... this phenomenon.
- 2 Most of the literature that mentions film sequels focuses on other aspects of the sequels rather than on the fact they are sequels.
- 3 There has been some analysis of sequels; they see them as a symptom of changes within Hollywood.
- 4 The popular press often sees sequels as a disease. However, they don't propose any cure for a disease.
- 5 Sequels of Hollywood movies are commonly seen as an attempt to cash in on the success of the original movie. If an original movie is a success, then often a sequel will be made but if the original doesn't do so well, then you're unlikely to see a story extended.

**Write your summary sentence**

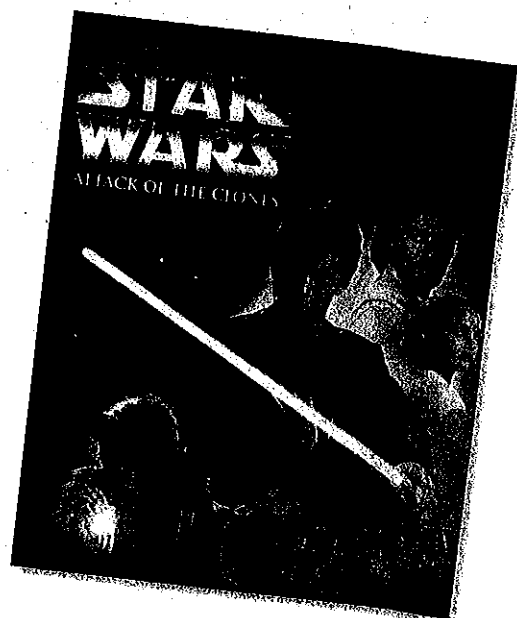
➤ EXPERT STRATEGIES page 174

- 7 Use your notes to write a sentence in response to the task. Use one or more of the paraphrases from Exercise 5 if you find them useful.

**Check your summary sentence**

➤ EXPERT WRITING page 199

- 8 Check your summary sentence using the checklist on page 192. Pay particular attention to cohesion, grammar, spelling and noun phrases.



## Review

- 1 Complete the sentences with the correct form of the words in the box.

abstract characters competent demonstrate  
equipment fundamentally generation  
ignorance inspire media phase persistence  
prominent

- 1 He \_\_\_\_ a high level of \_\_\_\_ at acting.
- 2 He was tired of painting and took up sculpture instead; he wanted the challenge of applying his creativity to a different \_\_\_\_.
- 3 He was one of the most \_\_\_\_ artists of his \_\_\_\_ and is still well-known to this day.
- 4 He preferred \_\_\_\_ art to more representational styles.
- 5 The plot of the movie was a bit dull but it was the \_\_\_\_ that made it worthwhile.
- 6 Careful planning is of \_\_\_\_ importance when organising an exhibition. You can't be too well organised!
- 7 Don't \_\_\_\_ any problems with the \_\_\_\_; if your video camera fails, for instance, the whole project will fail. There won't be a second chance!
- 8 After filming comes the editing \_\_\_\_.
- 9 He didn't produce much new work during the middle phase of his career. He explained this by saying that he had lost \_\_\_\_.
- 10 Through \_\_\_\_ and hard work, he achieved a good deal of success in his acting career.

- 2a Complete the sentences by creating noun phrases for each blank.

- 1 \_\_\_\_ making films is complex.
- 2 \_\_\_\_ art galleries is always interesting.
- 3 My \_\_\_\_ art began when I was 1 child.
- 4 Practitioners \_\_\_\_ have to train for many years.
- 5 \_\_\_\_ are unlikely if you prepare well.
- 6 \_\_\_\_ is the result of years of intense training.
- 7 There are \_\_\_\_ an artist.
- 8 \_\_\_\_ are just two of the many forms of art.
9. To be successful studying art, it's important to have \_\_\_\_.
- 10 \_\_\_\_ unique style is important for all artists.

- b Work in pairs. Compare your sentences from Exercise 2a. Which of your partner's answers do you think was his/her best?

- 3 Complete the sentences with the correct form of the words in brackets.

- 1 If you don't visit the gallery \_\_\_\_ (you), you'll be disappointed.
- 2 Many people say that \_\_\_\_ (act) is difficult.
- 3 He wants \_\_\_\_ (take) a new course to develop his career further.
- 4 Not every actor wishes \_\_\_\_ (star) in Hollywood movies and win major awards.
- 5 \_\_\_\_ (create) new, original works of art is a very difficult process; most are heavily influenced by other works.
- 6 It's very important \_\_\_\_ (have) time out from work to look after your creative side.
- 7 As an actor he was more interested in \_\_\_\_ (prepare) thoroughly for the role than in parties.
- 8 Nowadays most artists feel a need \_\_\_\_ (experiment), though this wasn't always the case.
- 9 If you go to the gallery, there's a possibility of \_\_\_\_ (meet) the artist himself!
- 10 There is a lot to be gained from \_\_\_\_ (develop) an interest in art.

- 4 Find and correct seven mistakes in this draft of a paragraph about method acting.

Method acting is an acting technique that has its origins with influential Russian and American figures in the first half of the 20th century. The fundamentally point of method acting is that the actor uses themselves own memories, experiences and emotions. According to the method, use these techniques can help practitioners gaining a deep understanding of their character. A number well-known Hollywood actors were trained with this technique, including Marilyn Monroe and Johnny Depp. Method act still has relevance today.

# 9

# Future technology

## Overview

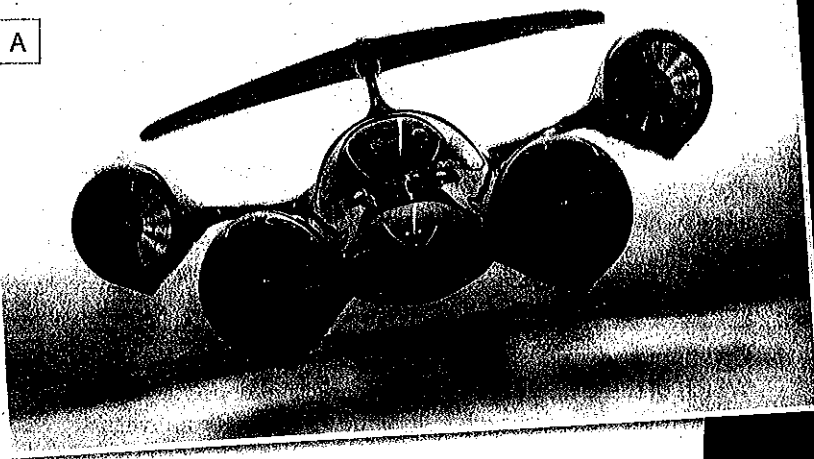
### 9A

- > Reading: Reading & writing: Fill in the blanks
- > Academic vocabulary: Intelligent machines; Word-building with fractions
- > Speaking: Read aloud; Answer short question
- > Listening: Multiple-choice, choose multiple answers
- > Language development: Real v. hypothetical meaning; Ellipsis and substitution
- > Writing: Write essay

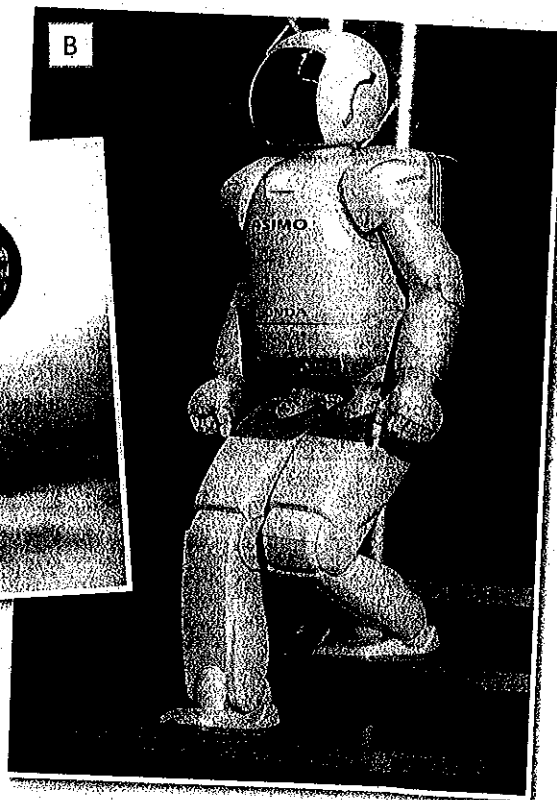
### 9B

- > Listening: Multiple-choice, choose multiple answers; Write from dictation
- > Language development: Causative forms; Noun clauses with question words
- > Academic vocabulary: Technology; Countable v. uncountable meanings
- > Reading: Reading & writing: Fill in the blanks
- > Speaking: Describe image
- > Writing: Write essay

A



B



## Lead-in

### 1 Look at photo A and discuss the questions.

- 1 How do you think long distance travel will change in the future? For example, do you think that the use of aeroplanes will increase or decrease?
- 2 Do you think we might eventually have personal aeroplanes that we can use any time? What advantages would they have? What challenges might have to be overcome for this form of transportation to work effectively?

### 2 Look at photo B and discuss the questions.

- 1 What are robots used for?
- 2 Can you imagine having a personal robot in your house? How would you use it?
- 3 Do you think personal robots will become common in your lifetime?

### 3 What other technologies might significantly change our lives in the future? How might they do this? Consider the following areas:

- medicine    • education    • work
- transport    • shopping    • housing

Reading 1 (Reading & writing: Fill in the blanks)

Before you read

- 1 Discuss the questions.
  - 1 What new developments have occurred in computing during the last decade? How have they affected people's everyday lives?
  - 2 Do you think computers will become more intelligent than humans? Or are they already?

Review of cohesion

- 2a Complete the texts with the words in the box. There are six extra words you do not need to use.

another however in addition machines not including one researchers robots software such as that these this



A A key concept of artificial intelligence (AI) is the Turing test. For a computer to pass <sup>1</sup> \_\_\_\_\_, it must be able to produce responses that are indistinguishable from a human's responses.

C There are a number of common applications of AI. <sup>4</sup> \_\_\_\_\_ is automated online assistants, commonly used on websites to answer questions from customers. <sup>5</sup> \_\_\_\_\_ is speech recognition.

B In the past researchers considered building machines which had a general intelligence that could be applied to a wide range of situations. Nowadays, <sup>2</sup> \_\_\_\_\_, more research effort is being directed towards applications with a single use. <sup>3</sup> \_\_\_\_\_ responding to telephone enquiries or driving cars.

D It used to be that computers needed a great deal of power to run AI applications. Nowadays even ordinary <sup>6</sup> \_\_\_\_\_ can run some surprisingly capable AI. <sup>7</sup> \_\_\_\_\_.


- b Compare and discuss your answers to Exercise 2a in pairs. Which of the following types of cohesion did you notice in each text? How much did each help you choose your answers?

- |                    |                     |
|--------------------|---------------------|
| 1 lexical cohesion | 3 discourse markers |
| 2 substitution     | 4 referring words   |

A systematic approach

First, skim the text for overall meaning. Then use clues from the text, such as cohesion, tense, collocations and word forms. Finally, read again to check your choices.

- 3a Skim the text. What is it about?



## ARTIFICIAL INTELLIGENCE

Artificial intelligence has been an area of active research for a number of decades. Much of this <sup>1</sup> \_\_\_\_\_ has led to developments that we now think are part of everyday life, <sup>2</sup> \_\_\_\_\_ many computer functions that we <sup>3</sup> \_\_\_\_\_ for granted such as the use of a mouse and windows. Other <sup>4</sup> \_\_\_\_\_ are likely to become more familiar in the near future. Cars driven by computer already exist. They are able to predict hazards and take appropriate action in advance, don't get drunk and <sup>5</sup> \_\_\_\_\_ lose concentration. Before long, we may wonder how we ever considered it safe to let humans drive!

**b** Use questions 1–5 to help you analyse what type of word is missing in the corresponding blanks in Exercise 3a (e.g. adverb of frequency, discourse marker, noun, verb).

- 1 What does the word in blank 1 refer back to?
- 2 How does this part of the sentence (from blank 2 on) relate to the previous part? For example, is it an effect? An opposite idea? An example?
- 3 What tense is needed in blank 3? Is the statement in this clause generally true, true at the moment or true only in the past?
- 4 *Other* what? What idea in the previous sentence is the word in blank 4 related to?
- 5 What is the sentence about? Is the subject of the sentence likely or unlikely to 'lose concentration'?

**c** Choose the correct answers for the blanks in the text in Exercise 3a. Use your answers in Exercise 3b to help you.

1	intelligence	effort	time
2	so that	on the contrary	including
3	take	are taking	took
4	applications	computer parts	software
5	always	never	will

**d** Read the text again quickly but carefully to check your answers.

### Test practice

► EXPERT STRATEGIES page 180

**4** Complete the task. Remember to skim the text first and then use collocation and other clues. Finally, read the text again to check your answers.

*Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.*

For almost half a century, computer scientists have been attempting to build machines that can interact intelligently with us and, despite initial optimism, they are still struggling to do so. For much of this <sup>1</sup> [ ] the role of emotion in developing intelligent computers was largely <sup>2</sup> [ ] and it is only recently that interest in this area has risen <sup>3</sup> [ ]. This increased interest can largely be attributed to the work of Bates (1994) and Paleari & Lisetti (2006), who were <sup>4</sup> [ ] the first to bring emotion to the attention of computer scientists. Since these publications the literature on emotions and computing <sup>5</sup> [ ] considerably with progress being made on a number of different fronts.

1 [ ]  
time  
feeling  
technology  
optimism

2 [ ]  
abandoned  
researched  
overlooked  
developed

3 [ ]  
drama  
dramas  
dramatic  
dramatically

4 [ ]  
between  
amongst  
in the middle of  
within

5 [ ]  
grows  
is growing  
has grown  
had grown

### Task analysis

**5** Compare answers in pairs and discuss the clues you used.

### Discussion

**6** Do you think it's likely that computers will ever experience emotion? If they did, would that be a useful development or a worrying one? Why?

### EXPERT WORD CHECK

artificial intelligence hazards indistinguishable  
make progress on (different) fronts speech recognition  
take something for granted

► SEE READING 2 for more practice of this task type.

Academic vocabulary 1 **AWL** **ACL**

Intelligent machines

1a Match the words in the box with their meanings.

conventional dimensions emerge impact initial  
interact military physics potential pursue

- 1 \_\_\_\_ : happening at the beginning
- 2 \_\_\_\_ : continue to do something or try to achieve something
- 3 \_\_\_\_ : speak or communicate with someone
- 4 \_\_\_\_ : begin to be known, noticed, studied or developed
- 5 \_\_\_\_ : used by, involving or relating to the army, navy or air force
- 6 \_\_\_\_ : the length, width and height of something
- 7 \_\_\_\_ : done in the usual way, not involving the latest thinking or technology
- 8 \_\_\_\_ : the study of energy and forces
- 9 \_\_\_\_ : the possibility that something will be successful in the future
- 10 \_\_\_\_ : have an important or noticeable effect on something or someone

b Use the words in Exercise 1a to form:

- 1 a noun ending in *-ion*: \_\_\_\_
- 2 a noun ending in *-ence*: \_\_\_\_
- 3 a noun ending in *-t*: \_\_\_\_
- 4 an adjective ending in *-ing*: \_\_\_\_
- 5 an adjective ending in *-al*: \_\_\_\_
- 6 a noun with the same form: \_\_\_\_
- 7 an adjective with the same form: \_\_\_\_ , \_\_\_\_

2 Complete the sentences with words from Exercises 1a and 1b.

- 1 \_\_\_\_ research into this new field has drawn no firm conclusions. It is necessary to \_\_\_\_ further investigations.
- 2 \_\_\_\_ involves the application of mathematics to deal with real-world challenges.
- 3 In the future robots may be able to have complex social \_\_\_\_ with humans.
- 4 This new development has great \_\_\_\_ to be effective.
- 5 Despite large research investment over many years, there are many problems we haven't been able to solve with \_\_\_\_ technology. New technological innovations are hoped for.
- 6 Future technologies may have a significant \_\_\_\_ on our lives.
- 7 Robots of both large and small \_\_\_\_ are being developed.
- 8 The first applications of this \_\_\_\_ technology, which will appear soon, are likely to be medical and \_\_\_\_ ; this technology will help with both saving and destroying lives.

3a Form two-word collocations by pairing a word from group A with a word from group B. You can use the words in group B more than once. (Hint: You'll find some of the collocations in Exercise 2.)

A human  
pursue social emerging  
great potential conventional  
significant environmental

B phase  
interaction potential risks  
technology impact power

human interaction, human potential

- b Write a sentence for each collocation in Exercise 3a.
- c Work in pairs. Swap sentences with your partner. Try to identify any mistakes and discuss them.

Word-building with fractions

4a Match the prefixes in box A with the decimal fractions in box B.

A	nano-	micro-	centi-	milli-
B	0.01	0.001	0.000001	0.000000001

- b Read the sentence. What do you think the suffix *-th* means?  
A cent is a hundredth of a dollar.
- c Complete the sentence.  
A millimetre is a \_\_\_\_ th of a metre.
- 5a Answer the questions.
  - 1 What is a hundredth of a metre?
  - 2 What is a thousandth of a gram?
  - 3 What is a millionth of a second?
  - 4 What is a billionth of a litre?
- b Work in pairs. Ask and answer questions using the language in Exercises 4a-c.

What is a thousandth of a litre?

A millilitre.



## Speaking 1 (Read aloud; Answer short question)

### Discussion

1 Why does the robot in the photo have legs rather than wheels?

### Juncture



### Elision

2a Listen and circle the words you hear.

- 1 my train    2 more ice    3 a nice sculpture  
might rain    more rice    an ice sculpture

b Listen to the complete sentences and check your answers to Exercise 2a. Then listen again and repeat the sentences.

3a Listen to people reading the sentences. How do they pronounce the underlined parts?

- 1 Robotics is the science of developing robots.  
2 Robots are common in industry.  
3 Artificial intelligence is useful for robots.

b Listen again and repeat the sentences. Use juncture.

4a Work in pairs. Read the sentences aloud. What do you notice about the underlined parts? Are they tricky to pronounce?

- 1 Is she in the library or the laboratory?  
2 Interestingly, some military robots can work effectively in all temperatures.  
3 Industry and government both fund robotics research.  
4 The robot worked the first day but not the next day.  
5 We think this robot acts just like a human.  
6 The use of robots is increasing.

b Listen to people reading the sentences in Exercise 4a aloud. How do they pronounce the underlined parts?

c Read the sentences in Exercise 4a to a partner. Use elision.

### Test practice 1: Read aloud

> EXPERT STRATEGIES page 169

As well as helping you sound more fluent and natural, using juncture and elision well can also increase your score in speaking tasks.

5 Complete the task in pairs. Before you begin, read the text and decide where you should use juncture and elision.

40 secs. Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

The development of mobile, self-propelled robots that can navigate independently across very uneven ground as well as carrying out non-repetitive tasks is known as field robotics. The university's School of Field Robotics is focused on the continuing advancement of this technology both in the laboratory and in the field to meet the challenges of our next few decades.

### Task analysis

6a Work in pairs. Discuss where in Exercise 5 you used juncture and elision. Mark these places in the text.

b 87 Listen to a student reading the text aloud. Did he use juncture in the places you marked?

c 87 Listen again. Was elision used in the places you marked?

d Work in pairs. Read the text to your partner.

### Discussion

7 What applications of field robotics can you think of?

### Test practice 2: Answer short question

8 88 Complete the task in pairs. You will hear six questions.

10 secs. You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

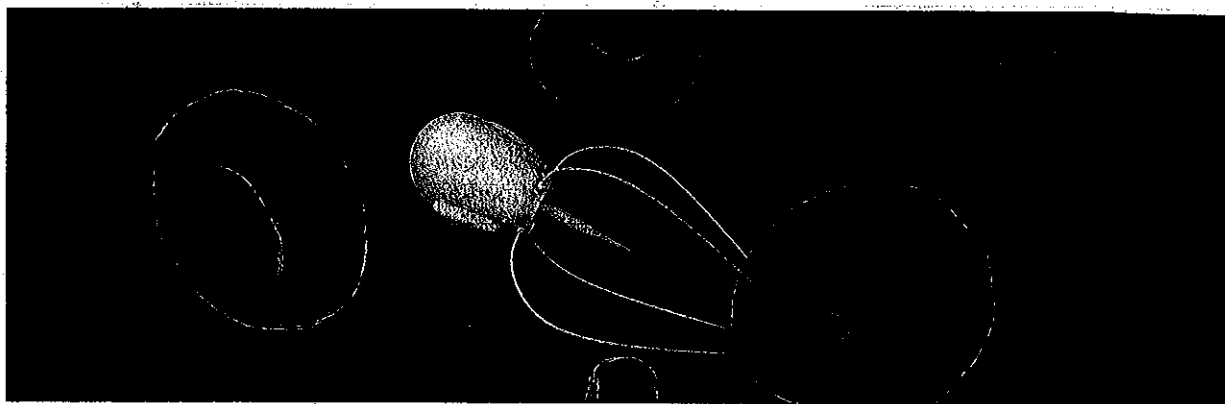
> EXPERT STRATEGIES page 173




## Listening 1 (Multiple-choice, choose multiple answers)

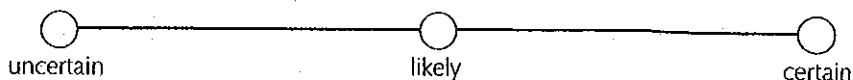
## Before you listen

- 1 Discuss the questions.
  - 1 What's the smallest machine you've heard of?
  - 2 Speculate about how microscopic machines could be useful.




## Identifying degree of certainty

- 2 Nanorobots are machines that are only a few thousandths of a millimetre large. How might a doctor or a surgeon use them?
- 3a  Listen to four extracts from a lecture and think about how certain the speaker is about each point. Mark on the scale where statements 1–4 lie.



- b Discuss your answers to Exercise 3a in pairs.
- 4a Work in pairs. Match the words and phrases in the box with the degrees of certainty on the scale in Exercise 3a.

a good chance that    a strong likelihood that    could    hopefully  
I think    little doubt that    might    quite likely that    supposed to  
sure    theoretically    will definitely

- b Think of other words and phrases that express a degree of certainty and place them on the scale in Exercise 3a.
- 5a  Listen to the complete lecture and answer the question. Tick (✓) all the statements that are correct.

Which of these statements is true, according to the speaker?

- A  Nanorobots exist only in theory, not in practice.
- B  Some aspects of the physics of nanomachines are still unknown.
- C  In the future we can expect that medical conditions will be treated with nanorobots.
- D  The speaker is interested in the future of this area of research.

- b What clues did you use to decide the answer to the last point?

## Discussion

➤ SEE LISTENING 2 for more practice of this task type.

- 6 How would you feel if your doctor wanted to treat you by introducing nanorobots into your body?

## Language development 1

### Real v. hypothetical meaning

> EXPERT GRAMMAR page 213

1 Read the sentences. What is the difference in meaning and/or feeling between the sentences in each pair? Which sentence is about the present?

- 1 A Nanorobots could enter the body.  
B Nanorobots can enter the body.
- 2 A Nanotechnology developments would revolutionise medicine.  
B Nanotechnology developments will revolutionise medicine.

2a Read the sentences. First decide if each sentence is likely to be a real or a hypothetical situation, or whether it could be either. Then complete it with one word for each blank.

- 1 Without technology our lives \_\_\_\_ be very different.
- 2 I \_\_\_\_ never consider letting nanorobots enter my body!
- 3 Sometimes people wonder whether robots \_\_\_\_ ever become a part of their lives.
- 4 It \_\_\_\_ be OK for you to hand your essay in next week. I'm giving you an extension.
- 5 With enough money, we \_\_\_\_ all be able to travel into space.
- 6 Without the internet, we \_\_\_\_ be able to communicate so easily. It's so useful!
- 7 Possibly, personal robots will become common in the future. They \_\_\_\_ help with the housework.

b In which sentences in Exercise 2a could *can*, *can't*, *could* or *couldn't* be used? Which words would they replace?

3 Work in pairs. Use hypothetical language to speculate about whether you think:

- 1 nanotechnology might bring benefits.
- 2 it might be common for ordinary people to travel into space in the future.
- 3 personal aircraft might become common.

### Ellipsis and substitution

> EXPERT GRAMMAR page 213

4 Read the sentences and answer the questions.

- A Our current generation of robots is more interactive than the previous generation of robots.
- B This robot's strength is greater than the strength of a human.
- C This robot's strength is greater than that of a human.

- 1 In sentence A, which words can be omitted ('ellipsed') to avoid repetition?
- 2 In sentence C, what replaces *the strength* in sentence B? Which sentence is less repetitive?

5 Read the sentences. Which word(s) did the writer omit at each \* mark to avoid repetition?

- 1 The professor was in the laboratory at the same time as I was\*.
- 2 Our robots are interactive but our competitors' aren't\*.
- 3 Our rivals haven't produced an interactive robot but we have\*..

6 Read the sentences. What do the underlined words substitute for?

- 1 Building nanorobots is not currently possible. Doing so would involve using technologies that have yet to be fully developed.
- 2 The robots that our company has created are more successful than the ones produced by our rivals.
- 3 Producing an interactive robot requires people who are experts in a number of disciplines. Such people are hard to find.

7 Re-write the sentences using ellipsis and/or substitution to avoid repetition and wordiness.

- 1 There were a few problems with the robot's arms but problems with robots' arms are usually easily solved.

*There were a few problems with the robot's arms but these are usually easily solved.*

- 2 My paper on artificial intelligence was published at the same time as Professor Smith's paper on artificial intelligence.
- 3 Professor Smith published a paper on artificial intelligence at the same time as I published a paper on artificial intelligence.
- 4 Professor Smith has published a paper on robotics. However, I haven't published a paper on robotics.
- 5 The challenges that we overcame this year were harder to deal with than the challenges from last year.
- 6 The intelligence of computers is different from the intelligence of humans in that it's much more limited. For example, it might be limited to playing chess.
- 7 Our new robot can travel over very rough terrain. This is better than the old robot, which couldn't travel over very rough terrain.
- 8 Artificial intelligence research could progress much faster than it progresses now but progressing much faster requires more funds than are currently available.
- 9 The goals of the Artificial Intelligence Research Group are aligned with the goals of the department of which it is a part.
- 10 Is he in the library or is he in the laboratory?

## Writing 1 (Write essay)

**Discussion** 1 To what extent do you think technology affects your everyday life? How would your life be different without technology?

**Essays that describe a situation** 2a Read the essay prompt. How is it different from the essay prompts you've seen in earlier modules?

➤ EXPERT WRITING page 197

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'Modern technology touches many aspects of our everyday lives and has a significant effect on our lifestyles.' Describe the lifestyle of someone you know for whom this is true; this might be yourself.

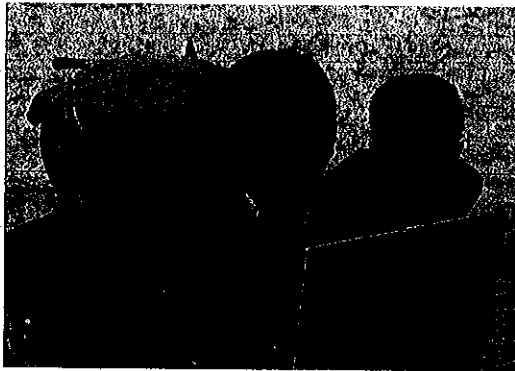
**b** Which organisational pattern in the table is a good response?

Essay stage	Pattern 1	Pattern 2	Pattern 3
Introduction	Introduce the person you're writing about.	Introduce the person you're writing about.	Introduce the person you're writing about, mentioning technology.
Body	Describe the person's lifestyle.	Describe the person's lifestyle.	Describe the person's lifestyle, relating each point to how technology influenced that lifestyle.
Conclusion	Sum up.	Say how technology influenced that lifestyle.	Sum up.

**c** Read the sample essay on page 197. Which of the organisational patterns from Exercise 2b does it follow?

### Addressing the question

➤ EXPERT STRATEGIES page 175



The ideas in your essay should be related to the question. This can be done by using words from the question or their synonyms. Don't copy large parts of the prompt or write things like 'this question' in your essay.

**3** Look at the sample essay on page 197 and underline the words or phrases that refer to the prompt.

**4** Work in pairs. Discuss whether these sentences are good or bad references to the prompt.

- 1 My friend is a good example of the topic in the question.
- 2 The lifestyle of my friend clearly demonstrates the point that technology strongly affects lifestyle.
- 3 Even while relaxing, my friend is strongly affected by technology.
- 4 I can't imagine how my life would be if I didn't have technology such as mobile phones.

### Incorporating hypothetical language

**5a** Which sentence in Exercise 4 uses hypothetical language?

**b** Find an example of hypothetical language in the introduction of the sample essay on page 197. Why do you think the author used hypothetical language?

### Write your essay

➤ SEE WRITING 2 for more practice of this task type.

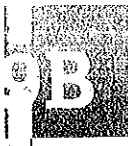
**6a** Brainstorm your own list of ideas for an essay in response to the prompt in Exercise 2a.

**b** Work in pairs. Share your ideas and discuss ways to add details and examples to support your ideas further. Where could you or your partner use hypothetical language?

**c** Plan and write your essay. Remember to refer to the essay prompt appropriately and try to include hypothetical language.

### Check your essay

**7** Check your essay using the checklist on page 192.

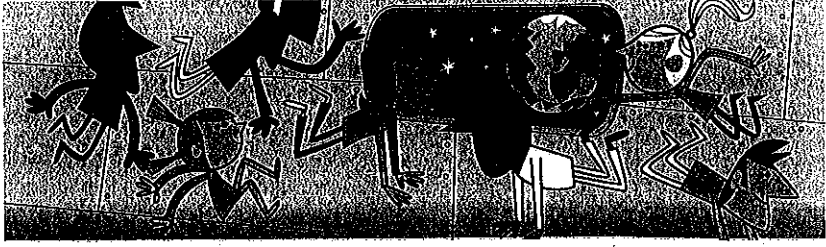


# Future travel

## Listening 2 (Multiple-choice, choose multiple answers; Write from dictation)

### Before you listen

- 1a Would you like to travel into space? Why/Why not?
- b Would you be satisfied with a quick trip above the atmosphere, a few orbits of Earth or would you prefer to visit the planets?



### Test practice 1: Multiple choice, choose multiple answers

► EXPERT STRATEGIES page 182

- 2a Read the options in the test task quickly. How many of them are about the speaker's degree of certainty?

*Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.*

The speaker

- A  feels positive about the future of space travel.
- B  is unsure whether space tourism will happen regularly.
- C  feels that space tourism would use too much energy.
- D  thinks that space tourism will benefit other space activities.
- E  is sure that space tourism will become affordable.

- b Complete the task. Remember to listen for degree of certainty and to carefully eliminate incorrect response options.

### Task analysis

- 3 Compare answers and discuss the questions in pairs.
  - 1 How easily did you notice the speaker's degree of certainty? How much did it help you in this task?
  - 2 What helped you eliminate incorrect response options?

### Discussion

- 4 Discuss the questions.
  - 1 Will space tourism become affordable in your lifetime?
  - 2 What might be the drawbacks of space travel?

### Test practice 2: Write from dictation

► EXPERT STRATEGIES page 185

- 5 Complete the task. You will hear four sentences. After each, remember to check your work and use your grammar knowledge to reconstruct parts of the sentence you did not write down.

*You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.*

- 6a Listen again. Which of the sentences express:
  - 1 a positive attitude?
  - 2 a high level of certainty?
  - 3 some certainty but not a high level?
- b How did you decide? Discuss in pairs.

## Language development 2

## Causative forms

&gt; EXPERT GRAMMAR page 214

## 1 Read the sentences and answer the questions.

- A The engineer had her calculations checked by her assistant.
- B The engineer had her assistant check her calculations.
- C The engineer got her assistant to check her calculations.
- D The engineer made her assistant check her calculations.

- In sentence A, who performed the action in bold: the engineer or her assistant? Who requested that the action be performed?
- Which part of sentence A can be omitted? If it were omitted, how would the meaning change?
- In sentences B, C and D, who performed the action in bold? Who prompted the action?
- Which three sentences have roughly the same meaning? How is the other sentence different in meaning?

## 2 Write responses to the statements using the prompts in brackets.

- This piece of equipment is broken. (get / it / repair)  
*I'll get it repaired right away.*
- There seems to be a problem with this computer. (get / someone / look at it)
- The mechanism in this machine doesn't seem to be working very well. (have / the maintenance guy / check it)
- I think this printer has reached the end of its life. (get / it / replace)
- I'm not sure how this device works. (have / the technician / explain it)
- You know that spare part you had made last week? It's broken again. (have / another one / make)

## 3a Write sentences with causative forms using the prompts.

- the head of department / allow / the project / go ahead
- lack of funds / may / force / testing / stop
- new rocket fuel chemistry / make / cheaper / launch / satellites
- problems on the first test / cause / delays / occur
- the professor / let us / hand in our essays a day late
- a shortage of spare parts / cause / repairs / halt

## b Work in pairs. Using causative forms, discuss what might:

- cause your test mark to increase.
- make you late for class.
- allow your English to improve.



## Noun clauses with question words

&gt; EXPERT GRAMMAR page 214

## 4 Read the sentences from Listening 2 and answer the questions about the underlined noun clauses.

- A But, you know, if you've got money, then you'll be able to go into space. And that's what the whole space tourism industry's about.
- B There's going to be competing companies and, eventually, the costs are going to come down. So this is how this whole thing is supposed to work.

- What kind of word does each noun clause begin with?
  - Imagine that instead of the underlined clause in sentence A, someone wrote: ... *what is the whole space tourism industry about?* What is the problem here?
  - Are these noun clauses the main clause of the sentence or just one part of the main clause?
- 5 Put the words in the correct order to make sentences containing noun clauses beginning with question words.
- don't know / I / is / the professor / where
  - is / the next lecture / to know / we / when / would like
  - didn't / explained / I / the lecturer / understand / what
  - be popular / in the next lecture / I'll / space tourism / tell / you / why / won't
  - find / how / influences / information / technology / we
  - airships / be / depends on / how soon / research funding / used regularly / will
  - be / is / the first passenger / the mystery / who / will
  - artificial intelligence / be exciting / changes / how / in the future / our lives / to watch / will
  - a lot of / affects / is / how / research into / space travel / the human body / there
  - affects / don't / technology / how much / people / realise / their lives



## Academic vocabulary 2 AWL ACL

### Technology

#### 1a Match the words in the box with their meanings.

assemble capability empirical equation  
mechanism rational sphere vehicle

- 1 \_\_\_\_ : a machine that takes people or things from place to place, such as a car or a truck
- 2 \_\_\_\_ : part of a machine or a set of parts that does a particular job
- 3 \_\_\_\_ : the natural ability, skill or power that makes a machine, person or organisation able to do something
- 4 \_\_\_\_ : based on logical thinking rather than emotions; able to think calmly and sensibly, and make sensible judgements
- 5 \_\_\_\_ : put parts of something together to make a whole
- 6 \_\_\_\_ : a ball shape
- 7 \_\_\_\_ : based on scientific testing and practical experience rather than ideas and theory
- 8 \_\_\_\_ : a statement in maths that shows that two amounts or totals are equal

#### b Write a sentence for each word in Exercise 1a.

Words with concrete meanings often also have related, more abstract meanings, especially in academic contexts. For example, *impact* usually means 'the force of one physical object hitting another'. However, it can also mean 'the strong effect that one event or situation has on another'.

#### 2 Complete the sentences with words from Exercise 1.

- 1 This company's design approval \_\_\_\_ is the set of systems and procedures we use for selecting the best designs to move forward to production.
- 2 The entire management team will \_\_\_\_ in the main meeting room tomorrow morning at 9 a.m. for a discussion about the project's future.
- 3 The images of our future designs that we release to the public are a(n) \_\_\_\_ for communicating our company's innovative character.
- 4 This company has an increasing role in the space tourism \_\_\_\_.
- 5 While we had earlier considered technical issues in our plans, the issue of rising costs has now also entered the \_\_\_\_.

### Countable v. uncountable meanings

#### 3 Read the sentences from Listening 1 and 2 and answer the questions.

A Generally, nanomachines are still only theoretical; with current technology we cannot as yet make these machines.

B And the technologies that are developed for space tourism, the rockets, you know - eventually, someone's going to use them for other purposes.

- 1 In which sentence is *technology* countable? In which is it uncountable?
- 2 What is the difference in meaning between the two uses?

#### 4a Choose the correct options in *italics* to complete the sentences. Give reasons for your answers.

- 1 Digital cameras only became affordable after *technology* / *a number of technologies*, including sensor technology and memory technology, had reached a sufficient level of development.
- 2 The constant advance of *technology* / *technologies* will make our lives easier.
- 3 It's a challenge to find a way to put *people* / *peoples* into space without excess consumption of resource and money.
- 4 Of all the *people* / *peoples* in the United States, the Native Americans have lived there the longest.
- 5 Although *a number of languages are* / *much language is* spoken by the people on the International Space Station, the vast majority speak fluent English.
- 6 The *language* / *languages* on our website about the company's satellite development skills needs to be more exciting and dramatic.
- 7 The *content* / *contents* of the space launch vehicle *has* / *have* to be as light as possible.
- 8 We need more *content* / *contents* for our video presentation about our company's space tourism endeavours.

b For each of the nouns in *italics* in Exercise 4a, have you come across the countable or the uncountable meaning more often?

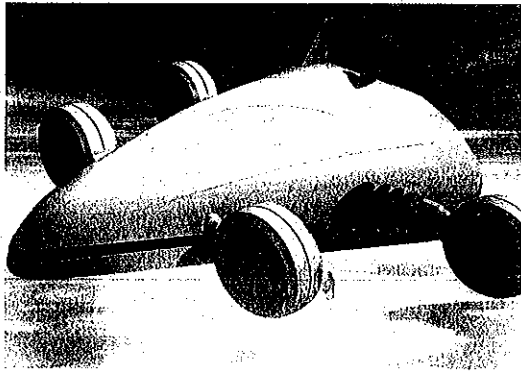
c What is the difference in meaning between the countable and uncountable forms?

5a Write a sentence for each word in *italics* in Exercise 4a but replace those words with a blank.

b Work in pairs. Exchange sentences and try to complete them.

## Reading 2 (Reading &amp; writing: Fill in the blanks)

## Before you read



## 1a Look at the photo and discuss the questions.

- 1 What do you think might be the advantages and disadvantages of this machine over aeroplanes? For example, think about noise, comfort and speed.
- 2 Would you like to travel on one of these machines? Why/Why not?

## b If a government wanted an aerial vehicle to watch its coastline, how useful would the following features be? Why? Use a dictionary to help you if necessary.

- surveillance capabilities
- speed
- ability to stay in the air for a long duration (i.e. long endurance)
- ability to stay over a single place
- ability to carry heavy payloads
- renewable energy sources

## Test practice

## 2 Complete the task. Remember to skim the text first and then use cohesion and grammar knowledge to fill in the blanks.

► EXPERT STRATEGIES page 180

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.

In August 2001 NASA's Glenn Research Center began studying the technologies needed to build renewable electrical power systems for long-duration observation aircraft. The <sup>1</sup>  examined power management and distribution architectures for a coast-observing, stratospheric airship concept.

The inquiry <sup>2</sup>  that long-duration, coast-observing, stratospheric airships using renewable energy systems were feasible <sup>3</sup>  appropriate technology investments were made. Although feasible, such airships were not without many development challenges and airship size was strongly influenced by the seasons and coastal latitudes.

Wide-area surveillance for months at a time is presently impossible as neither satellites nor aircraft can provide these capabilities simultaneously. However, renewable energy technology <sup>4</sup>  enough to seriously consider building aircraft for ultra-long duration flights. In this arena, airships have significant potential. Airships, unlike aircraft, generate lift from buoyancy instead of through aerodynamics. Consequently, airships do not need to stay in motion to remain aloft. Therefore, they can stay over a specific location as well as move to a new location. In addition, airships can carry large-volume, heavy payloads.

<sup>5</sup>  characteristics make airships superb candidates for long-endurance surveillance missions.

1   
investigates  
investigations  
investigate  
investigating

2   
summed  
concerned  
concluded  
reached

3   
even if  
unless  
if only  
provided that

4   
progressed  
was progressing  
will progress  
has progressed

5   
The  
This  
These  
That

## Task analysis

- 3a How did you select your answers? Which clues in the text did you use? Which involved grammar? Which involved cohesion?
- b How confident were you about each answer? If there's something you found particularly tricky, how can you practise dealing with it?

## Discussion

- 4a In your own words, what are the advantages of the proposed airship design? What challenges does it face?
- b Would you expect to see solar-powered airships in your lifetime?

## EXPERT WORD CHECK

aerodynamics aloft arena buoyancy latitudes missions  
satellites simultaneously stratospheric surveillance




## Speaking 2 (Describe image)

**Discussion** 1 How do you think aeroplanes are designed? How complex do you think the process is? What steps might there be in the process?

**Describing flowcharts** 2a Work in pairs. Look at the flowchart in Exercise 5 and discuss the questions.

- 1 How many design concepts do you think there might be initially?
- 2 What two things could happen after testing and analysis?
- 3 What might this depend on?

b Do you think there is time to mention all the boxes in the chart?

**Sample response** 3  Listen to a student doing the task. Did she:

- 1 use an introductory sentence?
- 2 follow the same order as the flowchart?
- 3 mention all the boxes?
- 4 avoid repeating information?
- 5 use different forms of the words in the flowchart?
- 6 use the passive to describe the steps in the procedure?
- 7 give a conclusion or implication?

4a Why might it be a good idea to use different forms of the words in the flowchart in your response?


b Work in pairs. Write down the verb forms of these nouns from the flowchart.

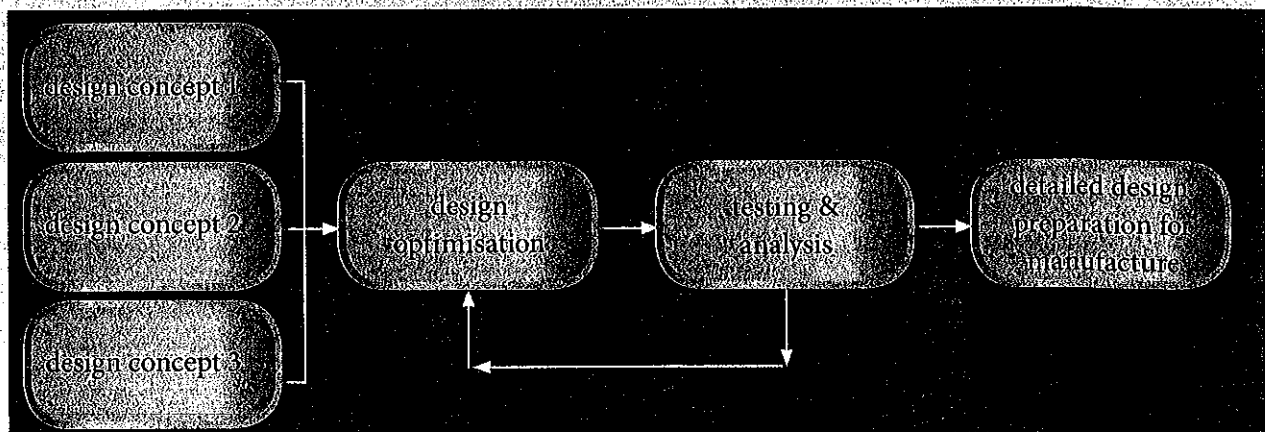
analysis   design   manufacture   optimisation   preparation   testing

### Test practice

> EXPERT STRATEGIES page 171

5 Complete the task in pairs. Remember to use the features in Exercise 3 and vary your vocabulary. When it's your partner's turn, listen carefully for the features in Exercise 3.

 40 secs. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.



**Task analysis** 6 Discuss the questions in pairs.

- 1 Did you both follow the order of the flowchart?
- 2 Did you both vary your vocabulary?
- 3 Which aspects of these tasks do you find easiest? Which are most difficult? What will be the focus of your own future practice?



## Writing 2 (Write essay)

**Lead-in** 1 What are some of the advantages and disadvantages of the future forms of transport you have considered in this Module?

**Understand the task** 2 Read the essay prompt. Do you have to write in an impersonal style or give personal experiences?

**20 mins.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'While technology can provide benefits, it can also cause problems and challenges.' Describe how technology affects you or someone you know. Include negative as well as positive effects.

3 Read a student's introduction to an essay written in response to the prompt. Then discuss the questions in pairs.

cut	This is an intriguing topic. Technology, such as computers, can provide many challenges. For instance, some older people struggle to understand how to use computers, and as a result, they can't participate in modern life as effectively as younger people. This essay will look at the effect of computers on the life of the elderly.
copy	
paste	
Total word count	
55	

- 1 What problems are there in how the introduction refers to the prompt?
- 2 Does it look as though it will address all parts of the prompt?
- 3 Do you think an essay with this introduction would get a good score in PTE Academic?

**4a** Brainstorm a list of ideas for the essay in Exercise 2. Think about:

- 1 who you will write about.
- 2 what benefits of technology this person's actions illustrate.
- 3 what technology-related challenges this person has experienced.

**b** Work in pairs. Discuss details and examples you can add.

**Plan your essay**

5 In 90 seconds, write a plan for your essay. Follow the steps below.

- 1 Look at your list from Exercise 4 and decide which ideas to include in each body paragraph.
- 2 Add any useful supporting ideas to the ideas you chose.

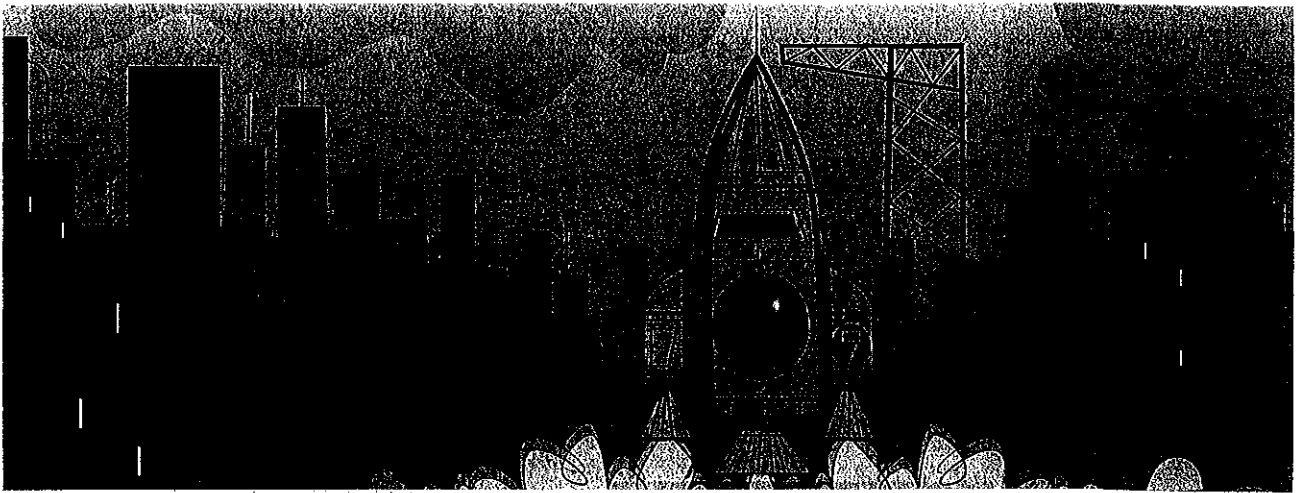
**Language and content**

> EXPERT WRITING page 197

Hedging is the use of language to show that statements aren't *always* true. It is often used in academic writing or speaking to make an argument harder to refute. For example, if you say *Technology is good*, just one example of technology being used for a negative purpose will prove you wrong. It's harder to refute *Technology is usually good* (the word *usually* is a hedge).

6 Look at the sample essay on page 197. When does the writer use hedging? Tick (✓) the instances that apply.

- 1  in expressing the opinion that the essay supports
- 2  when mentioning points that one example could prove wrong
- 3  in talking about the actions of one person
- 4  in talking about people's actions in general



- 7a** Work in pairs. Which of the points below might always be true? Which require hedging? Discuss the reasons for your answers.
- 1 All of our actions, whether at work or at home, involve technology.
  - 2 Nowadays, when people meet friends, they don't decide on the exact meeting place until just before the chosen time. They rely on mobile phones for this co-ordination.
  - 3 There is no aspect of life that isn't touched by technology.
  - 4 Technology enables us to do most things more efficiently than without it.

**b** Which of the points in your essay plan are always true? Which are sometimes true? Which would you use hedging with?

**8a** Make the statements more difficult to argue against by using the hedging expressions in the box.

around	be likely to	can	frequently
hardly any	most (of)	mostly	often
tend to	there is a (strong) likelihood that ...		up to

- 1 Space travel will become affordable in the future.
- 2 Technological developments such as space tourism will contribute heavily to global warming.
- 3 An uncle of mine spends an hour each evening replying to work-related emails.
- 4 I spend too much money on electronic gadgets. When a new device comes out, I buy it immediately.
- 5 My mother used to spend hours every month going to the bank and paying bills. Nowadays I do all of those things online in a fraction of the time.
- 6 Online fraud is simple nowadays because people find information about you easily and then pretend to be you.

**b** Write three of the ideas you thought of for your essay using appropriate hedging expressions.

**Write your essay**

- 9** Write your essay in 15 minutes. Use your plan from Exercise 5 to help you. Remember to link your ideas to the question (see Writing 1) and use hedging expressions and hypothetical language where appropriate.

**Check your essay**

- 10** Spend four minutes checking and editing your essay using the checklist on page 192.

**Further practice**

- 11** Turn to page 197 and complete another timed test practice.

## Review

## 1 Complete the sentences with the words in the box.

capability conventional dimensions emerging  
empirical impact initially mechanisms physics  
potential

- 1 \_\_\_\_\_, mobile phones were only for the rich. Now most people have access to one.
- 2 \_\_\_\_\_ rather than theoretical methods were used to plan the project.
- 3 Artificial intelligence will have a significant \_\_\_\_\_ on our lives within the next decade or two.
- 4 It appears that the new technology won't work, so we'll have to go back to more \_\_\_\_\_ methods.
- 5 One issue with \_\_\_\_\_ technologies can be that because they are new, they don't make any money and funding can be difficult.
- 6 The robot has rather larger \_\_\_\_\_ than we anticipated!
- 7 We have very good \_\_\_\_\_ in place to make sure the testing process is thorough and accurate.
- 8 We thought this artificial intelligence system had great \_\_\_\_\_ but, unfortunately, we just haven't been able to get it working in the way we expected.
- 9 There is a need for an aircraft that has the \_\_\_\_\_ of flying from Europe to Australia without a stop for refuelling.
- 10 Any means of putting humans into space for tourism purposes will involve an enormous amount of greenhouse gas emissions. To deny this is to deny the laws of \_\_\_\_\_.

## 2 Re-write the sentences using ellipsis and/or substitution to avoid repetition and wordiness.

- 1 This robot can run faster than a human can run.
- 2 Nowadays cars need to have a driver. In the future, though, cars might not need to have a driver - cars will be able to drive themselves automatically.
- 3 Airships provide a more comfortable ride than aeroplanes provide.
- 4 Our new research project is looking at military aircraft. Our previous research project looked at ordinary passenger aircraft.
- 5 Designing aircraft powered by renewable energy is more challenging than designing cars powered by renewable energy.
- 6 This term I'm taking three courses at the university. Last term I only did two courses at the university.
- 7 This research centre has been very successful at designing satellites and this research centre wants to get even better at designing satellites.
- 8 So far no robots have been built that can run faster than humans. Soon, though, a company will build robots that can run faster than humans.

3a Choose the correct hedging expressions in *italics* to complete the sentences.

- 1 There's a strong *likely / likelihood* that people will visit the Moon again during this decade.
- 2 There are *rough / roughly* three people on the International Space Station at any one time.
- 3 *Most / Mostly* people enjoy flying.
- 4 *Hardly / Hardly any* people say they have travelled in an airship.
- 5 Students *generally / should* prefer using modern technology in their studies to more traditional methods.

## b Make the statements more difficult to argue against using hedging expressions. Vary the language you use.

- 1 In the future people will be able to travel between the UK and Australia in just a few hours.
- 2 Younger people learn to use new technology faster than older people.
- 3 Machines can work faster and more accurately than humans.
- 4 Robots with artificial intelligence will rule the world in the future.
- 5 People find the idea of travelling into space too frightening.

## 4 Find and correct one mistake in each sentence.

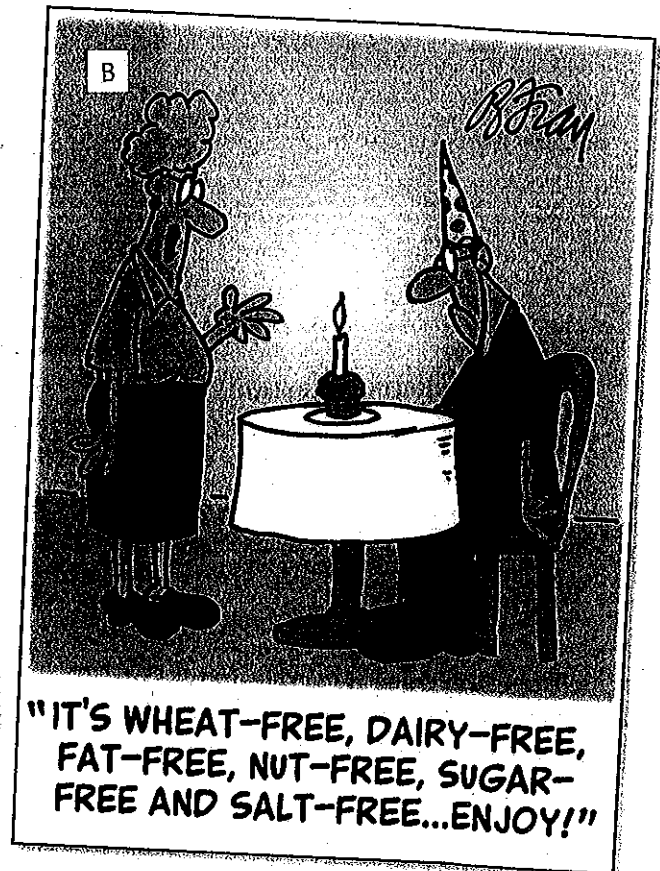
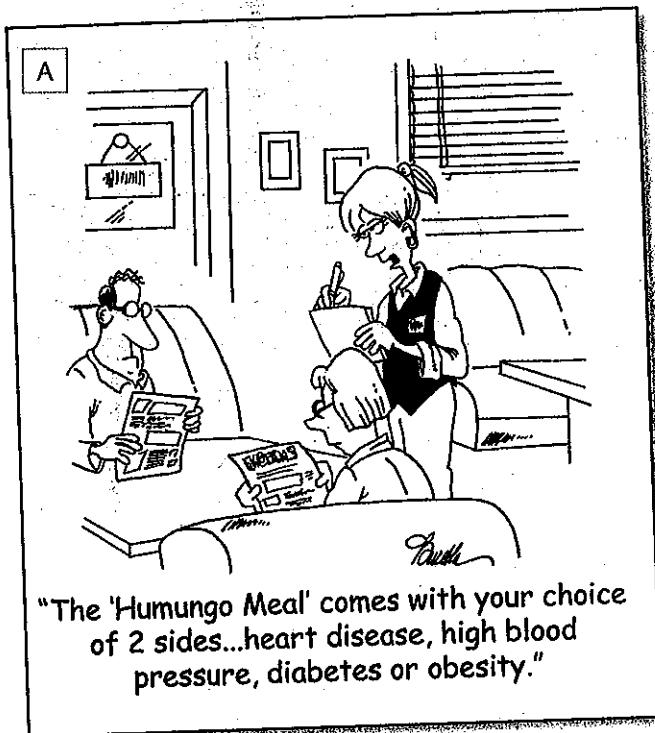
- 1 A broken part inside the equipment caused the device explode.
- 2 A microlitre is a thousandth of a metre.
- 3 Development of the new robot has stopped due to problems that include a lack of funds and a number of failures in testing. Ones problems are quite common in this field.
- 4 I'll ask the manager for approving the new purchase for the laboratory.
- 5 Not many people know how works this device.
- 6 Space travel may become affordable in the future. Many people take advantage of this.
- 7 This robot's intelligence is high but it's less than those of a human.
- 8 What we want to know is how the project will be expensive.
- 9 Without technology we will have a very different lifestyle.
- 10 Our publicity material is a truck for communicating our vision for future technology to the public.

## 10A

- > Reading: Multiple-choice, choose single answer
- > Academic vocabulary: Food for thought; Prefixes for problems
- > Speaking: Repeat sentence; Answer short question
- > Listening: Select missing word
- > Language development: Relative clauses with prepositions; Auxiliary verbs for contrast
- > Writing: Summarize spoken text

## 10B

- > Listening: Highlight incorrect words
- > Language development: Question words with *-ever* and *no matter*; Following complex sentences
- > Academic vocabulary: Education concepts (British and American English); Educational administration
- > Reading: Multiple-choice, choose single answer
- > Speaking: Re-tell lecture
- > Writing: Summarize spoken text



## Lead-in

## 1 Discuss the questions.

- 1 How much do you enjoy eating? Cooking? Why?
- 2 What's more important to you about food: taste or nutrition? Do you feel you have to compromise one for the other?
- 3 Look at the cartoon on the left and its caption. What is the connection between what the waitress is saying and the food the restaurant serves? Do you think all restaurants should be as honest as this? Why/Why not?
- 4 Look at the cartoon on the right. Would you enjoy a birthday cake like this? Why/Why not? Do you think that people sometimes go too far in the pursuit of healthy food and healthy lifestyles?
- 5 Some people say that junk food is a major health problem. Do you think that governments should control junk food or should individuals be responsible for their own food choices? Give reasons for your answers.

### Reading 1 (Multiple-choice, choose single answer)

#### Before you read

- 1a Were there any foods you strongly disliked as a child? Why did you dislike them? How healthy were they? Do you still dislike them?
- b Why do you think people often dislike food that is actually very healthy?
- c How easy is it to get children to eat healthy food? How might parents encourage children to eat food they dislike?



#### Stylistics questions

Some questions of this type ask you to evaluate choices that the writer has made. For example, you may have to decide why the author has chosen a particular word, grammatical structure or punctuation.

#### 2a Read the book extracts and answer the questions.

- 1 Are they on the same topic or different topics? What is each about?
- 2 What is similar or different about their styles?

#### A

Many parents despair at trying to get their kids to eat healthily. Whatever they do, their children demand fast food and reject healthy choices such as fruit and vegetables. A common strategy is to mix the foods that children request with healthy foods. However, that simply reinforces the message that the unhealthy foods are tasty and the good foods aren't.

#### B

Parents' attempts to encourage their children to eat healthily are frequently rejected, though to some extent, the parents' own behaviour might be the cause of this. The common strategy of combining foods that are often preferred by children with healthy food can reinforce the message that the less healthy foods taste better.

#### b Read the extracts again and choose the correct answer from options i–iii for each question.

- 1 In extract A, why did the writer choose to use:
  - A *get* rather than *teach* (line 1)?
  - B *choices* rather than *alternatives* (line 3)?
- 2 In extract B, why did the writer choose to use:
  - A *attempts* rather than *efforts* (line 1)?
  - B passive rather than active (line 2)?
  - i to help achieve an academic style
  - ii to control the position of the action and the doer of the action in the sentence
  - iii to give a casual, informal impression, making the text feel easier to understand

- 3 Read the extracts and note the quotation marks. Then match the extracts (1–3) with the reasons (A–C) why the writers used quotation marks.

1 Many so-called 'child-friendly' meals combine some healthy foods with other foods that children often prefer but which are high in sugar, salt and/or fat content. For example, vegetables might be served in the form of pizza.

2 As Rose (2012) says, 'Children don't eat nutrients, they eat food. Kids, like adults, want to eat food that is familiar.'

3 Many children would say 'yuck' and push the plate away if they were served a meal of meat and healthily-cooked vegetables.

- A to show that the words are from another text  
B to distance him-/herself from the words because he/she doesn't approve of them  
C to show the actual words that someone has said or might say

### Test practice

> EXPERT STRATEGIES page 176

- 4 Complete the task. Remember to read the text quickly for overall meaning and then determine what the question is asking for.

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

Research shows that when we tolerate high levels of sugar, salt and fat found in the basic 'child-friendly' diet in exchange for getting a few 'good' nutrients into kids, we're not just compromising the quality of the foods we feed them. We're also inadvertently making kids less tolerant of fruits and vegetables. Why? Because kids are looking for the 'flavor hit' found in their favorites. Then, because fruits and vegetables are so foreign in terms of the tastes and textures kids are accustomed to eating, we have to resort to a host of techniques to get a few more bites of the good stuff into them.

The writer put several terms in quotation marks. What do you think is the reason for this?

- A  because they are quotations from other sources  
B  because the writer feels they are inappropriate  
C  because the writer wanted to emphasise these words  
D  because it creates a more academic impression for the reader

### Task analysis

- 5a Compare answers in pairs. Then discuss the reasons for your choice.  
b Which of the other response options are possible reasons for using quotation marks? Which are never good reasons for using quotation marks?

### Discussion

- 6 Discuss the questions in pairs.  
1 In the last sentence, which foods does the author imply children are more familiar with?  
2 What does this imply about the foods the children were given at an earlier age?  
3 What remedy is implied?  
4 Do you agree with the author about this remedy?

### EXPERT WORD CHECK

a host of    compromising    despair (at + -ing)    inadvertently  
resort to    textures    tolerant (of)

> SEE READING 2 for more practice of this task type.

Academic vocabulary 1 **AWL** **ACL**

Food for thought

1a Match the words in the box with their meanings.

draw inclination levy ongoing portion  
reinforce reject reluctant so-called supplement

- 1 \_\_\_\_: refuse to take, accept, believe in or agree to something
- 2 \_\_\_\_: make something (an opinion or a physical object) stronger
- 3 \_\_\_\_: used to describe someone or something that has been given a name you don't agree with
- 4 \_\_\_\_: provide something extra in addition to something that already exists
- 5 \_\_\_\_: an additional sum of money, usually paid as a tax
- 6 \_\_\_\_: continuing, or continuing to develop
- 7 \_\_\_\_: slow and unwilling to do something
- 8 \_\_\_\_: having a tendency to think or behave in a particular way, or a feeling that makes you want to do something
- 9 \_\_\_\_: attract someone or make them want to do something
- 10 \_\_\_\_: an amount of food for one person; a part of something larger, especially a part that is different from the other parts

b Use the words in Exercise 1a to form:

- 1 an adjective ending in *-ary*: \_\_\_\_
- 2 an adjective ending in *-ance*: \_\_\_\_
- 3 a noun ending in *-ation*: \_\_\_\_
- 4 a noun ending in *-ment*: \_\_\_\_
- 5 a noun ending in *-tion*: \_\_\_\_
- 6 a phrasal verb meaning 'continue': \_\_\_\_
- 7 a verb beginning with *a-*: \_\_\_\_
- 8 a verb with the same form? \_\_\_\_

c Which words from Exercises 1a and 1b are the opposite of the words in the box? Which are synonyms?

acceptance additional charge continue  
disinclination disinclined divide up strengthen

2 Complete the sentences with the correct form of words from Exercises 1a and 1b. More than one answer may be possible.

- 1 \_\_\_\_ 'fast food' (really, junk food) should be discouraged; one way would be to charge a(n) \_\_\_\_ on unhealthy food.
- 2 It can be hard for parents when children develop a(n) \_\_\_\_ to eat particular foods, especially when they are healthy ones. Parents often give them small \_\_\_\_ of the undesired food anyway, in the hope that they can be encouraged to eat it.

- 3 Some parents are \_\_\_\_ to give their children unhealthy food because that is what the children demand.
- 4 There are \_\_\_\_ debates in many countries about adding \_\_\_\_ substances to some foods to help keep the population healthy.
- 5 When adults behave in a particular way towards a particular kind of food, this may lead to \_\_\_\_ of any positive or negative feelings that a child may already have about it.
- 6 Young children are often \_\_\_\_ towards foods containing lots of sugar, fat and salt.
- 7 Young children often \_\_\_\_ food they don't like, leaving it behind on the plate. In other words, they are \_\_\_\_ to eat it.
- 8 Some health groups are considering funding advertisements that \_\_\_\_ attention to the negative effects of junk food.

3a Complete the collocations with the words in the blanks in Exercise 2. More than one answer may be possible.

- |                   |                       |
|-------------------|-----------------------|
| 1 be ____ to do   | 5 ____ attention to   |
| 2 a(n) ____ to do | 6 charge a(n) ____ on |
| 3 ____ of         | 7 ____ debates        |
| 4 be ____ towards | 8 ____ of food        |

b Write sentences using the collocations you found in Exercise 3a.

Prefixes for problems

4a Match the prefixes in box A with their meanings in box B.

A	mal-	over-	under-
B	bad or badly	too little	too much

b Work in pairs. Discuss what you think the phrases might mean. Why is each a problem?

- 1 undercooked meat
- 2 an understaffed restaurant
- 3 be overcharged by a shop
- 4 professional malpractice
- 5 underestimate your ability
- 6 overeating
- 7 malnutrition
- 8 an overactive child
- 9 an underage driver
- 10 underfunded research



## Speaking 1 (Repeat sentence; Answer short question)

- Lead-in**
- 1 Discuss the questions. Use examples to illustrate your points.
    - 1 Do you eat fast food? Under what circumstances?
    - 2 Is all fast food also junk food?
    - 3 What are the pros and cons of junk food?

### Pronunciation: Linking and intrusion



- 2a Work in pairs. Look at the phrases. What sound do you think is often added between the underlined vowel sounds when spoken?

- 1 A I agree                      B very appealing
- 2 A go on a diet                B go oinside
- 3 A I a saw it                    B her english

- b Listen and check your answers.

- c Practise saying the phrases in Exercise 2a. Include the linking sounds.

- d Predict where extra linking sounds might be added in the sentences.

1 We need more ingredients.

2 He needs to eat more nutritious food.

3 In the end, it's what people like to eat that's important.

4 Supplementary energy sources are needed after exertion.

- e Listen and check your answers. Then practise saying the sentences. Include the linking sounds.

- 3 Work in pairs. Take turns to say this sentence with a word chosen at random from the box. Use appropriate linking sounds. Your partner will say which linking sound you used: /j/, /w/ or /t/.

banana coffee potato sugar tea tofu

His \_\_\_\_\_ intake has increased.

### Test practice 1: Repeat sentence

> EXPERT STRATEGIES page 170

### Task analysis

### Discussion

### Test practice 2: Answer short question

> EXPERT STRATEGIES page 173

- 4 Complete the task in pairs. You will hear eight sentences. Remember to use linking sounds. Take turns to go first.

15 secs. You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

- 5 Did you and your partner put the linking sounds in the same place?

- 6 Do you find it easier to make smooth transitions between words when you use linking sounds?

- 7 One of the sentences mentioned a levy on fast food, to act as a disincentive. How effective do you think this would be? What other measures might control junk food consumption?

- 8 Complete the task in pairs. You will hear six questions.

10 secs. You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.



## Listening 1 (Select missing word)

## Before you listen

- 1 a Why do you think children often prefer sweet, sugary food?
- b How effective do you suspect the following strategies are at persuading young children to eat healthy food?
- making healthy food available at home
  - showing children how much you enjoy eating healthy food
  - telling children how important healthy eating is
- c What might the success of these strategies depend on?

## Narrowing down options as you listen



## Test practice

► EXPERT STRATEGIES page 126

Use the topic mentioned in the task instructions and the options to start predicting what you might hear. Then continue to narrow down the options as you listen.

- 2 a 98 Read the response options. Then listen to the start of a *Select missing word* task about persuading children to eat healthily. Which option seems unlikely at this point? Why?
- A  inclined to reject them    C  convinced they aren't safe
- B  drawn towards those    D  consumed reluctantly
- b 99 Listen to the complete recording and choose the best ending from the options in Exercise 2a.
- c Discuss your answers in pairs. How did you choose this option? Why are the other options incorrect?
- 3 a 100 Listen to the first part of another recording about the same topic. As in Exercise 2a, decide which option seems unlikely at this point.
- A  prefer different foods    C  enjoy these foods
- B  learn from their parents    D  have meals together
- b 101 Listen to the complete recording and choose the best ending from the options in Exercise 3a. Then discuss the reasons for your choice.
- 4 102 Complete the task. Remember to use the topic and response options to start thinking about the topic. Then narrow down the options as you listen.

You will hear a recording about food preferences. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

- A  has health benefits
- B  is recommended by doctors
- C  is very natural
- D  contains natural sugars
- E  protects babies against illness

## Task analysis

- 5 Discuss the questions in pairs.
- 1 Why did you choose your response?
  - 2 Which option(s) did you decide were unlikely while listening? Why?
  - 3 Which did you eliminate after listening? Why?

## Discussion

- 6 Which of the strategies in Exercise 1 were mentioned in the recording? According to the speaker, how effective are they?



## Language development 1

### Relative clauses with prepositions

> EXPERT GRAMMAR page 214

- 1 Read the sentence from Listening 1 and underline the relative clause. Then answer the questions.

Parents and other adults with whom children have close contact have a powerful influence on children's food preferences.

- 1 What does the relative clause specify?
- 2 How can the sentence be re-written so that it has a slightly less formal style? (Hint: Use *who* instead of *whom* and move the preposition.)

- 2a Re-write the sentences with a preposition before the relative clause to make them more formal.

- 1 The students who the university cafeteria serves meals to appreciate healthy food.
- 2 There are several places on campus which students can go to for healthy, nutritious food.
- 3 This equipment, which the university paid a lot of money for, should be used carefully.
- 4 The book he kept talking about was actually not very interesting.
- 5 The article you'll read through in preparation for the next class shows some radical new research.
- 6 The parents the researchers spoke with reported that they had taken their children to a fast food restaurant an average of three times in the previous week.

- b Use the prompts to write formal and informal sentences that use prepositions with relative clauses.

- 1 the topic / you / wrote about / essay / was interesting

*The topic about which you wrote in the essay was interesting. (formal)*

*The topic which you wrote about in the essay was interesting. (informal)*

- 2 place / going / tomorrow / no facilities for food service
- 3 the room / tomorrow's lecture / taking place / tricky to find
- 4 there / many restaurants / our hospitality management instructor / want / us to eat
- 5 it's hard to find / information / the area / our lecturer wants us to write a report
- 6 the people / we spoke / during the research project / all said / want to eat healthy food
- 7 I / didn't like / people / I studied / last term

- c Write about these topics. Use relative clauses with prepositions where you can.
- 1 someone with whom you have talked about the PTE Academic
  - 2 a place in which you've studied
  - 3 a piece of equipment which you've used

### Auxiliary verbs for contrast

> EXPERT GRAMMAR page 215

- 3 Read the sentences. Is *do* in the second sentence normally used in statements in this tense? Why is it used here? If spoken, would the word be stressed or unstressed?

Fast-food restaurants have a reputation for providing just junk food. Nowadays, though, some do have healthier alternatives on their menus.

- 4a Complete the second sentence in each pair so that it contrasts with the first. Use auxiliary verbs.

- 1 Children are usually thought to prefer foods that are high in sugar and fat. However, many do prefer alternatives such as vegetables.
- 2 Children often have strong preferences about the food they eat. Some children, though, ...
- 3 For busy people, finding the time to properly prepare nutritious food can be a problem. Many people ...
- 4 Many of the courses I'm looking at don't seem to be very interesting. However, one course ...
- 5 A number of years ago most soft drinks were high in sugar. However, one company ...
- 6 Research has generally avoided the relationship between food intake and academic success. One study, however, ...
- 7 Some teachers don't pay much attention to what their pupils eat. Others ...
- 8 There are some parents who don't seem to be concerned about what their children eat. However, the majority ...
- 9 Several decades ago little attention was paid to the health effects of fatty foods. Some researchers ...

- b Work in pairs. Use the ideas in Exercise 4a to begin short conversations. Remember to stress the auxiliary in the second sentence and make the sentences sound conversational.

I think that children usually prefer foods that are high in sugar and fat.

Well, actually, I think many do prefer vegetables and other foods like that. It just depends on ...

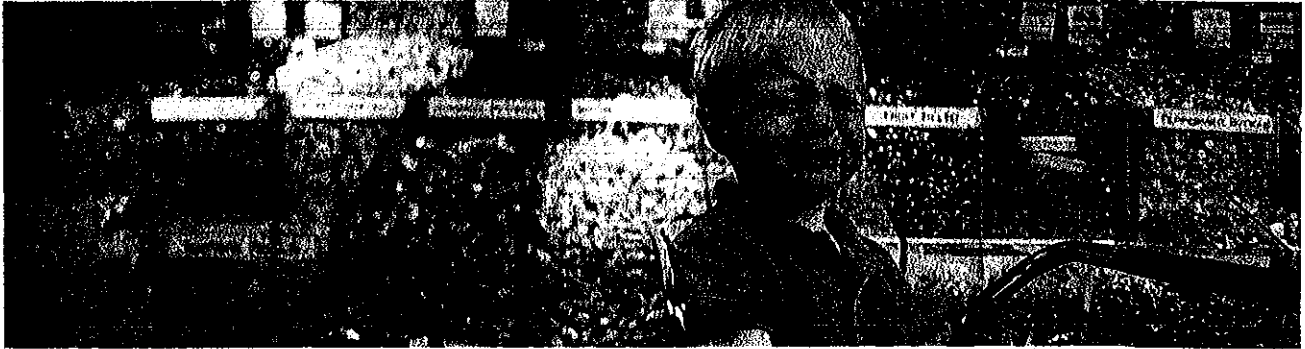
**Summary writing 1 (Summarize spoken text)**


- Before you listen** 1 What do you think would happen if you gave a group of young children lots of sugary food and drink and then asked them to do a maths or reading test? Why?

- Listening and note-taking** 2 When listening and taking notes, which of these is a good idea? Tick (✓) all that apply.

► EXPERT STRATEGIES page 181

- |   |  |
|---|--|
| <input type="checkbox"/> write every detail             | <input type="checkbox"/> use symbols         |
| <input type="checkbox"/> use abbreviations and acronyms | <input type="checkbox"/> focus on main ideas |
| <input type="checkbox"/> write sentences                | <input type="checkbox"/> write neatly        |



- 3a  Listen to a lecture extract and take notes.

- b Answer the questions using your notes from Exercise 3a.

- 1 What is the common belief about sugary food and drinks and children's behaviour?
- 2 How common are studies on the effect of food on child behaviour?
- 3 In the study described in detail, how big was the effect of food on child behaviour?
- 4 How clear are the conclusions from that study? Why?

- c Compare answers in pairs.

**Summary writing and editing**

- 4a Write a first draft of a summary of roughly 50–70 words. Use your notes from Exercise 3a to help you. Begin your summary with an overview sentence.

- b Work in pairs. Compare your draft summaries. Is there anything in your partner's summary that you think you should add to your own? Remember that it's OK if there are small differences between the points you both cover.

- 5 Edit your draft summary, taking into account your partner's comments. Use the steps below.

- 1 Adjust the summary to include all main points and supporting details.
- 2 Count the words. Expand or reduce how some of the points are expressed so that your word count is between 50 and 70.
- 3 Check for grammar, spelling and punctuation mistakes.
- 4 Ensure that the cohesion is good by checking and/or adding referencing words, ellipsis, discourse markers and words with related meanings.

- 6 Work in the same pairs. Exchange summaries with your partner. What did he/she improve?

**Discussion**

- 7 After listening to the lecture extract, would you give sweet drinks and food to children? Under what circumstances? Why?

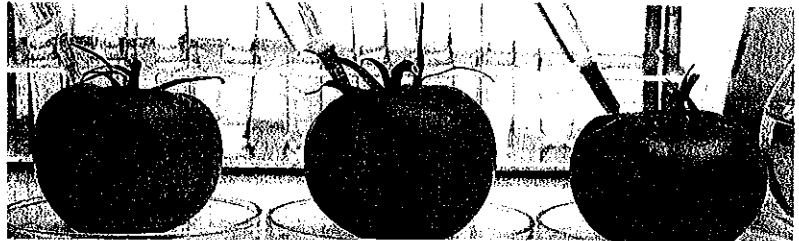
► SEE SUMMARY WRITING 2 for more practice of this task type.



## Listening 2 (Highlight incorrect words)


**Before you listen** 1 Discuss the questions.

- 1 What information do people consider when making decisions about their studies, such as which university to go to or which course to study? Where might they gather information from?
- 2 What do you think a nutritionist does?




### Identifying incorrect words

As we saw in Module 5, sometimes the incorrect words will be related in meaning to the correct ones (e.g. similar or opposite meaning). Other times the pronunciation will be similar.

2a  Listen and underline the incorrect word in each sentence. Then write the correct word.

- 1 The nutrition course includes both practical and theoretical study. \_\_\_\_
- 2 Graduates from this programme give it a very high approval rating. \_\_\_\_
- 3 This university has a wide range of faculties. \_\_\_\_
- 4 If you study nutrition, you'll look at various areas of science. \_\_\_\_
- 5 During your course, you'll learn from experts with a number of diverse specialisations within the subject. \_\_\_\_
- 6 Course participants report that interest in the subject was their primary reason for choosing the course. \_\_\_\_


b Which of the sentences in Exercise 2a involve a similar stress pattern? A similar initial sound or syllable? A similar meaning? A combination of these?

**Test practice** 3  Complete the task. Remember that in the real test, you should follow the words with your cursor as you hear them.

➤ EXPERT STRATEGIES page 187

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker said. Please click on the words that are different.

Studying nutrition is so intriguing because whatever aspect of science you're interested in, you can relate it to nutrition. So if you're interested in chemicals, you can learn about food chemistry and how food ... um ... what food is made up of, the molecules, how it responds in the digestive system. If you're interested in biology, you might be more interested in the physiological outcomes of nutrition, and nutrients and foods. And if you're interested in maths, then you can apply that as well, looking at the connections between food and health. So, whatever part of science you're interested in, nutrition is very interesting to study as well.

**Task analysis** 4  Compare answers in pairs. For each incorrect word, decide if it was related to the correct word in meaning or pronunciation. Listen again and check your answers.

**Discussion** 5 Do you think the recording would be effective at making potential students interested in studying nutrition? Why/Why not? Has it made you more interested in studying nutrition?

## Language development 2

### Question words with *-ever* and *no matter*

> EXPERT GRAMMAR page 215

- 1 Read the extract from Listening 2 and answer the questions.

... whatever aspect of science you're interested in, you can relate it to nutrition.

- 1 What does *whatever* mean?
- 2 What expression with *matter* could replace *whatever*?

- 2 Re-write the sentences using question words with *ever* or *no matter*.

1 Study is beneficial for anyone.  
*Whoever you are, studying has benefits.*

*No matter who you are, studying has benefits.*

- 2 The university has facilities for every sporting interest.
- 3 Students can visit the student support office any time they have a problem.
- 4 Any aspect of science can be applied to nutrition.
- 5 All parts of the town where you might choose to live have good transport links to the university.
- 6 You can choose any other students to work with for your group project but you must try hard to work well together as a team.
- 7 You can complete the project in any way you like but you should plan it carefully from the beginning.
- 8 People are able to enrol in this university at any age.

### Following complex sentences

> EXPERT GRAMMAR page 215

In the PTE Academic, you will often see sentences with several clauses, some embedded inside others. This section will help you to follow them.

- 3a Read the sentence and answer the questions about the main clause in bold.

**Experts have suggested that the government would enjoy significant long-term benefits** if it took steps to address the rise in obesity that junk food is causing.

- 1 What is the subject of this clause? Underline it.
- 2 What is the verb? Circle it.

- b Look at the sentence in Exercise 3a again. Put square brackets ([ ]) around each subordinate clause. (Hint: There are three.)
- c Which words in the sentence does each subordinate clause modify or add information to?

- 4 Use the procedure in Exercises 3a–c to mark and analyse the sentences.

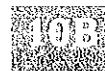
- 1 The University of Conglefield's location, [which is near the centre of the country], ensures [that the university is easy to reach], [no matter where you're travelling from].
- 2 The staff and students who work and study at the university are part of a world-class organisation that they are proud to belong to.
- 3 Maccleton College was founded with the purpose of providing a quality education to all people, no matter how much money they have.
- 4 The university's science faculty, which is the largest in the southern hemisphere, provides undergraduate and postgraduate degrees to students from all over the world.
- 5 Because accommodation in the city is limited, people who are thinking about applying to this university are advised to consider where they would live well before term starts.
- 6 Considerable work has been done by the university in recent years to improve efforts to look after the welfare of its students, including increased provision for those who are from financially insecure backgrounds.
- 7 No matter who you are or where you are from, the university guarantees that you will be treated fairly and equitably by all staff with whom you come into contact.

- 5 Write complex sentences using the prompts.

- 1 the degree course I studied / a four year course / involved a year of working in industry to gain practical experience

*The degree course I studied, which was a four year course, involved a year of working in industry to gain practical experience.*

- 2 the reason I decided to go there / the course seemed much more interesting than those at other universities
- 3 to assist its students / deal with problems / any student may encounter / the university offers services / cover a wide range of areas / a student may need
- 4 I read the university's brochure / claimed / the university / biggest in the area / has a faculty of medicine
- 5 there are many sources of information / potential students can consult / process of deciding / university to attend
- 6 students should check policies and procedures / apply to each department / how assignments / submitted
- 7 if you choose / study hospitality management / undertake / varied / diverse course / involves / range of disciplines / gained highly positive feedback / former students



## Academic vocabulary 2 AWL ACL

### Education concepts (British and American English)

The PTE Academic uses English from many countries, especially the UK and the USA. Education is one area in which some of the differences are quite large; terms also vary considerably from university to university within each country.

#### 1 Work in pairs. Read the extracts and answer the questions.

- 1 In each pair, which extract do you think is British in origin and which American? Label them UK and US accordingly).
- 2 What do you think the underlined words mean? Use the context and a dictionary to help you.
- 3 What similarities and differences do you notice about the language used to talk about various aspects of university education in the two countries?

1 A: On the Bachelor of Arts in English Literature course, you will learn about writers from the last 500 years. After your first year, you can choose from a range of options such as Crime Fiction, in addition to the core requirements of the programme.

B: To obtain a Bachelor of Arts in English, English majors must complete 30 credits of advanced English courses out of 120 credits needed for graduation. Click here for a list of required courses and electives.

2 A: Assistant Professor Fred York joined the faculty last year. He currently teaches Physics 101, an introductory lecture course. Next semester, he will offer a graduate seminar in astrophysics.

B: Dr Jane Cox is a Senior Lecturer. During the forthcoming term she will be teaching Fundamentals of Physics, one of the many courses available within the Physics Department in the Science Faculty, as well as advising her tutorial group.

3 A: My advisor is a full professor. He suggested that I could work on improving my writing skills with help from the college's free tutorial service.

B: In our tutorial last week we had a chance to explore the two poems that our tutor had mentioned in his lecture.

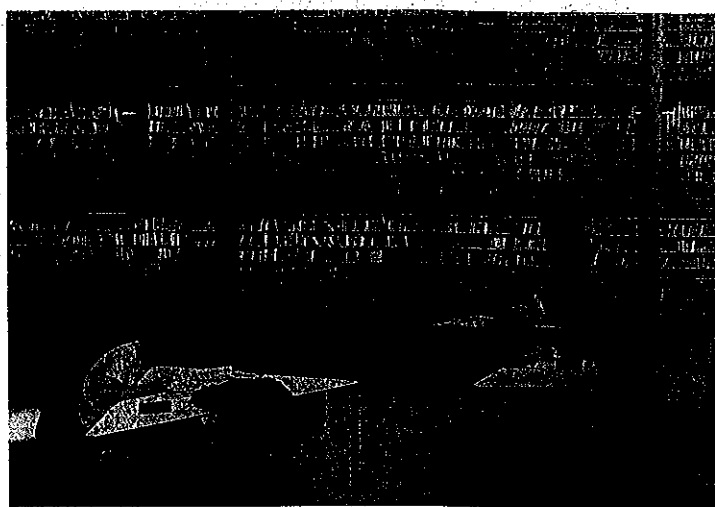
- #### 2 Work in small groups. What other differences between British, American and other varieties of English do you know about? Think about word meaning as well as spelling.

### Educational administration

#### 3a Match the words in the box with their meanings.

administration facilities institution mediation  
protocol unparalleled

- 1 \_\_\_\_ : a large organisation with a particular purpose, e.g. education
- 2 \_\_\_\_ : an attempt to end a disagreement by talking
- 3 \_\_\_\_ : bigger, better or worse than anything else
- 4 \_\_\_\_ : rooms, equipment or services that are provided for a particular purpose
- 5 \_\_\_\_ : relating to the work of managing a company or other organisation
- 6 \_\_\_\_ : a system of rules to be followed about the correct way to conduct research, give medical treatment, behave in a formal situation, etc.



#### b Use the words in Exercise 3a to form:

- 1 an adjective ending in -ive: \_\_\_\_
- 2 a verb ending in -ate: \_\_\_\_
- 3 a noun for a person ending in -or: \_\_\_\_, \_\_\_\_

#### 4 Complete the sentences with words from Exercises 3a and 3b.

- 1 A(n) \_\_\_\_ was appointed to settle the argument between the university and the student.
- 2 All research students are expected to follow the appropriate ethics \_\_\_\_ when undertaking projects that involve human participants.
- 3 At which \_\_\_\_ are you considering studying?
- 4 If you have any questions about \_\_\_\_ procedures within the faculty such as changing course, please speak with the faculty office.
- 5 It is highly recommended that students take advantage of the sports \_\_\_\_ during their time at university.
- 6 Study at Conglefield University provides a(n) \_\_\_\_ opportunity to learn from the best researchers in the field.
- 7 The university provides a(n) \_\_\_\_ service in the event of disagreements between students and staff or amongst staff.

## Reading 2 (Multiple-choice, choose single answer)

**Before you read** 1 When you read a brochure or website that an organisation uses to promote itself, how readily do you believe what is said? Why might it be helpful to question such information?

### Quality and reliability of the text

> EXPERT STRATEGIES page 176



2 Which text features (A–E) would help you decide that an argument is:

- |   |                     |
|---|---------------------|
| 1 weak? __, __                          | 4 subjective? __    |
| 2 strong? __, __, __                    | 5 objective? __, __ |
| 3 based on reliable information? __, __ |                     |

- A The argument is logical and well-developed.
- B The information is referenced.
- C The argument lacks logical support.
- D The argument is supported by adjectives, feelings, etc.
- E The argument is supported by facts, numbers, research, etc.

3 Complete the task. Remember to read the text quickly for overall meaning and determine what the question is asking for.

*Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.*

Our university actively engages Washington, D.C. and the world. Our location in the heart of Washington places us at the core of U.S. government, policy and law. Our students and faculty have the unparalleled opportunity to study and work alongside leaders and practitioners in every discipline.

The George Washington University was created in 1821 through an Act of Congress, fulfilling George Washington's vision of an institution in the nation's capital dedicated to educating and preparing future leaders.

Today, GW is the largest institution of higher education in the District of Columbia. We have more than 20,000 students studying a rich range of disciplines.

In the text, which of the following is supported with objective evidence?

- A  the means by which the university was founded
- B  the size of the university compared to others
- C  the advantage given by the university's location
- D  the diversity of subjects one can study at the university

**Task analysis** 4 Compare answers in pairs. Then discuss the clues you used to choose the correct option and eliminate the others.

**Discussion** 5a Which of the following is the text in the test practice useful for?

- 1 for potential applicants to see if the university is right for them
- 2 for students or researchers to check historical facts
- 3 for university staff to check information about the university
- 4 for current students to find out about the university

b What type of texts (e.g. research papers, old newspaper articles) could you use for the items that you didn't choose in Exercise 5a?

6 Would you like to study at this university? Why/Why not?

#### EXPERT WORD CHECK

an act engages fulfilling higher education in the heart of



## Speaking 2 (Re-tell lecture)

- Lead-in** 1 What are some of the benefits of studying at university? What are some of the drawbacks? If a friend was unsure about whether or not to go to university, what would you say to him/her?

### Listening and note-taking

- 2a 106 Read the task instructions in Exercise 5. Then listen and take notes.
- b Compare and discuss your notes in pairs. Which are the most important points to include in your re-telling?
- c Plan your talk. Number the points in your notes in the order that you think they should be made.

### Sample response

- 3a 107 Listen to a student doing the task and tick (✓) the points you hear on your own notes.
- b Did the student mention anything that isn't on your plan? Do you think it would be good to add it to your notes?
- c Think about the order of the student's response. Which do you prefer: your order or the student's order? Then adjust your plan as appropriate.

### Test practice

➤ EXPERT STRATEGIES page 172

- 4 Use the checklist to remind yourself of features to include.

Did the speaker ... ?	
use an introductory phrase?	<input type="checkbox"/>
give an implication or conclusion?	<input type="checkbox"/>
only give information from the talk (not own ideas)?	<input type="checkbox"/>
avoid repeating ideas?	<input type="checkbox"/>
organise ideas logically, using discourse markers?	<input type="checkbox"/>
speak clearly and avoid long hesitations?	<input type="checkbox"/>

- 5 108 Complete the task in pairs. Take turns to re-tell the information to your partner. Remember to use your notes from Exercise 2. When it is your turn to listen, use the checklist in Exercise 4.

40 secs. You will hear a speech. After listening to the speech, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the speech in your own words. You will have 40 seconds to give your response.



More doors opened.  
Experiences!

### Task analysis

- 6a Work in the same pairs. Discuss how you both did on the task and the areas you need to work on most.
- b Work in new pairs and complete the task again.

### Discussion

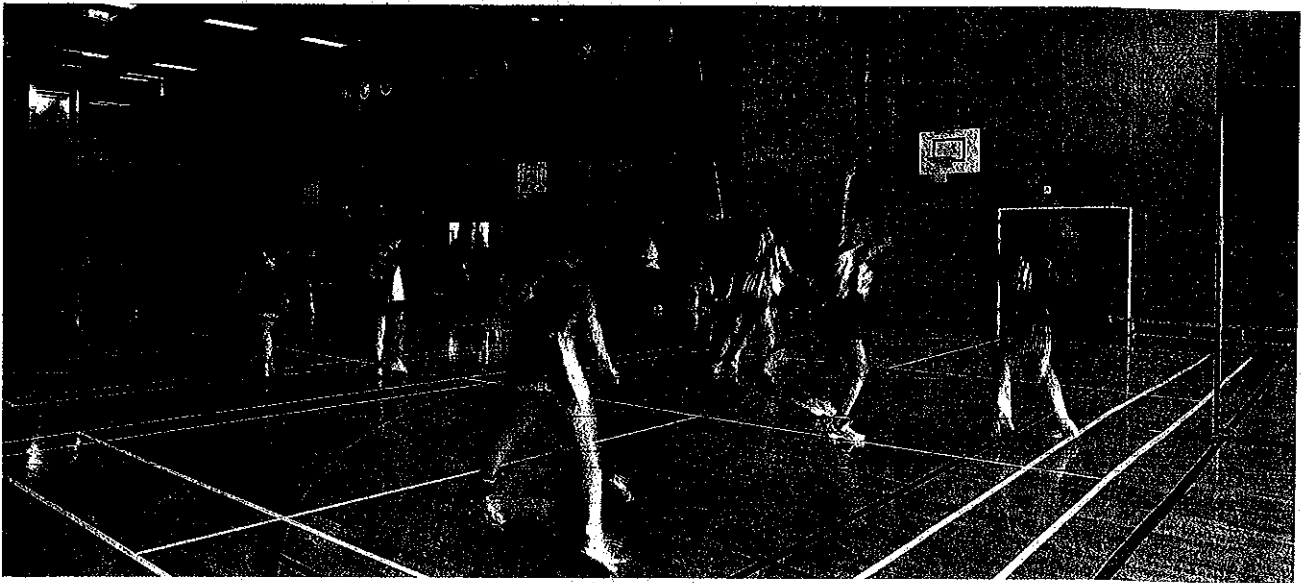
- 7 Who is the talk aimed at: people who know they want to go to university but want more information? People who are not sure whether university is for them?



## Summary writing 2 (Summarize spoken text)

**Lead-in** 1 Discuss the questions in pairs.

- 1 What services might a college or university provide for its students? Make a list.
- 2 Which of these services might you make use of? Why?
- 3 Are there any that you wouldn't use? Why not?
- 4 How important do you think it is that students take part in recreational activities? What might the benefits and drawbacks be?




2a What facilities might be needed for the following recreational activities?


- self-defence classes
- synchronised swimming
- climbing
- martial arts
- sailing
- squash

b What other sporting facilities might a college or university have?

### Understand the task


➤ EXPERT STRATEGIES page 181

3  108 Read the task. Then listen to the first part of the talk. What is the talk about?

 10 mins You will hear a short talk. Write a summary for a fellow student who was not present at the talk. You should write 50–70 words.

You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the talk.

### Listen and take notes

4  109 Listen to the whole talk and take notes.

5a Compare and discuss your notes in pairs. Did you both pick out the same main ideas and important supporting points?

b Which are the most important to include in your summary?

c If appropriate, adjust your notes as a result of your discussion.

### Plan your summary

6a Compare your notes in pairs. Are any differences significant?

b Which ideas in your notes are essential to include? Which are useful but optional, if you can fit them in within the word limit (50–70 words)?



### Language and content

**7a** Read the sentences and underline the word or phrase that expresses reason or purpose. What grammar structure follows each one?

- 1 Many students take advantage of the recreational facilities in order to keep fit.
- 2 As there is a wide range of sports and activities available, all students should be able to find something that suits their needs and interests.
- 3 Many students attend the recreation centre for fitness training and the chance to rest their minds.

**b** Look at the discourse markers of reason and purpose. What grammar structures follow them? Complete the patterns with the letters in the box.

BI (bare infinitive)	I (infinitive)
C (clause)	N/NP (noun or noun phrase)
G (gerund)	

- 1 in order to + BI
- 2 as + G
- 3 for + NP / G
- 4 due to/owing to + / /
- 5 the reason for +
- 6 so that +
- 7 with the aim /purpose/intention of +
- 8 to +
- 9 because +
- 10 as a result of + / /
- 11 because of + / /
- 12 in view of +
- 13 so +
- 14 the/our objective/goal/intention (of ...) is +

**8** Complete the sentences with your own ideas, giving reasons and/or purposes. Use the discourse markers in Exercise 7b.

- 1 The financial counselling service exists
- 2 It's a good idea to learn new skills
- 3 Students should make themselves aware of the services that are available
- 4     students should ensure they visit the dentist regularly
- 5     provide students with opportunities to keep fit.
- 6     students are advised to familiarise themselves with the student services during their first few weeks of term.

### Write your summary

**9** Assume you have already used one minute to plan your summary. Write your summary in six minutes. Use your notes from Exercise 4 to help you. Don't worry about length for now. Remember to:

- 1 make sure you have an overview sentence.
- 2 use sequencing words to signal your ideas.
- 3 use language to indicate reason and purpose.
- 4 use words from the talk as well as synonyms.

### Check your summary

➤ EXPERT WRITING page 198

**10** Use the remaining three minutes to check your summary, using the checklist on page 192.

### Further practice

**11** 110 Turn to page 198 and complete another timed test practice.

## Review

- 1 Complete the sentences with the words in the box.

disinclined faculty inclination levy  
malnourished ongoing overweight protocols  
reluctant unparalleled

- 1 Appointments with \_\_\_\_\_ can be made through the departmental office.
  - 2 I'm rather \_\_\_\_\_ to take a course in mediation protocols. I heard that it's not very interesting.
  - 3 He has no \_\_\_\_\_ to join any recreational clubs.
  - 4 It is very important that the correct \_\_\_\_\_ are followed when conducting any research within the department.
  - 5 Junk food has been blamed for the increase in the proportion of children who are \_\_\_\_\_.
  - 6 The university holds a number of fundraising events to help \_\_\_\_\_ children in areas of the world affected by famine.
  - 7 There are \_\_\_\_\_ problems at the university cafeteria. It started a long time ago and it's still continuing.
  - 8 This university has \_\_\_\_\_ research facilities available to students, which will make your learning experience unique.
  - 9 At some universities a(n) \_\_\_\_\_ is charged on all students to support recreational facilities and other services.
  - 10 The management of the university is \_\_\_\_\_ to spend any more money on recreational facilities.
- 2 Re-write the sentences with a preposition before the relative clause to make them more formal.
- 1 There are a number of universities which I've applied to.
  - 2 The people who I've spoken with about the research project are all willing to participate in it.
  - 3 The place where we're going to for next week's field trip is a museum.
  - 4 None of the people I've sent invitations to for the faculty dinner has replied yet.
  - 5 The equipment that the university paid so much money for has broken and is being repaired.
  - 6 The people who I studied with in high school all went to different universities.
  - 7 The university faculty which the greatest number of students are enrolled in is Science.
  - 8 The lecture theatre which we had literature lectures in last term has collapsed.
  - 9 The team against whom our university played last week has won the tournament.
  - 10 The research participants with whom the team worked were given plenty of information about the study.

- 3a Complete the sentences with your own ideas.

- 1 It will be difficult to reduce the number of overweight children as ...
- 2 A levy on junk food might be highly controversial due to ...
- 3 Keeping fit at university isn't hard for most students because of ...
- 4 One of the main reasons for the large number of obese children is ...
- 5 Universities generally encourage the provision of recreational activities in order to ...
- 6 As a result of ... , some universities plan to introduce rules for the nutritional value of the food served on campus.

- b Work in pairs. Share your ideas from Exercise 3a with your partner.

Why do you think it will be difficult to reduce the number of overweight children?

Well, there's so much marketing of unhealthy food everywhere. And ...

- 4 Find and correct eight mistakes in the text.

The university has five very well-regarded cafeterias and restaurants on kampus, catering to a wide range of needs. No matter whatever your tastes in food or your budget, there is a place where you will enjoy eating. Menus of all venues must be approved by the university in order ensure that, despite the reputation of student cafeterias, students did have a healthy, balanced diet.

The catering service is currently attempting to stronger its reputation for meeting the needs of students. In view this, students have recently been asked to provide feedback through some market research; the results which will be available soon.

In short, where ever you are on campus, there will be somewhere you can purchase healthy food at good prices.

## Part 1: Speaking and writing

In the Speaking and writing part of the test each task must be completed within the individual time limits. The recording status box or timer on the screen will let you know when to start recording and when to complete your response.

You will not be able to re-record or re-write any responses.

### Part 1: Speaking and writing

Section	Task type	Task description	Time allowed
Section 1	Personal introduction	After reading the instructions, you have 30 seconds to give a recorded introduction about yourself. This part is not assessed, but is sent to institutions you choose along with your Score Report.	1 minute
Section 2	Read aloud	A text appears on screen. Read the text aloud.	30-35 minutes
	Repeat sentence	After listening to a sentence, repeat the sentence.	
	Describe image	An image appears on screen. Describe the image in detail.	
	Re-tell lecture	After listening to or watching a video of a lecture, re-tell the lecture in your own words.	
	Answer short question	After listening to a question, answer with a single word or a few words.	
Section 3-4	Summarize written text	After reading a passage, write a one-sentence summary of the passage of between 5 and 75 words.	20 minutes
Section 5	Summarize written text or Write essay	Either a <i>Summarize written text</i> task or a <i>Write essay</i> task, depending on the combination of tasks in your test.	10 or 20 minutes
Section 6	Write essay	Write an essay of 200-300 words on a given topic.	20 minutes

### Part 2: Reading

Section	Task type	Task description	Time allowed
	Multiple-choice, choose single answer	After reading a text, answer a multiple-choice question on the content or tone of the text by selecting one response.	32-41 minutes
	Multiple-choice, choose multiple answers	After reading a text, answer a multiple-choice question on the content or tone of the text by selecting more than one response.	
	Re-order paragraphs	Several text boxes appear on screen in random order. Put the text boxes in the correct order.	
	Reading: Fill in the blanks	A text appears on screen with several blanks. Drag words or phrases from the blue box to fill in the blanks.	
	Reading & writing: Fill in the blanks	A text appears on screen with several blanks. Fill in the blanks by selecting words from several drop-down lists of response options.	

### Part 3: Listening

Section	Task type	Task description	Time allowed
Section 1	Summarize spoken text	After listening to a recording, write a summary of 50-70 words.	20 or 30 minutes
Section 2	Multiple-choice, choose multiple answers	After listening to a recording, answer a multiple-choice question on the content or tone of the recording by selecting more than one response.	23-28 minutes
	Fill in the blanks	The transcription of a recording appears on screen with several blanks. While listening to the recording, type the missing words into the blanks.	
	Highlight correct summary	After listening to a recording, select the paragraph that best summarizes the recording.	
	Multiple-choice, choose single answer	After listening to a recording, answer a multiple-choice question on the content or tone of the recording by selecting one response.	
	Select missing word	After listening to a recording, select the missing word or group of words that completes the recording.	
	Highlight incorrect words	The transcription of a recording appears on screen. While listening to the recording, identify the words in the transcription that differ from what is said.	
	Write from dictation	After listening to a recording of a sentence, type the sentence.	

## Part 1 Section 1: Personal introduction

The Speaking and writing part of the PTE Academic begins with a personal introduction. You will not be assessed on this part of the test (you will be assessed on every other part). However, your response will be recorded and will be sent, along with your score report, to any institutions you select as an additional security measure and so that they have a sample of your spoken English.

The screenshot shows a computer interface for the PTE Academic test. At the top, there are instructions: "Read the prompt below. In 25 seconds, you must reply in your own words, as naturally and clearly as possible. You have 30 seconds to record your response. Your response will be sent together with your score report to the institutions selected by you." Below this, a prompt asks the user to "Please introduce yourself. For example, you could talk about one or more of the following:" followed by a bulleted list: "Your interests", "Your plans for future study", "Why you want to study abroad", "Why you need to learn English", and "Why you chose this test". In the center, there is a "Recording Status" box that says "Beginning in 20 seconds". On the right side, three lines with circular endpoints point to the instructions, the list of topics, and the recording status box, with corresponding text labels: "Instructions", "Ideas of things to talk about", and "Recording Status box that tells you when the microphone opens and when it closes".

You will be asked to introduce yourself. You could talk about one or more of the following:

- Your interests
- Your plans for future study
- Why you want to study abroad
- Why you need to learn English
- Why you chose PTE Academic

You will have 25 seconds to read the instructions and then 30 seconds to record your response.

## Part 1 Section 2: Speaking

Section 2 of the Speaking and writing part of PTE Academic tests your ability to produce spoken English in an academic environment.

The total time for Part 1 Section 2 is 30–35 minutes, depending on the combination of items in a given test. Speaking tasks are timed individually. You will need to manage your own time but you can refer to the timer in the upper right-hand corner of the computer screen ('Time Remaining'), which counts down the time remaining for each speaking task.

## Read aloud

In this part of the speaking section, you will see a short text on the screen. You will be given either 30, 35 or 40 seconds to read it before the computer starts recording you. You will have the same amount of time again for the recording. When the computer starts recording, you must read the text aloud. You will do 6–7 *Read aloud* tasks.

The screenshot shows a computer interface for a 'Read aloud' task. At the top, there is a line of instructions: "Look at the text below. In 35 seconds, you must read this text aloud as naturally and clearly as possible. You have 35 seconds to read aloud." Below this is a central box labeled "Recorded Answer" which contains a "Current Status" indicator: "Beginning in 33 seconds". At the bottom of the screen, there is a text passage: "The Royal Society of Chemistry predicts that as few as six chemistry departments (those at Durham, Cambridge, Imperial, UCL, Bristol and Oxford) could remain open by 2014. Most recently, Exeter University closed down its chemistry department, blaming it on 'market forces', and Bristol look in some of the refugees." Three lines with arrows point from text labels on the right to these specific elements on the screen.

Instructions

Recording Status box that tells you when the microphone opens and when it closes

Text that you have to read aloud

### EXPERT STRATEGIES

#### Before you speak

- 1 Read the text before the microphone opens. These tasks aim to test your understanding of the text. If you understand the content of the text, you'll find it easier to use stress and intonation to help express meaning.
- 2 Try to guess the pronunciation of any unknown words.

#### While you speak

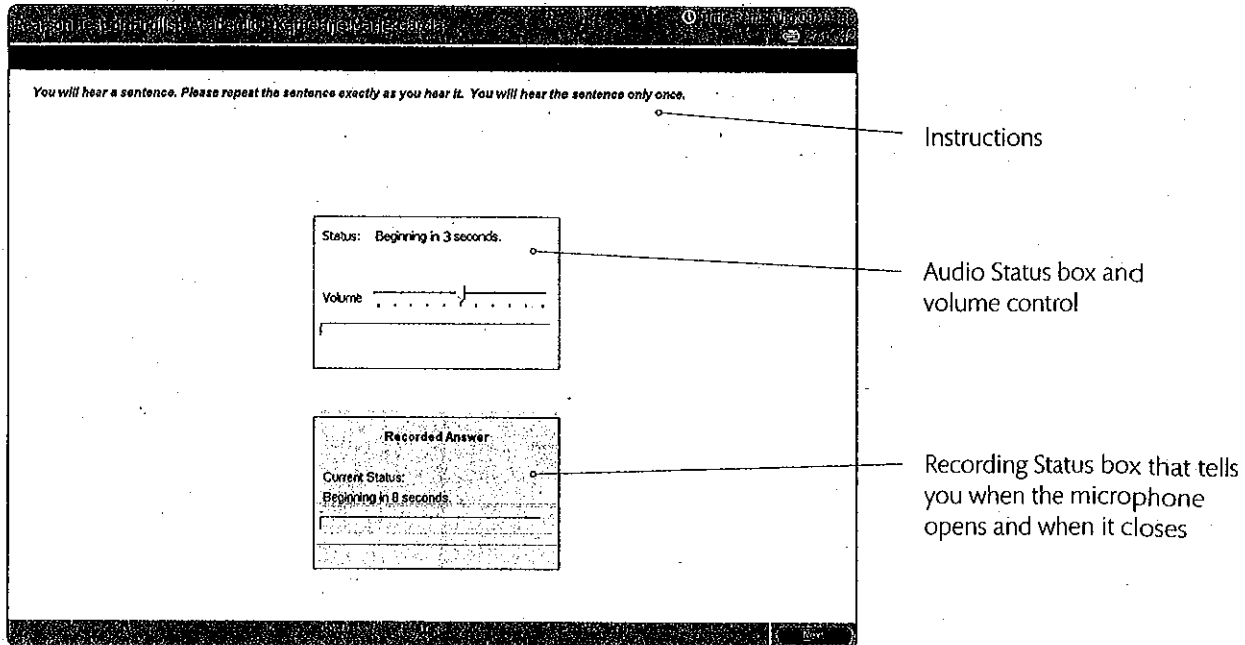
- 3 Imagine that you are speaking to an audience. Speak clearly, at normal speed and volume. If you speak too quietly or too quickly, it might be difficult to assess your speech.
- 4 Use punctuation to help you identify places for brief, natural pauses. Keep your mind on meaning but pay attention to your stress and rhythm, as well as pronunciation of sounds and smooth transitions between words.
- 5 If you make a mistake, don't go back and correct yourself. Just keep going. You will not be able to re-record anything.

#### Notes from the test developers

- Do not pause for more than two seconds. After three seconds, the recording stops and you cannot re-open the microphone.
- To get a good score, your response must include all the words in the text and you must say them with good pronunciation and fluency.
- These tasks contribute to your reading, speaking, pronunciation and oral fluency scores.

## Repeat sentence

In this part of the speaking section, you will hear a sentence of between three and nine seconds in length, which you must repeat into the microphone within 15 seconds. You will do 10–12 *Repeat sentence* tasks.



### EXPERT STRATEGIES

#### While you listen

- 1 Listen very carefully. Try to understand the meaning as this will help you to remember the words. Note down key words but only if it helps you.
- 2 Pay attention to the sentence stress and rhythm.

#### While you speak

- 3 Start speaking as soon as possible after the one-second pause has finished.
- 4 Imagine you are speaking to another person in the room. This will help you to say the sentence clearly, naturally and at normal speed and volume. You have 15 seconds to repeat the sentence, so you do not need to speak quickly. If you speak too quietly or too quickly, it might be difficult to assess your speech.
- 5 Keep your mind on meaning but try to copy the sentence stress and rhythm of the speaker. However, do not try to copy their accent – use your own pronunciation of the words. Also pay attention to your pronunciation of sounds and linking between words.
- 6 Attempt any unknown words – you could be right!
- 7 If you make a mistake, don't go back and correct yourself. Just keep going. You will not be able to re-record your sentence.

#### Notes from the test developers

- After you hear the sentence, you will have just one second before you must repeat it.
- Do not pause for more than two seconds. After three seconds, the recording stops and you cannot re-open the microphone.
- To get a good score, you must repeat the words in the correct sequence and with good pronunciation and fluency.
- These tasks contribute to your listening, speaking, pronunciation and oral fluency scores.

## Describe image

In this part of the speaking section, you will see an image such as a graph or diagram on the screen. You will have 25 seconds to look at it and try to understand it. The computer will then record you for 40 seconds as you describe the image. You will do 6–7 *Describe image* tasks.

Look at the map below. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.

Instructions

Image that you have to describe

Recording Status box that tells you when the microphone opens and when it closes

Gorilla Distribution

- Western Lowland Gorilla
- Mountain Gorilla
- Eastern Lowland Gorilla

Recorded Answer

Current Status

### EXPERT STRATEGIES

#### Before you speak

- 1 Study the image and take short notes if you need to.
- 2 Check that you understand what the image shows. Read the title, sub-title and any headings or labels.
- 3 Make sure you know what is being measured (e.g. kilos, US\$, millions, years).
- 4 Consider what we can learn from the image. What is the most important information?

#### While you speak

- 5 Start speaking clearly, at normal speed and volume. If you speak too quickly or too quietly, it may be difficult to assess your answer.
- 6 Describe what the image shows, the main information, the details and then summarise your ideas.
- 7 Do not repeat information. Describe all the main points and support them with details (numbers, etc.). Give a conclusion or an implication.
- 8 Do not go back and correct yourself.
- 9 Try to use a range of language – show off what you can do! Also pay attention to your stress and rhythm as well as pronunciation of sounds and smooth transitions between words.

#### Notes from the test developers

- Do not pause for more than two seconds. After three seconds, the recording stops and you cannot re-open the microphone.
- To get a good score, you need to describe the key aspects of the image accurately, linking your ideas well. You also need to speak with good pronunciation and fluency.
- These tasks contribute to your speaking, pronunciation and oral fluency scores.



## Re-tell lecture

In this part of the speaking section, you are tested on both your listening and speaking skills. You will hear a lecture or watch a video on an academic subject. You will then have ten seconds to review your notes before you re-tell the key points of the lecture in 40 seconds or less. You will do 3–4 *Re-tell lecture* tasks.

The screenshot shows a software interface for a speaking task. At the top, there is a text box with instructions: "You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response." Below the instructions is a video player area on the left, which is currently black. To the right of the video player is an audio control panel with a "Status" indicator set to "Completed" and a "Volume" slider. At the bottom right, there is a "Recorded Answer" box with a "Current Status" indicator set to "Recording". A small box at the bottom left of the video player area says "Demonstration version. This demonstration version of the test will not record your voice." Labels with arrows point to the instructions, the audio status box, the video player area, and the recording status box.

### EXPERT STRATEGIES

#### While you listen

- 1 Listen carefully to the content of the lecture from the beginning to the end, as the speaker may repeat points or add important points.
- 2 Take notes on the Erasable Noteboard Booklet as you listen. Write down the key words and phrases only. Using symbols and abbreviations can help.

#### Before you speak

- 3 Use the ten seconds to review your notes and plan what you are going to say; pick out the main points.
- 4 Decide how to organise the information. You can probably follow the notes you took in order.

#### While you speak

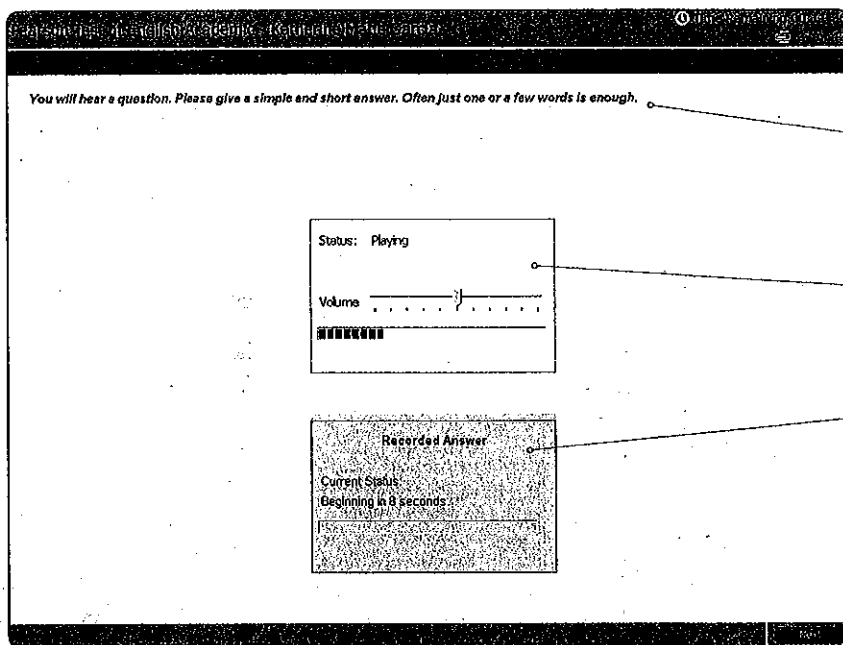
- 5 Imagine you are speaking to a classmate as this will help you to speak clearly and naturally. If you speak too quickly or too quietly, it may be difficult to assess your answer.
- 6 Re-tell the main points of the lecture using your notes to help you. Try to organise this information as logically as possible. Start with a topic sentence or introductory phrase and then give supporting points. Include a conclusion or implication.
- 7 Avoid repeating information.
- 8 Keep an eye on the time remaining; try to get to all the important points before time runs out.
- 9 Try to use a range of language – show off what you can do! Also, pay attention to your stress and rhythm as well as pronunciation of sounds and smooth transitions between words.

#### Notes from the test developers

- Do not pause for more than two seconds. After three seconds, the recording stops and you cannot re-open the microphone.
- To get a good score, you need to re-tell the main points of the lecture accurately and speak with good pronunciation and fluency.
- These tasks contribute to your listening, speaking, pronunciation and oral fluency scores.

## Answer short question

In this part of the speaking section, you will hear a question which you need to answer. The answer will be short (usually one or a very small number of words) and you will have ten seconds to answer it. You will do 10–12 *Answer short question* tasks.



Instructions

Audio Status box and volume control

Recording Status box that tells you when the microphone opens and when it closes

### EXPERT STRATEGIES

#### While you listen

- 1 Listen carefully to the question and decide what kind of information you need. (e.g. a word to match a definition, an opposite, a phrase).

#### While you speak

- 2 Speak when the status bar changes to 'Recording'. This is not indicated by a tone.
- 3 Speak clearly, at normal speed and volume. If you speak too quickly or too quietly, it may be difficult to assess your answer.
- 4 Just give one word or one phrase as an answer. There is no need to say anything more.

#### Notes from the test developers

- Do not pause for more than two seconds. After three seconds, the recording stops and you cannot re-open the microphone.
- Save time on the test: once you have given an answer, click on 'Next' and move on to the next question.
- Do not waste time giving full answers. If the answer is *cat*, then *a cat*, *the cat*, *a cat does* or *it's a cat* will all be considered correct answers and will score the same.
- You do not need any special knowledge for these questions – they test your English, not your general knowledge.
- These tasks contribute to your listening and speaking scores. Pronunciation is not scored here.

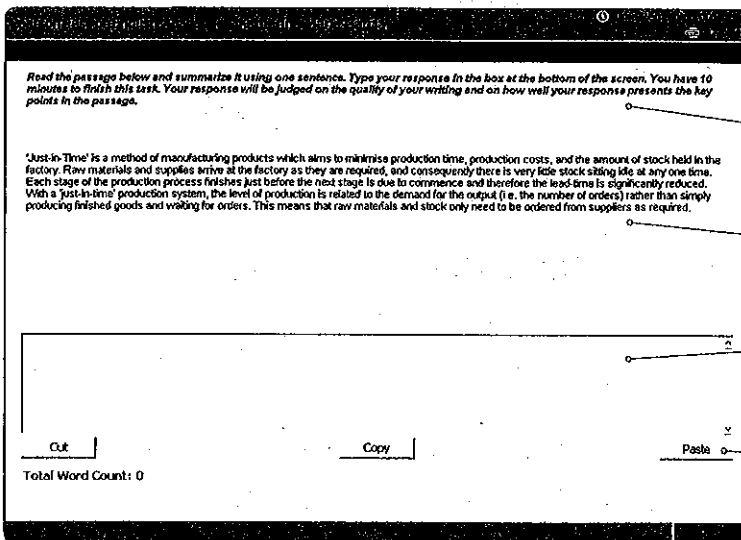
## Part 1 Sections 3–6: Writing

Sections 3–6 of the Speaking and writing part of PTE Academic test your ability to produce written English in an academic environment.

The total time for Part 1 Sections 3–6 is 50–60 minutes, depending on the combination of items in a given test. Writing tasks are individually timed and you can refer to the timer in the upper right-hand corner of the computer screen ('Time Remaining'), which counts down the time remaining for each writing task.

### Summarize written text

In this writing task type, your reading and writing skills are tested. You will have ten minutes to read a text and summarise it in the response box in one sentence. You will do 2–3 Summarize written text tasks. Each text is up to 300 words long.



Instructions

Reading text that you have to summarise

Type your answer here

Tools you can use to edit what you write

#### EXPERT STRATEGIES

##### Before you read

- 1 Read the instructions carefully.
- 2 Get your pen and Erasable Noteboard Booklet ready.

##### While you read

- 3 Pick out the topic sentences and key words. Using symbols and acronyms helps keep your notes short.

##### After you read

- 4 Review the topic sentences and/or your notes and identify the main ideas and supporting points given in the text.
- 5 Type your one-sentence summary into the response box. Use the topic sentence(s) where possible, as these give the main idea, but use your own words as much as possible. Grammatical structures such as relative clauses and prepositional phrases can be very useful for fitting several ideas into one sentence.
- 6 Re-read your summary carefully. Check that the content covers the main points. Check your grammar, vocabulary and spelling carefully.

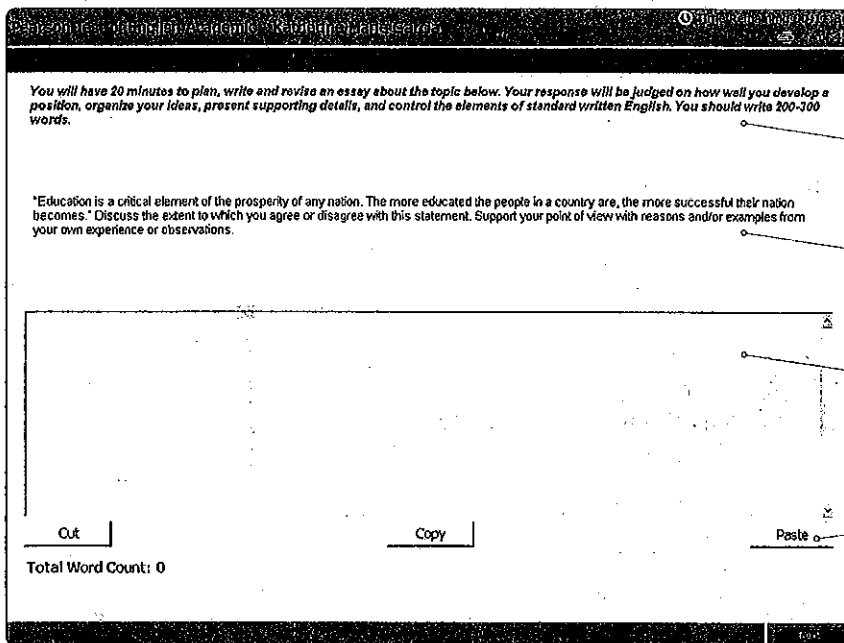
- 7 Make sure that your summary is no more than one sentence long and no more than 75 words. Look at the bottom left of the response box for the word count.
- 8 If you find it difficult to put all the main points into one sentence, consider using two related sentences with a semi-colon between them. This is OK.
- 9 You don't get extra marks for long answers – don't use more words than necessary, as longer answers increase your chances of making mistakes.

#### Notes from the test developers

- To get a high score, you need to include the key points of the text and use correct grammar, vocabulary, punctuation and spelling. Do not, for example, type everything in capital letters as this will badly affect your score.
- If your summary is more than one sentence long, less than five words long or more than 75 words long, you will lose marks. Good answers are generally much shorter than 75 words.
- These tasks contribute to your reading, writing, grammar and vocabulary scores.

## Write essay

In this writing task type, you are tested on your ability to write an essay on a given topic. You will have 20 minutes to plan, write and revise your essay. You **MUST** write between 200 and 300 words. You will do 1 or 2 *Write essay* tasks.



Instructions

The essay topic that you have to answer

Type your answer here

Word processing tools

### EXPERT STRATEGIES

#### Before you write

- 1 Read the essay task carefully. Make sure you understand what you have to do (e.g. agree or disagree, describe a situation, discuss advantages or disadvantages).
- 2 Guess the meaning of any unknown words in the task. A key idea may be restated.
- 3 Plan the content of your essay. Use your Erasable Noteboard Booklet to note down any helpful ideas, words or phrases, or type these straight into the response box, then plan the paragraphs and order of your ideas. Think especially about ideas that support your opinion. Check that your plan answers the question before you start to type.
- 4 Check the timer. Plan how much time you will need to write to be able to allow a few minutes at the end to check for errors.

#### While you write

- 5 Write quickly, watching the timer and the word count while you write. Make sure you write from your plan, to help you structure your essay well. Timewise, you can write in any order – some people like to write the introduction after writing the body paragraphs.
- 6 Try to use a range of language – show off what you can do! Make sure the ideas in your essay are closely related to the prompt but don't copy large parts of the prompt.

#### After you write

- 7 Read your essay and check for the following: relevant content; a clear introduction; a clear conclusion; that new ideas are introduced in new paragraphs; that all ideas are developed with examples and details; that the connections between sentences and paragraphs are clear; that there is a variety of words and phrases.
- 8 Check the total word count, the grammar, the punctuation and the spelling, and make corrections where necessary.

#### Notes from the test developers

- If your essay has fewer than 200 words or more than 300 words, you will lose marks.
- To get a high score, you need to answer the question, giving details and examples to support your opinions. You will need to organise your ideas well, connect them smoothly and show a good range and control of language. Use correct grammar, vocabulary, punctuation and spelling. Do not type everything in capital letters.
- These tasks contribute to your writing, grammar, spelling, vocabulary and written discourse scores (your written discourse score comes only from Write essay tasks).

## Part 2: Reading

The Reading part of PTE Academic tests your ability to understand written English in an academic environment.

The total time for Part 2 is 32–41 minutes, depending on the combination of items in a given test. Reading items are not timed individually. You will need to manage your own time but you can refer to the timer in the upper right-hand corner of the computer screen ('Time Remaining'), which counts down the time remaining for the Reading part.

### Multiple-choice, choose single answer

In this reading task type, you will read a text and then answer a multiple-choice question about it. There will be four options to choose from and only one is correct. You will do 2–3 *Multiple-choice, choose single answer* tasks.

The artists were not a rich man's frivolous addition to his entourage but an essential part of a scientific team in the age before photography. Their principal task was to draw the specimens that the scientists collected. Although the naturalists, such as Banks, intended to preserve some of their specimens and take them home to England, it would not be practical to do so with all of them. Banks also expected to dissect certain animals, and the artists would preserve a record of this work. In addition to their scientific drawings, Banks wanted the artists to sketch the people and places they visited.

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

Which of the following can be inferred from the text?

- Photography eventually made scientific expeditions more productive.
- Artists performed a variety of tasks in early scientific explorations.
- Naturalists themselves were often talented artists.
- Dissecting specimens was not as useful as taking them to England.

Instructions

The question

The reading text

You have to click on one option only to answer the question

#### EXPERT STRATEGIES

##### Before you read

- 1 Read the instructions carefully so you know how many options to choose.
- 2 Read the answer options quickly to give you an idea of the topic.

##### While you read

- 3 Read the text carefully. Try to understand the main point and supporting points. Think about the writer's purpose and attitude.
- 4 Try to guess the meaning of words you do not know by looking at the other words in the sentence – but only for words that are important to answer the question.
- 5 Do not choose an option just because it has words that appear in the text. Often, these options are incorrect.

##### After you read

- 6 When you think you have found the correct option, read the text again quickly to be sure you are correct.
- 7 Don't choose an option just because some of the words within it (or their synonyms) are also in the text. You need to make sure the whole idea expressed by the option is correct. Remember that **ONLY ONE** option will be correct.
- 8 If you're not sure of the answer, you can safely guess. You won't lose marks for guesses on these tasks.
- 9 Be mindful of the time and move as quickly as you can on to the next task.

##### Notes from the test developers

- This task type is scored as either correct or incorrect.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your reading score.

## Multiple-choice, choose multiple answers

In this reading task type, you will read a text and then answer a multiple-choice question about it. There will be between five and seven options to choose from and more than one option is correct. You will do 2–3 *Multiple-choice, choose multiple answers* tasks.

The screenshot shows a digital interface for a reading task. On the left, there is a text box containing three paragraphs about the Turks and Caicos Islands. On the right, there is a question box with a question and five multiple-choice options, each with a checkbox. Annotations with lines pointing to specific parts of the interface are on the right side of the screenshot:

- Instructions:** Points to the text: "Read the text and answer the question by selecting all the correct responses. You will need to select more than one response."
- The question:** Points to the question: "According to the text, which of the following statements can be concluded about primary classes in the Turks and Caicos Islands?"
- The reading text:** Points to the first paragraph of the text.
- You have to click on more than one option to answer the question:** Points to the first option: "Multigrade classes are mainly found in smaller schools."

**Text from the screenshot:**

The Turks and Caicos Islands are a multi-island archipelago at the southern tip of the Bahamas chain, approximately 550 miles south-east of Florida. The islands are an overseas territory of the United Kingdom although they exercise a high degree of local political autonomy. The economy of the islands rests mainly on tourism, with some contribution from offshore banking and fishing.

Primary schooling is divided into eight grades, with most pupils entering at the age of four years and leaving at twelve. After two kindergarten years, Grades 1–8 are covered by a graded curriculum in maths, language and science that increases in difficulty as pupils get older. There is free repetition and pupils are expected to progress through primary school in their age cohorts. At the end of primary schooling, pupils sit an examination that serves to stream them in the secondary school setting. Primary and secondary school enrolment is virtually universal.

There are a total of ten government primary schools on the islands. Of these, seven are large enough to organize pupils into single-grade classrooms. Pupils in these schools are generally grouped by age into mixed ability classes. The remaining three schools, because of their small pupil numbers, operate with multigrade groupings. They serve communities with small populations whose children cannot travel to a neighbouring larger primary school. Pupils in these classes span up to three grade and age groups.

As far as classroom organization is concerned, the multigrade and monograde classrooms are similar in terms of the number of pupils and the general seating arrangements, with pupils in rows facing the blackboard. There is no evidence that the multigrade teachers operate in a particularly resource-poor environment in the Turks and Caicos Islands. This is in contrast to studies conducted in other developing country contexts.

**Question:** Read the text and answer the question by selecting all the correct responses. You will need to select more than one response.

**According to the text, which of the following statements can be concluded about primary classes in the Turks and Caicos Islands?**

- Multigrade classes are mainly found in smaller schools.
- Most primary pupils are in multigrade classes.
- Parents can choose to send their child to a multigrade school.
- Most primary pupils are in mixed ability classes.
- Multigrade classes are for the youngest three grades.

### EXPERT STRATEGIES

#### Before you read

- 1 Read the instructions carefully so you know that you should choose more than one response option.
- 2 Read the response options quickly. Try to decide what the question is asking for (e.g. main idea, inference, detailed information or writer's purpose).

#### While you read

- 3 Read the text carefully. Try to understand the main point and supporting points.
- 4 Try to guess the meaning of words you do not know by looking at the other words in the sentence – but only for words that are important to answer the question.
- 5 Do not choose an option just because it has words that appear in the text. Often, these options are incorrect.

#### After you read

- 6 Work through the options one by one. Try to decide whether each is correct or incorrect.
- 7 When you think you have found one of the correct options, read the text again quickly to be sure you are correct. You may have to read some parts of the text several times – this is normal. It can help to scan for points mentioned in the options and read in detail around this place.
- 8 Don't make guesses; on these tasks (unlike most) you lose a point for each incorrect answer.
- 9 Be mindful of the time and move as quickly as you can on to the next task.

#### Notes from the test developers

- You get one point for each correct response but will lose a point for each response you choose incorrectly.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- This task contributes to your reading score.

## Re-order paragraphs

In this reading task type, you will see a paragraph consisting of sentences in an incorrect order. It will be divided into four or five text boxes and you must put them into the correct order. You will do 2-3 *Re-order paragraphs* tasks.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

**Unordered Options**

- He convinced Professor Fitzgerald of the University of Hull to set up a study into this matter.
- Professor Fitzgerald and his team studied more than 47000 women.
- The women were asked to fill in a questionnaire about their diet and about their suffering from acne.
- No link was found between acne and traditionally suspect food such as chocolate and chips.
- Doctor Byron has long held that there is a link between diet and acne.

**Correct Answer**

Instructions

Sentences in incorrect order in the left panel

Arrow keys to change order of sentences

Move the boxes from the left panel to this right panel, in the correct order

### EXPERT STRATEGIES

#### Before you read

- 1 Read the instructions carefully.
- 2 Quickly skim the text in the text boxes to get an idea of the topic. Look for repeated words or synonyms to help you understand the topic.

#### While you read

- 3 Read each text box carefully.
- 4 Look for the first sentence, which is usually the most general. This is unlikely to start with a pronoun or a linking word or phrase. It will probably be the topic sentence and will introduce the main idea.
- 5 Look at the pronouns in the text and think about what they refer to. This can help you to connect the sentences.
- 6 Look at the discourse markers, including linking words, and think about how they join the ideas in the sentences.
- 7 Look at the use of the definite article (*the*). If a noun is accompanied by *the*, it might not be the first time it has been introduced in the text.
- 8 Think about the meaning of each sentence and how the ideas fit together.

#### After you read

- 9 Drag the text boxes on the left into the correct order on the right of the screen.
- 10 Read the text from beginning to end carefully in your chosen order, to make sure it makes sense. You can move the paragraphs around if you change your mind, either by using the arrow keys or by dragging the sentences, so don't be afraid to experiment.

#### Notes from the test developers

- In this task type you are being tested on your understanding of how texts are organised.
- To get a full score, you must re-order the text boxes correctly. If you order some of them incorrectly, you will get a partial score.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your reading score.

## Reading: Fill in the blanks

In this reading task type, you will read a text of up to 80 words in length. There will be three, four or five words missing. The missing words will sit in a blue box under the text. You will have to drag the missing words to the correct space in the text. You will do 4–5 *Reading: Fill in the blanks* tasks.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

Weather derivatives are normally used to hedge against unexpected swings in climatic conditions. The most common users are energy companies, which account for 48% of the market. Many of them are hedging natural-gas [ ] that are very sensitive to weather. Agriculture accounts for 12% of the [ ] market. This share could be bigger, but free government crop [ ] in many countries has dampened demand.

subscriptions prices derivatives distribution certainty insurance

Instructions

Text with missing words

You have to select words from this box and drag them to the gaps in the text above

### EXPERT STRATEGIES

#### While you read

- 1 Read the text quickly to understand the general topic. Ignore the blanks for now.
- 2 Then read the text more carefully. When you arrive at each blank, try to find the missing word in the box.
- 3 Think carefully about the meaning of the word that is missing. For example, is it a positive word or does it have a negative meaning? Is it a linker showing the cause or effect of an action?
- 4 Pay attention to the type of word that is missing. For example, is it a pronoun? Is it a verb in a past tense?
- 5 Think about the grammar of the word. For example, is it a verb which needs a third person -s? Is it a plural noun?
- 6 Look at the words on both sides of the blank to find clues to help you. The missing word might be part of a collocation.

#### After you read

- 7 When you have filled all the blanks, read the text again to check that it makes sense. If not, adjust your answers.

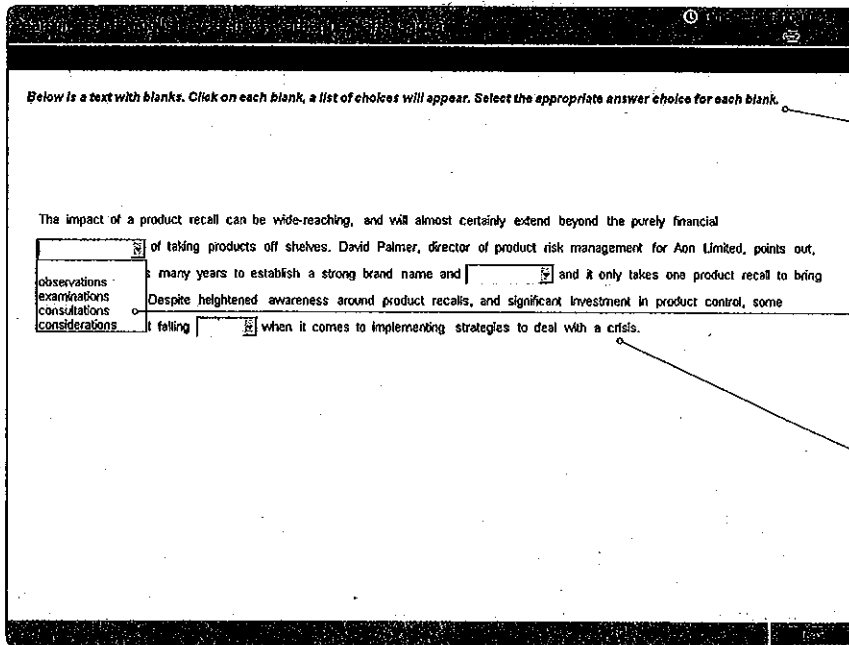
#### Notes from the test developers

- There will be three words in the box that you do not need.
- To get a full score, you must fill each blank with the correct word. If you fill just some of the blanks correctly, you will get a partial score.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your reading score.



## Reading & writing: Fill in the blanks

In this reading task type, you will read a text of up to 300 words in length. There will be four or five words missing. In each blank, there will be a drop-down menu with four options. You must click on the option you think fills the blank. You will do 5–6 *Reading & writing: Fill in the blanks* tasks.



Instructions

You have to select from a drop-down list of 4 options to fill each gap

Text with missing words

### EXPERT STRATEGIES

#### While you read

- 1 Read the text quickly to understand the general topic. Ignore the blanks for now.
- 2 Then read the text more carefully. When you arrive at each blank, try to think about what word is missing. Look at the words around it and think about the meaning and grammar of the missing word. Is it positive or negative? Does it connect ideas? What type of word is it?
- 3 Look at the words on both sides of the blank for language clues to help you. For example, is there a preposition that fits one of the options? Does one option collocate better with the words around the blank than the others?

#### After you read

- 4 When you have chosen all of the words, read the text again to make sure it makes sense with the options you chose.

#### Notes from the test developers

- To get a full score, you must fill each blank with the correct word. If you fill just some of the blanks correctly, you will get a partial score.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your reading and writing scores.

## Part 3: Listening

The Listening part of PTE Academic tests your ability to understand spoken English in an academic environment. It also tests your ability to understand a variety of accents, both native and non-native.

The total time for Part 3 is 45–57 minutes, depending on the combination of items in a given test. Some of the items are integrated and assess both listening as well as reading and writing skills.

With the exception of *Summarize spoken text*, the listening task types are not timed individually. You will need to manage your time yourself but you can refer to the timer in the upper right-hand corner of the computer screen ('Time remaining'), which counts down the amount of time remaining for the Listening part.

### Summarize spoken text

This task type tests your listening and writing skills. You will have 12 seconds to read the instructions before a recording of between 60 and 90 seconds is played. You will then have ten minutes to type your summary into a response box. The summary should be between 50 and 70 words. You will do 2–3 *Summarize spoken text* tasks.

The screenshot shows the PTE Academic interface for the 'Summarize spoken text' task. It includes the following elements:

- Instructions:** A text box at the top containing the task instructions: "You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50-70 words. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture."
- Audio Status box and volume control:** A box in the middle showing "Status: Beginning in 4 seconds." and a volume control slider.
- Type your answer here:** A large, empty text input area for writing the summary.
- Tools you can use to edit what you write:** Buttons for "Out", "Copy", and "Paste" located at the bottom left of the input area.
- Total Word Count: 0:** A counter at the bottom left of the input area.

### EXPERT STRATEGIES

#### Before you listen

- 1 Read the instructions carefully as they will mention the topic of what you are going to hear.
- 2 Get your pen and the Erasable Noteboard Booklet ready.

#### While you listen

- 3 Listen carefully to the key points of the recording – the main idea is usually mentioned near the beginning. Often, small details stand out clearly and it's easy to get distracted by them – try to avoid this.
- 4 Take notes of the key words. Use symbols and abbreviations as appropriate.

#### After listening

- 5 Review your notes and identify the main ideas and supporting points given in the recording.
- 6 Type your summary into the response box. Start with a sentence that gives the main idea followed by two or three supporting points.

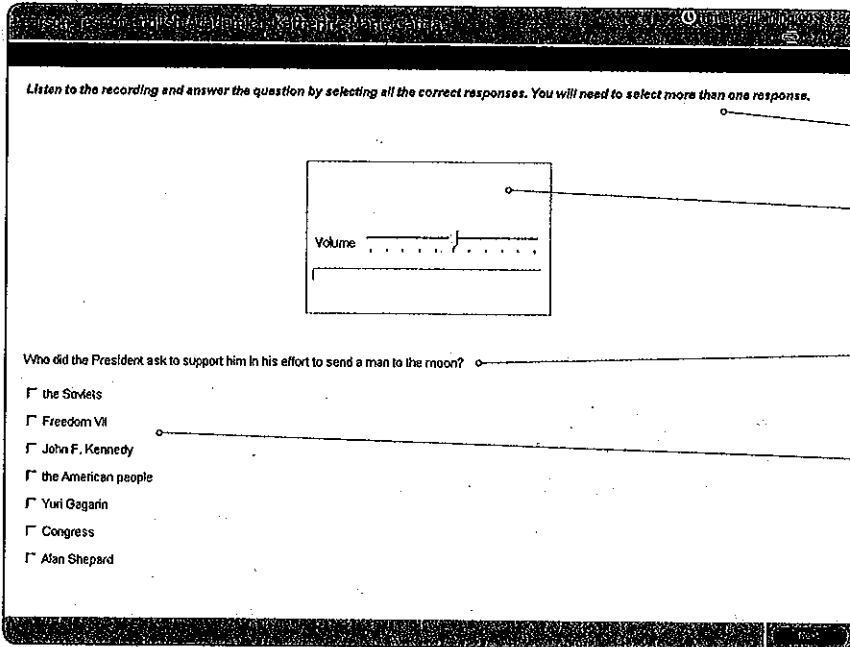
- 7 Re-read your summary carefully. Check that the content covers the main points. Check your grammar, vocabulary, spelling and punctuation carefully. Try to use a range of language – show off what you can do!
- 8 Make sure that your summary is between 50 and 70 words. Look at the bottom left of the response box for the word count.

#### Notes from the test developers

- The recordings are between 60 and 90 seconds.
- To score well, you need to include the key points of the recording and use correct grammar, vocabulary, punctuation and spelling. Don't type everything in capital letters.
- If your summary is less than 50 words or more than 70, you will lose marks.
- These tasks contribute to your writing, listening, grammar, spelling and vocabulary scores.

## Multiple-choice, choose multiple answers

In this listening task type, you will listen to a short recording or watch a short video on an academic subject and choose the correct options to a question. You must select more than one option. You will do 2-3 *Multiple-choice, choose multiple answers* tasks.



Instructions

Audio Status box and volume control

The question

You have to click on more than one option to answer the question

### EXPERT STRATEGIES

#### Before you listen

- 1 Read the question and skim the options before the recording begins so that you know what you are listening for.
- 2 Get your pen and the Erasable Noteboard Booklet ready.

#### While you listen

- 3 Take notes on the Erasable Noteboard Booklet. Focus on the key words and main points. Don't try to write too much or you may miss important points. Use symbols and abbreviations to help you take notes quickly.
- 4 A picture or video may be displayed while the sound is playing. This can give you additional clues about the topic.
- 5 Continue listening and taking notes until the end of the recording, even if you think you have the information you need. Sometimes speakers change what they say or add new information at the end.

#### After listening

- 6 Re-read the question and the options carefully.
- 7 Begin by deciding which answers are definitely incorrect. Then re-read the ones which remain to see which best match the notes you have taken.
- 8 Don't choose an option just because you heard some of the words in the recording. You need to make sure the whole idea is correct. Remember that more than one option will be correct.
- 9 Don't change your first answers unless you are sure that they are incorrect. Don't make guesses; on these tasks (unlike most), you lose a point for each incorrect answer.

#### Notes from the test developers

- You have just seven seconds to read the question before the recording starts.
- You get one point for each correct response but lose a point for each response you choose incorrectly.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your listening score.

## Fill in the blanks

In this listening task type, you are tested on your ability to listen for specific words in a recording and write them correctly. You are given a short text with between four and six words missing. You listen to a recording and type the missing words into the blanks. You will do 2–3 *Fill in the blanks* tasks.

You will hear a recording. Type the missing words in each blank.

Volume [ ]

OK, we're going to begin our lectures today on the [ ] basis of mental life. Psychology was defined at the very beginning of the [ ] of the science by William James as the science of mental life. As I [ ] last time, James argued that the whole purpose of psychology is to try to understand the [ ], emotional and motivational processes that [ ] human experience, thought and action. But because the brain is the [ ] basis of the mind, the mind is what the brain does, James began his famous [ ] on psychology with a discussion of brain function.

Instructions

Audio Status box and volume control

Transcription of the recording with missing words

You have to write the missing word you hear in each blank

### EXPERT STRATEGIES

#### Before you listen

- 1 Read the text quickly to get an idea of the topic. You won't have time to read every word at this point but try to skim to the end – or at least as far as you can.
- 2 Put your cursor in the first blank so you are ready to type or get your pen and Erasable Noteboard Booklet ready.

#### While you listen

- 3 Follow the text with the cursor as you listen to the recording.
- 4 Type the missing words into the blanks and then move your cursor to the next gap. If you are not a fast typist, write the words down on the Erasable Noteboard Booklet. Try not to take your eyes away from the text for too long if possible.

#### After listening

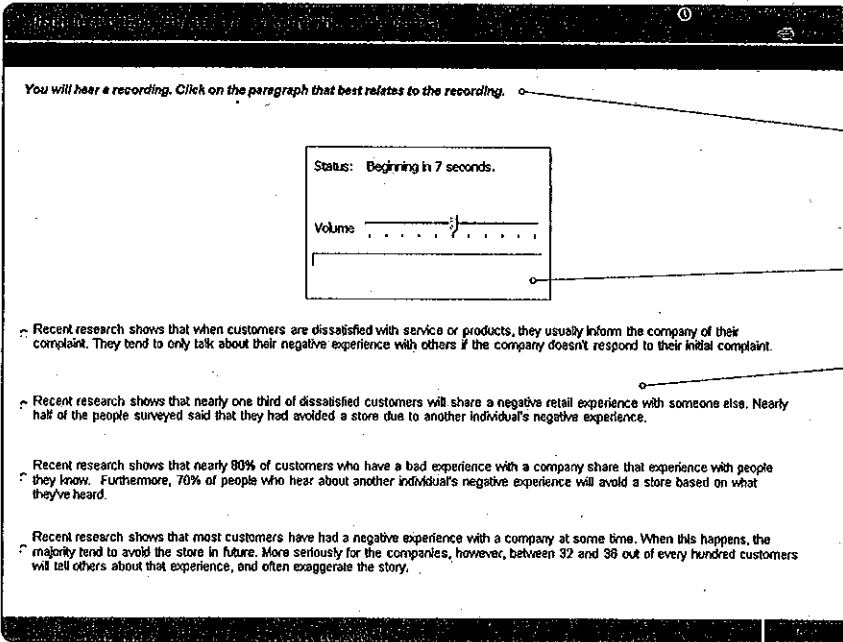
- 5 If you wrote the words down on the Erasable Noteboard Booklet, type them into the blanks.
- 6 Check you have typed the words correctly. Check the spelling and that you have used the correct form. For example, is the word singular or plural? Does the verb need an -s at the end? Make any necessary changes.
- 7 Read the whole text again to make sure that the words you chose make sense in the context.

#### Notes from the test developers

- You have just seven seconds to read the question before the recording starts.
- You can take a little time to check your answers once the recording has finished but be mindful of the overall time remaining for this part of the test.
- To get a full score, you must fill each blank with the correct word. If you fill just some blanks correctly, you will get a partial score.
- Use the mouse to move from blank to blank: keys such as the tab key don't do this.
- These tasks contribute to your listening and writing scores.

## Highlight correct summary

In this listening task type, you are tested on your listening and reading skills. You will listen to a short recording or video on an academic subject and choose the most appropriate summary from a choice of four. You will do 2-3 *Highlight correct summary* tasks.



Instructions

Audio Status box and volume control

Summaries of the recording. You must select one option that best relates to the recording.

### EXPERT STRATEGIES

#### Before you listen

- 1 Skim the four summary options as this will give you an idea of the topic but do not read them carefully – you will not have time.

#### While you listen

- 2 Listen carefully from beginning to end as the speaker may repeat information or add new information. Think about what the main ideas are.
- 3 Take notes using the Erasable Noteboard Booklet. Note down the key words or phrases. Use abbreviations and symbols if they help you.

#### After listening

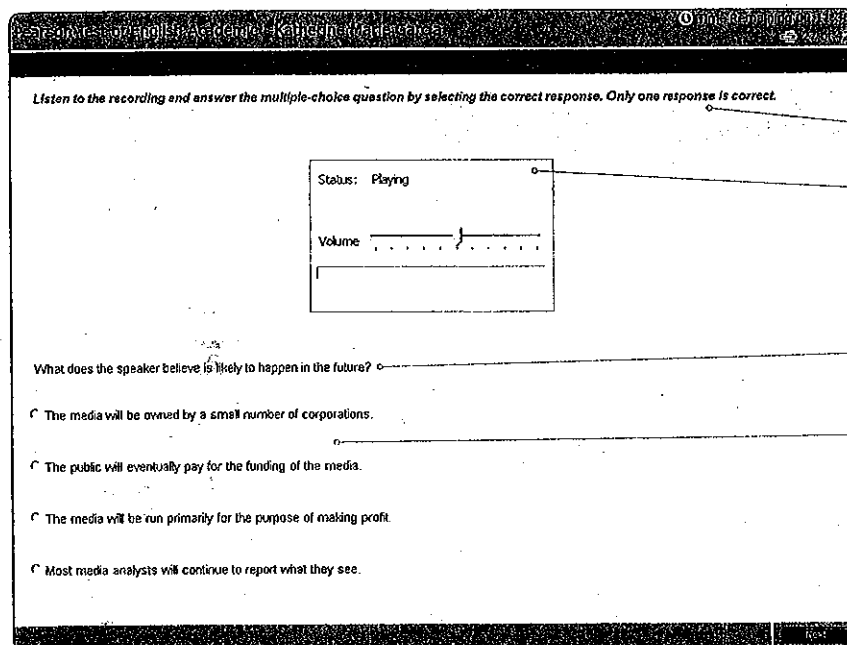
- 4 Read each summary carefully and think about the difference between them.
- 5 Use your notes to help you to choose the option that best summarises what you heard. Rule out summaries which include incorrect information or information that was not included in the talk. Also rule out any summary which focuses on information that you heard but was not the main point of the talk.
- 6 If you are not sure, make a guess – you may be right.

#### Notes from the test developers

- You have ten seconds to read the question before the recording starts.
- This task type is scored as correct or incorrect only.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your listening and reading scores.

## Multiple-choice, choose single answer

In this listening task type, you will listen to a short recording or watch a short video on an academic subject and choose ONE correct answer to a question from a choice of four options. You will do 2-3 *Multiple-choice, choose single answer* tasks.



Instructions

Audio Status box and volume control

The question

You have to click on one option only to answer the question

### EXPERT STRATEGIES

#### Before you listen

- 1 Read the prompt carefully so that you know what you are listening for.

#### While you listen

- 2 Take notes on the Erasable Noteboard Booklet. Focus on the key words and main points. Don't try to write too much or you may miss important points.
- 3 A picture or video may be displayed while the sound is playing. This can give you additional clues about the topic.
- 4 Continue listening and taking notes until the end of the recording, even if you think you have the information you need. Sometimes speakers change what they say or add new information.

#### After listening

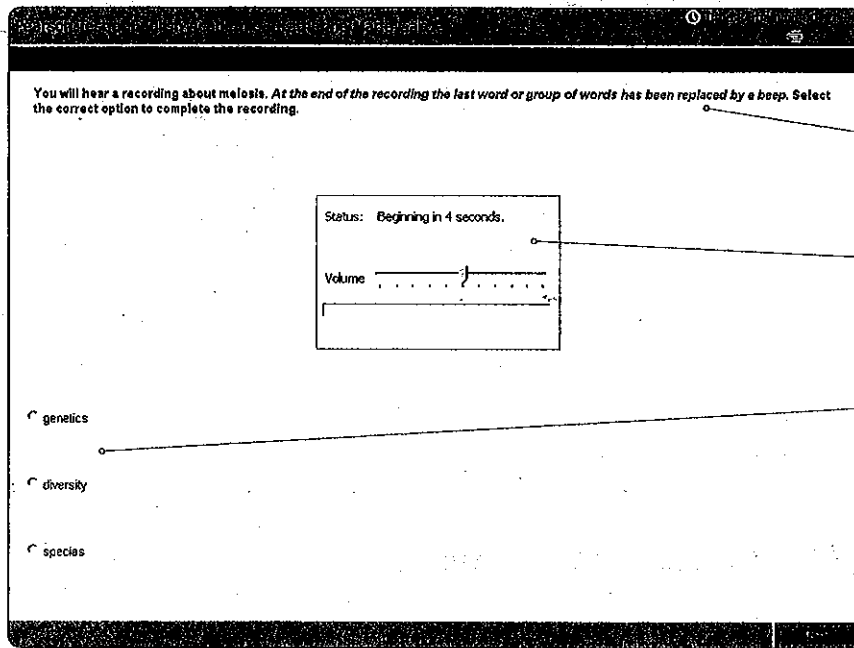
- 5 Re-read the question and the options carefully.
- 6 Begin by deciding which answers are definitely incorrect. Then re-read the ones which remain to see which best match the notes you have taken.
- 7 Don't choose an option just because you heard some of the words in the recording. You need to make sure the whole idea is correct. Remember that **ONLY ONE** option will be correct.
- 8 Don't change your first answer unless you are sure that it is incorrect. If you're not sure of the answer, you can safely guess. You won't lose marks for guesses on these tasks.

#### Notes from the test developers

- You have just five seconds to read the question before the recording starts.
- This task type is scored as correct or incorrect only.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your listening score.

## Select missing word

In this listening task type, you will listen to a short recording or watch a short video on an academic subject. At the end of the final sentence, there will be a missing word or phrase that is replaced by a beep. You will select the missing word or phrase from a choice of three to five options. You will do 2-3 *Select missing word* tasks. These tasks test your ability to infer the final words from the points that the lecturer makes.



Instructions

Audio Status box and volume control

You have to select one option that the speaker would say next

### EXPERT STRATEGIES

#### Before you listen

- 1 The instructions tell you what general topic the speaker is going to talk about. Read the topic, then skim the options as these will give you further clues.

#### While you listen

- 2 Listen carefully to the speaker and follow his or her ideas. Make sure you listen from the beginning to the end of the talk or you may miss the final sentence. Do not spend time worrying about words you have not understood. Try to understand the general idea and the main points, and try to follow the relationships between ideas.
- 3 While listening, continually try to decide which options are more or less likely.
- 4 Look at the timer on the screen as this will help you to know when the talk is going to end.

#### After listening

- 5 Read the options - there will be between three and five. If there is one that matches your idea, this could be the correct answer.
- 6 Once you have chosen your answer, make sure that it fits the meaning of the sentence and talk.
- 7 If you are not sure of the answer, make a guess from amongst the most likely options - you could be right.

#### Notes from the test developers

- You have just seven seconds to read the topic in the question and the options before the recording starts.
- This task type is scored as correct or incorrect only. There is no penalty for guessing.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- This task contributes to your listening score.

## Highlight incorrect words

In this listening task type, you are tested on your ability to listen to and read a text at the same time. As you read and listen, you must highlight up to seven words which are different from the recording. You will do 2-3 *Highlight incorrect words* tasks.

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. Please click on the words that are different.

Status: Beginning in 5 seconds.

Volume

When explorer Roald Amundsen set out to find the Northwest Pasture, his official mission was scientific – a search for the magnetic south pole. But as historian Roland Hunford describes, the real drive behind the expedition came from a deep desire to colonize the unknown. \*One of the reasons that Amundsen would have been challenged by the Northwest Passage is simply that it was one of the last great geographical goals accomplished. What you have to realize is that by the 1890s, most of the earth had been discovered.\*

Instructions

Audio Status box and volume control

The transcription of the recording. You have to click on each incorrect word you hear.

### EXPERT STRATEGIES

#### Before you listen

- 1 Skim as much of the text as you can in the ten seconds before the recording starts to get an idea of the topic.
- 2 Put your cursor over the first word but do not click on it.

#### While you listen

- 3 Follow the words in the text as you hear them, moving the cursor along as you listen.
- 4 When a word in the recording is different to a word in the text, click on it.
- 5 Listen carefully as some words will sound very similar but are not exactly the same.
- 6 Only click those words that you are sure are different. If you click on a word by accident, click on it again to undo the highlight.
- 7 Don't guess – incorrect answers will lose marks on these tasks. For the same reason, only change an answer if you are really sure it is incorrect.

#### Notes from the test developers

- You have ten seconds to read the question before the recording starts.
- To get a full score, you must select all the incorrect words. If you choose just some of the incorrect words, you will get a point for each. You will lose a point for each word you select that is actually correct.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- This task contributes to your listening and reading scores.



## Write from dictation

In this listening task type, you are tested on your ability to listen and write what you hear. You will hear a sentence which you must then type into the box on the screen exactly as you heard it. You will do 3-4 *Write from dictation* tasks.

The screenshot shows a digital interface for a 'Write from dictation' task. At the top, there is a text box containing instructions: 'You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.' Below this is a smaller box with 'Status: Beginning in 4 seconds.' and a volume control slider. A large empty text area is provided for the user to type their answer. At the bottom, there are 'Cut', 'Copy', and 'Paste' buttons, and a 'Total Word Count: 0' indicator. Callouts on the right side of the image point to these specific elements: 'Instructions' points to the top text box; 'Audio Status box and volume control' points to the status and volume box; 'Type your answer here' points to the large text area; and 'Tools you can use to edit what you write' points to the 'Cut', 'Copy', and 'Paste' buttons.

### EXPERT STRATEGIES

#### Before you listen

- 1 Put your cursor in the response box so you are ready to type or get your pen and Erasable Noteboard Booklet ready.

#### While you listen

- 2 Listen carefully to the sentence. Focus on the meaning as this will help you to remember it. You will hear the sentence only once.

#### After listening

- 3 Keep saying the sentence in your head and type it into the box; or write it on the Erasable Noteboard Booklet and then type it into the box.
- 4 Check what you have written. Have you written the same words? Does your sentence have the same meaning as the sentence you heard? Are the words spelt correctly? If you are unsure of or forget a word, try to work out what it is from the other words in the sentence, using your knowledge of grammar and collocation.

#### Notes from the test developers

- You have just seven seconds to read the question before the recording starts.
- To get a full score, you must type all of the words and spell them correctly.
- There is no timer for this task. When you have finished, click on 'Next' to go to the next task.
- These tasks contribute to your listening and writing scores.



# Expert speaking

## General speaking guidelines/Checklist

### Describe image

Did you:	
use an introductory expression?	<input type="checkbox"/>
describe the most significant information?	<input type="checkbox"/>
emphasise the point that's most important (only if one stands out above the others)?	<input type="checkbox"/>
(if applicable) give figures and use the language of approximation if figures are not exact?	<input type="checkbox"/>
give an implication or conclusion?	<input type="checkbox"/>

### Re-tell lecture

Did you:	
use an introductory expression?	<input type="checkbox"/>
mention key points, not minor details?	<input type="checkbox"/>
only give information from the talk, not your own ideas?	<input type="checkbox"/>
organise ideas logically, using discourse markers?	<input type="checkbox"/>
avoid repeating information?	<input type="checkbox"/>
give an implication or a conclusion?	<input type="checkbox"/>
speak smoothly, without many hesitations?	<input type="checkbox"/>

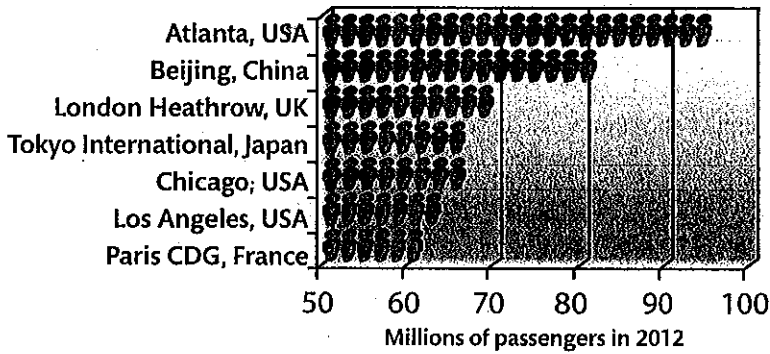
## Describe image

### Module 3: Speaking 2, page 51, Exercise 7

Complete the task in pairs. Take turns to describe the chart.

**40 secs.** Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.

World's busiest airports by passenger traffic, 2012 →

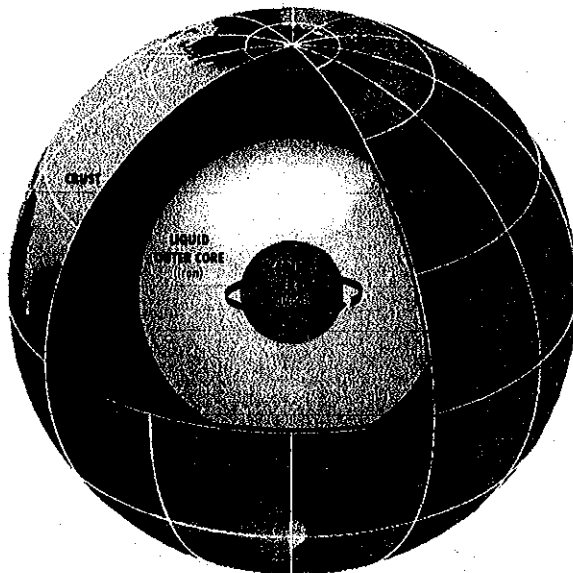


### Module 7: Speaking 2, page 115, Exercise 7

Complete the task in pairs. Take turns to describe the diagram.


**40 secs.** Look at the diagram below. In 25 seconds, please speak into the microphone and describe in detail what the diagram is showing. You will have 40 seconds to give your response.


What is under the Earth's surface?



## Re-tell lecture

### Module 4: Speaking 2, page 67, Exercise 8


 Complete the task in pairs. Take notes, then take turns to use your notes to re-tell the lecture to your partner.


 **40 secs.** You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

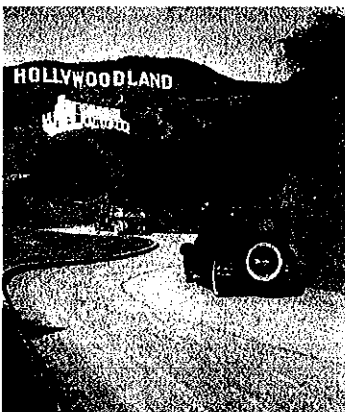


More responsibility =  
more stress?

### Module 8: Speaking 2, page 131, Exercise 9

 Complete the task in pairs. Take notes, then take turns to use your notes to re-tell the lecture to your partner.

 **40 secs.** You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and re-tell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



Why California?

## Editing checklists

### Write essay

Essay checklist	
Does the introduction have a general statement, an opinion and a preview, as appropriate?	<input type="checkbox"/>
Does each body paragraph have a clear topic sentence?	<input type="checkbox"/>
Does each body paragraph make only one main point?	<input type="checkbox"/>
Does the conclusion effectively summarise the ideas in the body paragraphs?	<input type="checkbox"/>
Do the ideas flow logically from the introduction to the body paragraphs to the conclusion?	<input type="checkbox"/>
Is there good cohesion between sentences and paragraphs?	<input type="checkbox"/>
Is there a good variety of vocabulary?	<input type="checkbox"/>
Are there 200–300 words?	<input type="checkbox"/>
Have you checked the grammar, punctuation and spelling, making sure that you've used only UK, US, Australian or Canadian spelling?	<input type="checkbox"/>

### Summarize written text

Summary sentence checklist	
Are all the important ideas included?	<input type="checkbox"/>
Are minor ideas missed out?	<input type="checkbox"/>
Are all the points from the text, not your own knowledge?	<input type="checkbox"/>
Is there a mixture of words from the text and their synonyms?	<input type="checkbox"/>
Is there one sentence only, of 5–75 words?	<input type="checkbox"/>
Have you checked the grammar, punctuation and spelling, making sure that you've used only UK, US, Australian or Canadian spelling?	<input type="checkbox"/>

### Summarize spoken text

Summary checklist	
Does your summary have a clear overview, giving the main topic?	<input type="checkbox"/>
Are all the important ideas included?	<input type="checkbox"/>
Are minor ideas missed out?	<input type="checkbox"/>
Are all the points from the text, not your own knowledge?	<input type="checkbox"/>
Is there a mixture of words from the recording and their synonyms?	<input type="checkbox"/>
Are there 50–70 words?	<input type="checkbox"/>
Have you checked the grammar, punctuation and spelling, making sure that you've used only UK, US, Australian or Canadian spelling?	<input type="checkbox"/>

## Write essay: Agree with a statement or opinion

### Task

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'Children should learn a second language from as early an age as possible.' How far do you agree with this statement? Support your point of view with reasons and/or examples from your own experience.

### Sample answer

cut

copy

paste

Total word count

216

Learning a second language from an early age is beneficial and all children should be encouraged to do it. Two important reasons for this are the cognitive benefits and a greater understanding of the world.

Firstly, it has been shown that knowing two languages improves a range of cognitive skills in children, for example, problem solving and creative thinking skills. Children who speak two languages generally perform better on tests of these skills than those who know only one. These skills are very important in life. Thus, anything to help children to develop them has to be positive.

Further, knowing another language can help considerably in understanding the world. People who speak only one language may be able to read about other countries. However, it is much better to actually experience them and find out first-hand from people from those countries what their life is like. In this way, knowledge and relationships can be developed, leading to two things. The first is greater personal satisfaction. The other, if applied to enough people, is the encouragement of more positive connections between nations, allowing business links between them to run smoothly.

In conclusion, learning multiple languages is beneficial for children, adults and even whole countries. It should be encouraged at every opportunity and from the earliest possible age.

The essay's opinion is stated clearly in the introduction.

A clear topic sentence, usually at the beginning of the paragraph, states the paragraph's main idea clearly. Each body paragraph has only one main idea and this supports the opinion of the essay.

Discourse markers clearly signal the order of ideas and relationships between ideas within the essay.

The essay's main ideas, supporting the essay's opinion, are usually mentioned briefly at the end of the introduction.

After the topic sentence, the rest of the paragraph consists of supporting points that explain and support the paragraph's main idea.

Unless describing your own experiences, essays usually avoid using personal words such as *I* and *my*, as this isn't academic writing style. While this isn't strictly necessary for the PTE Academic, it is good practice.

The last paragraph is the conclusion, which first summarises the main points and then gives a recommendation for future action that is related to the essay's opinion.

### Further practice

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'Volunteering to help the less fortunate should be an important part of school education.' Do you agree or disagree with this statement? Support your point of view with reasons and/or examples from your own experience.

## Write essay: Disagree with a statement or opinion

### Task

**20 mins.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

In many ways, modern buildings have significant advantages over older ones. For example, they have greater comfort and efficiency. Should we always replace older buildings with new ones in order to develop and improve our cities?

### Sample answer

**cut**

**copy**

**paste**

Total word count

285

In many cities, modern buildings are replacing older-style buildings at a rapid rate. This trend has some disturbing consequences, including the loss of our cultural heritage and an increasing blandness within our cities, often just to provide more space for modern buildings. For these reasons, it is important to ensure that older buildings are preserved, rather than being replaced with newer ones.

History is important to every society and one of the most important reminders of history is our buildings. As well as helping us remember important events of the past, they can also remind us of how people lived. For this reason, it's not only the large, official buildings that are important to preserve, but also the smaller, less important ones such as ordinary houses and shops. All are an important part of our cultural heritage.

Further, a city's character is, to a large extent, a reflection of its buildings. If all of a city's buildings belong to only one period of architecture – the modern period – the city will appear bland and uninteresting, with negative consequences for its residents' pride and also for tourism.

However, some people say that modern buildings have strong advantages over older ones, such as their greater efficiency and comfort, as well as lower running costs. While there is some truth in this, it doesn't mean that older buildings should be destroyed. As we've seen above, there are some very strong reasons to preserve older buildings.

In conclusion, while there may be some advantages to modern buildings, older buildings should still be preserved and definitely should not be destroyed to make space for newer ones. Without older buildings, cities would lose their historical context and their style and character.

The opinion is given clearly in the introduction

(Optional.) A body paragraph shows why the opposing idea is wrong (in this case, it's the idea in the question)

The topic is introduced with a general statement in the introduction.

Within the introduction, the ideas in the body paragraphs are mentioned (previewed), if possible.

Body paragraphs each have a topic sentence plus supporting ideas.

The conclusion repeats the opinion in different words and briefly mentions the main points again.

### Further practice

**20 mins.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'High-rise buildings destroy the character of a city. Not only should new ones be banned, but existing ones should be demolished and replaced with smaller buildings.' Do you agree or disagree with this statement? Support your point of view with appropriate evidence.

## Write essay: Agree partially with a statement or opinion

### Task

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

Some say that environmental problems are mainly caused by our modern consumerist lifestyle and that this has to change if these problems are to be solved. Others say that radically changing our lifestyle will cause more problems than it will solve. What is your position on this topic?

### Sample answer

cut  
copy  
paste  
Total word count  
299

The topic is stated clearly in the introduction.

Arguments on one side are given in a body paragraph (there may be more than one of these body paragraphs).

Arguments on the other side are given in a different body paragraph (there may be more than one of these body paragraphs).

Opinions about how to deal with environmental problems such as climate change vary dramatically. Some say that we should make radical changes to our lifestyle in order to significantly reduce our consumption of resources, while others argue that we should only do what is immediately necessary, avoiding too much disruption to current lifestyles. There are merits to both of these positions and the best path lies somewhere between the two extremes.

There are some who claim that the only way to prevent problems such as global warming is to make extreme changes, such as shutting all coal-fired power stations. These changes would have very significant effects on people's lifestyle. However, while it is essential that steps are taken in the right direction, they need not be as radical as this. For example, taxes on fossil fuels could be increased by a moderate amount, with the proceeds invested in improved public transport and renewable energy in order to ensure that there are viable alternatives.

At the other extreme are those who believe that change isn't needed. These people point out that technology could help us to deal with the effects of climate change. What these people fail to realise, however, is that allowing climate change to continue would have further consequences that would be increasingly difficult to deal with. However, if people's lifestyles are changed too radically, this may cause a loss of support for reform. It's important that measures to deal with environmental problems have broad support.

In conclusion, it remains very important that effective and decisive measures to deal with environmental problems are taken at the earliest opportunity. However, if these are so strong that they cause severe disruption to people's lives, they will fail due to lack of support. Thus, it's important that a balance is achieved.

The opinion is given at the end of the introduction, with a hint about order of ideas in the body.

The conclusion concisely summarises both sides and makes the writer's opinion clear.

### Further practice

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'Wherever humans go, they cause damage. Thus, human exploration of the last uninhabited places, such as Antarctica, should be restricted to important scientific research only, and activities such as tourism in those regions should be banned.' To what extent do you agree with this point of view?



## Write essay: Advantages–disadvantages/For–Against

### Task

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

Zoos and aquariums are popular tourist attractions in many parts of the world. However, their existence is controversial. Discuss the advantages and disadvantages of keeping animals in captivity.

### Sample answer

cut

copy

paste

Total word count

293

The topic of animal captivity raises strong passions. Some feel that zoos prevent animals from having the experiences that they would have in the wild, which constitutes cruelty. Other people feel that zoos can help to conserve endangered species and that they also have an educational purpose.

In the wild, animals, including fish, can move around freely, interact with any of their species and experience the challenges of life and survival, for which they have evolved. None of this is possible in captivity. While zoos nowadays often constrain animals through means other than cages, the animals still cannot roam as widely as they would under more natural conditions. The animals they live with are chosen by the zoo's management and they live a very safe existence. It has frequently been reported that captive animals show symptoms of severe boredom. All of these conditions contribute to animal cruelty.

However, there are some advantages to zoos. Firstly, they help to protect endangered species. In some cases, captive breeding programmes have allowed species to increase in numbers to such an extent that some have been re-introduced into the wild. Further, displays of captive animals allow people to experience them without disturbing their natural habitats, which helps the general public to appreciate and understand these animals.

These two opposing viewpoints both have merit. While there is some truth in the argument that keeping animals in captivity is unlikely to be beneficial to individual animals, there is undoubtedly a compelling need to conserve endangered species, and zoos do have an educational value. Perhaps the best way forward is to make zoos and aquariums as amenable and fun as possible for their residents and at the same time to minimise the number and species of animals kept within them.

The topic is stated clearly in the introduction.

Note: The advantages and disadvantages could be swapped, but it's neater if they are mentioned in the same order in the introduction and conclusion.

The introduction mentions (previews) the ideas in the body.

The first half of the body (one or more paragraphs) gives the disadvantages with support.

The second half of the body (one or more paragraphs) gives the advantages, with support.

The conclusion weighs up the advantages and disadvantages, summarising both, and draws a conclusion.

### Further practice

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

Animals are used for testing a range of items for use by humans, from cosmetics to medicine. Discuss the advantages and disadvantages of animal testing and draw your own conclusion.

## Write essay: Describe a situation

### Task

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'Modern technology touches many aspects of our everyday lives and has a significant effect on our lifestyles.' Describe the lifestyle of someone you know for whom this is true; this might be yourself.

### Sample answer

cut  
copy  
paste  
Total word count  
270

The introduction gives an opinion and makes the link to the question clear without copying it.

Each body paragraph covers a topic that is clearly different from the others, indicated in the topic sentence.

Most of our actions, whether at work, during study or for leisure, involve the use of technology. If technology were removed, our lifestyles would be radically different. Thus, it is clear that technology significantly affects our lives. This will be illustrated using my friend as an example.

Technology pervades even the most basic of daily routines. My friend is woken up by the alarm on her mobile phone, then switches on the TV to catch up on the news and check the weather. Even her travel to college relies on modern technology; she uses her mobile phone to check whether her train is on time.

Her study is also strongly influenced by technology. She types essays on a computer rather than writing them with a pen and submits them electronically. She accesses information using the internet. If she has a question for her lecturer or a fellow student, the most efficient way to ask is through the learning management system, a kind of social networking system just for people on her course. Without technology, almost everything she does in her studies would be done differently.

Perhaps not surprisingly, in addition to her daily habits and study, her leisure lifestyle also involves a significant amount of technology. If she meets friends, they often don't decide on the exact meeting point until just before the chosen time, relying on mobile phones for this co-ordination. Online social networking systems also play an important role in her social life.

In summary, there is hardly any aspect of life that isn't touched by technology. Without technology, most of us would have a dramatically different lifestyle.

Use of personal words (*I, my, etc.*) is acceptable for the test but isn't usually seen as good academic style. It's safest to use them only when the question specifically asks about individual people, as here.

Each body paragraph relates its topic back to the question.

The conclusion summarises the ideas in the body paragraphs, mentions the opinion again and refers indirectly back to the question.

### Further practice

**20 mins** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organise your ideas, present supporting details and control the elements of standard written English. You should write 200–300 words.

'The direction of our life is shaped by the influence of other people: society, family, friends and teachers.' Describe someone you know and the influences that have affected this person.

## Summarize spoken text

### Task

**10 mins** You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

### Sample answer

cut  
copy  
paste  
Total word count  
62

Sports nutrition aims to help sportspeople to get the right nutrition so that they are prepared for their events. It's also useful for anyone who does exercise. Nutritional requirements vary according to the sport. Competitors need to get just the right amount of energy - not too much and not too little. Nutrition is also important for helping people recover from strenuous activity.

Overview sentence: expresses the main point of the summary and usually comes at the beginning.

Only important points included, no small details.

## Summarize written text

### Task

**10 mins** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Modern marketing is accused of pushing up prices to finance heavy advertising and sales promotion. For example, a few dozen tablets of a heavily promoted brand of pain reliever sell for the same price as 100 tablets of less promoted brands. Differentiated products – cosmetics, detergents, toiletries – include promotion and packaging costs that can amount to 40 percent or more of the manufacturer's price to the retailer. Critics charge that much of the packaging and promotion adds only psychological value to the product rather than functional value.

Marketers respond that advertising does add to product costs. But it also adds value by informing potential buyers of the availability and merits of a brand. Brand name products may cost more but branding gives buyers assurances of consistent quality. Moreover, consumers can usually buy functional versions of products at lower prices. However, they want and are willing to pay more for products that also provide psychological benefits – that make them feel wealthy, attractive or special. Also, heavy advertising and promotion may be necessary for a firm to match competitors' efforts – the business would lose 'share of the mind' if it did not match competitive spending. At the same time, companies are cost-conscious about promotion and try to spend their money wisely.

### Sample answer

cut

copy

paste

Total word count

53

Marketers respond to accusations that their activities cause prices to be higher than necessary by claiming that marketing helps people to choose brands that make them feel good and that they can rely on, that these activities are necessary to stay competitive and that they do in fact try to avoid unnecessary expense.

The answer mentions the most important points only, packing as much meaning as possible into the subject and object of the summary sentence.

## Module 1

### Tenses in academic English (page 13)

#### A Forms of tenses

- 1 In simple tenses we use the simple form of the verb, which may be the present form or the past form. We also use *do* as an auxiliary verb.

*Many academics work at this university.*

*The academics don't teach all the time; they also research.*

*Do the academics mark exams?*

*Where do the academics work?*

*Most students took exams last year.*

*Most students didn't fail their exams last year.*

*Did most students pass their exams?*

*Where did the students go?*

- 2 In continuous tenses we use the *-ing* form of the verb and *be* as an auxiliary verb.

*The students are leaving the lecture theatre but they aren't going home.*

*Are the students using the library more nowadays?*

*Where is he going?*

*Unfortunately, the students weren't paying much attention to the lecture, though the lecturer was trying hard to keep his lecture interesting.*

*Were the students studying hard?*

*Where was the professor going?*

- 3 In perfect tenses we use the past participle of the verb and *have* as an auxiliary verb.

*He has written several books but he hasn't finished writing his current book yet.*

*Has the new research project begun yet?*

*Where has the professor gone?*

*He had learned six languages before the age of 25.*

*He hadn't studied the language before university.*

*Had he studied any Korean?*

*Which languages had he studied previously?*

- 4 Tenses can also be a combination of perfect and continuous forms.

*I haven't been practising my Korean as much recently.*

*He had just been thinking about his assignment.*

- 5 Future can be expressed in many ways in English. Various present forms are common.

*He's visiting another university next month.*

*They're going to meet outside the library later.*

*The lecture finishes at 3pm.*

*I'm about to go.*

*They expect the project to finish on time.*

Some modal verbs, including *will*, *might* and *could*, are used to talk about the future (especially *will*). The continuous and perfect forms can be used, but they are rare in real life, especially in academic English.

*The university will introduce a new course next year.*

*The students might be protesting this time next week.*

*We'll have finished the project by this time tomorrow.*

*The lecturer will have been working for forty years on 30 December.*

#### B Use of tenses in academic English

Simple tenses are significantly more common than continuous or perfect tenses in academic English.

Continuous tenses are relatively rare – much less common than in everyday conversation, for example.

#### Passive v. active (page 13)

##### A Use

Why use the passive?

- 1 A sentence usually begins with information that has already been mentioned. Choosing between the active and the passive allows us to place the already-mentioned information at the beginning of the sentence.

*I gave her a drink. It was made by my friend.* NOT *I gave her a drink. My friend made it.* (My friend hasn't been mentioned before but the drink (it) has been mentioned before.)

*Parts of South America's economy are based on agriculture. For example, coffee is grown there.* (The active version, *People grow coffee in South America*, is awkward because 'people' haven't been mentioned before.)

- 2 Sometimes we don't want to, don't need to or can't mention who did something (e.g. it's not the main point, or we don't know who did it). The passive can help here.

*The subjects were asked to sit in the chair and answer some questions.* (The person who did the action – a researcher – is not important information here, so it's missed out.)

*The lost wallet was handed in to the police station.* (Possibly no one knows who handed it in.)

*A mistake has been made.* (You need to mention the mistake but don't want to start an argument by blaming someone – or don't want to mention that you did it!)

In academic English, the person who did an action is often not the main point, so the passive is used. For example, when describing processes or experimental procedures, it's not usually important to state who did them. While the passive is more common in academic writing than in more informal forms of writing, the active is still used for nearly 80 percent of main verbs in academic writing.

##### B Form

- 1 We form the passive of the present simple and past simple with the appropriate form of *be* + past participle. We use the present form of *be* in the present simple passive and the past form of *be* in the past simple passive.

Tense	Active	Passive
Present simple	They drink water.	Water is drunk.
	They don't drink coffee.	Coffee isn't drunk.
	Do they drink tea?	Is tea drunk?
	Where do they drink tea?	Where is tea drunk?
Past simple	I finished the project.	The project was finished.
	I didn't finish the report.	The report wasn't finished.
	Did you finish the research?	Was the research finished?
	Where did people do the research?	Where was the research done?

- 2 With modal verbs, we use modal verb + *be* + past participle. *Be* doesn't change.

Active	Passive
We should forgive him.	He should be forgiven.
We mustn't encourage students to cheat.	Students mustn't be encouraged to cheat.
What problems could it cause?	What problems could be caused?

- 3 We can add the 'doer' of the action to a passive sentence by adding *by* + the doer.  
*Who is coffee drunk by? Coffee is drunk by most Australians.*  
*Many learners will be motivated by good test scores.*
- 4 Adverbs can go between *be* and the past participle (as well as other places, such as the beginning and end of the sentence).  
*Coffee is often drunk in order to improve concentration.*  
 (Compare with *People often drink coffee to improve concentration.* The adverb, *often*, is immediately before the main verb, just like the passive version of the sentence.)  
*This topic is frequently researched.*
- 5 The passive is also often used with impersonal *it* constructions (sometimes called 'introductory *it* constructions'), especially with verbs representing speech, thoughts and ideas (e.g. *explain*, *consider*, *write*).  
*It is often said that learning is best done with a teacher.*  
*It was thought that Latin was a useful language to learn.*

### Discourse markers (page 13)

- 1 Discourse markers are words or groups of words that show the relationship between clauses, sentences and/or paragraphs.  
*He could study anywhere because his phone had language learning software on it.*  
 In the sentence above, *because* shows that the reason *he could study anywhere* was that *his phone had language learning software on it*.

- 2 Discourse markers can make your writing and speaking in English clear. Make sure you use them!
- 3 Other examples of discourse markers and the relationships they show are as follows.

Linking similar ideas:

*In addition to the courses already available, the university is now also offering Korean.*

Linking different ideas:

*The university is now offering Korean courses. However, they are only available to second and third year students.*

Introducing an example:

*The university has many courses available, such as French, German, Greek, Turkish and Korean.*

Note: Don't use *such as* or any other discourse marker of example if you are giving complete lists.

Indicating time or sequence:

*First, the tasks were explained to the participants. Then, the participants carried out the tasks. Finally, they were interviewed about the experience.*

Introducing a consequence or a result:

*The students didn't prepare for the exam. As a result, they didn't pass.*

Introducing a reason:

*The students didn't prepare for the exam due to illness.*

Introducing a purpose:

*The students needed to pass the exam in order to go to university.*

Signalling a summary or conclusion:

*To sum up, there are three reasons why the exam was important for these students.*

Emphasising/showing how important a point is:

*One thing to remember is that these students have strong reasons to study hard for the exam.*

### Present perfect and past simple (page 16)

#### A Finished v. unfinished periods of time

- 1 We use the present perfect for events in periods of time that haven't yet finished. If a finished time period is mentioned, we prefer to use the past simple.  
*I've done some study this morning.* (This morning is not yet over.)  
*I did some study this morning.* (It's now the afternoon.)
- 2 Sometimes the unfinished time period is understood but not stated. A common example is when talking about experiences; often *before* or *ever* (in questions) and *never* (instead of *not*) are used, and the unfinished time period is your lifetime.  
*I've visited seven countries.*  
*'Have they studied linguistics before?' 'No, they haven't.'*  
*'Have you ever visited the university?' 'No, I've never even seen it.'*

## B Present relevance

- 1 We can use both the present perfect and the past simple to describe actions completed in the past. The difference is that we use the present perfect to make it clear that the action is relevant now. In many cases, this is because it explains a current situation.

*My lecturer is an expert on this subject; he has written a number of books on it. (I'm explaining how I know he is an expert – a current situation; it's because he has written a number of books on the subject.)*

*Before he started work at this university, my lecturer wrote a number of books. (The focus is on something in the past, not the present.)*

Incidentally, it could also be said that the first example is about unfinished time (the lecturer's life) and the second about a finished period of time.

- 2 Other examples:

*Three previous studies have looked at the same question as the current study. However, for various reasons, no clear conclusions were reached.*

The first sentence shows how something in the past is relevant to the present. The second focuses entirely on past events.

## C Form

The present perfect uses the present form of *have* and a past participle. In speaking, especially in informal situations, *has* is often shortened to 's and *have* is often shortened to 've.

*How far has she got with the research project? Has she started yet?*

*She's started her research project but she hasn't got as far as analysing the results yet.*

## Defining relative clauses (page 16)

### A What are relative clauses?

Relative clauses provide information about something else in a sentence. They begin with a word such as *which*, *who*, *where* or *that* and usually appear just after the item they are providing information about.

*Finnish is the language that I found most difficult.*

*J K Rowling, who wrote the Harry Potter books, lives in Scotland.*

### B What are defining relative clauses?

- 1 Defining relative clauses specify the item that they are describing – in the example below, the defining relative clause tells us (specifies) which person the speaker is talking about. Defining relative clauses cannot be removed from the sentence.

*He's the person who we talked about yesterday.*

In contrast, the other type of relative clause, non-defining relative clauses, simply gives additional, non-essential information. You will learn more about them in Module 6.

- 2 Defining relative clauses are sometimes called *restrictive relative clauses*.

## C Features of defining relative clauses

- 1 Defining relative clauses are different from non-defining relative clauses in that:
- they are not surrounded by commas.
  - the relative pronouns *which* and *who* can be replaced with *that*.
  - they cannot be removed from the sentence they are in.

- 2 Two sentences can often be made into one by turning one into a relative clause. A word or phrase is then replaced by *that*, *who*, *which*, etc.

*The river is nearby. You can swim there.*

*You can swim in the river that is nearby. (The river from the first sentence is replaced by *that* in the relative clause.)*

*That is an interesting place. I once worked there.*

*That is the interesting place where I once worked. (there from the second sentence changes to *where*)*

- 3 The word at the beginning of a relative clause is either the subject or the object of the relative clause.

*The book that he gave me is very interesting.*

The relative clause in the example above comes from *He gave me the book*. *That* replaces *the book*, which is an object. Compare with the following sentence:

*The book that is interesting is the red one.* The relative clause in this sentence comes from *The book is interesting*. *That* replaces *the book*, which is a subject here.

Another way to recognise the difference: if the word is followed by a verb, it is a subject. If the word is followed by the subject of the relative clause, it is an object.

- 4 We can use *who* or *that* for people and *which* or *that* for things. For places we can use *where*, but only as objects. For subjects representing places, we use *that* or *which*.

- 5 These words are optional in defining relative clauses if they are objects but not if they are subjects.

*The book that he gave me is very interesting.*

*The book that is interesting is the one he gave me.*

*That* can be missed out in the first example, but not the second.

- 6 The verb in the relative clause should agree with its subject.

*The book that is interesting is the one he gave me.*

*The books that are interesting are the ones he gave me.*

## Module 2

### Real conditionals (page 29)

#### A What are conditionals?

1. Conditionals have two clauses – a main clause and an *if* clause. The main clause expresses a consequence of the *if* clause.

- 2 When the main clause comes first, there is no comma between the two clauses. When the *if* clause comes first, a comma is necessary to separate them.  
*I can't sleep very well if I'm not tired.*  
*If I'm not tired, I can't sleep very well.*

### B What are real conditionals?

- 1 Real conditionals describe situations that occur regularly or are reasonably likely to occur. You can recognise them by the choice of tense in each clause.
- 2 Where the main clause uses the present simple, it's describing a situation that is usually true – just like the normal use of the present simple.
- 3 We sometimes call conditionals where both clauses use the present simple *zero conditionals*. These are the most common conditionals. They are used for things that generally happen and/or are always true, such as scientific truths. In zero conditionals, *if* can often be replaced with *when* with little change in meaning.  
*If you heat water to 100°C at sea level, it boils.*  
*If I find something challenging, I get more excited.*  
*When I'm not at a lecture, I'm in the library.*
- 4 When appropriate, we can use the present continuous in place of the present simple; when this happens, the conditional still expresses general truths.  
*When it's not raining, I walk to my lectures.*
- 5 We often use imperatives in the main clause.  
*Call me if you want some help.*  
*If you don't finish today, just continue tomorrow.*
- 6 Where the main clause uses a modal verb (*will, may, might, could, should*) in its usual form, it shows that something is possible or likely in the future.
- 7 Conditionals with the present simple in the *if* clause and modal verbs in their usual form in the main clause are sometimes called *first conditionals*. We use them to talk about possible or likely events and situations in the future.  
*If this experiment succeeds, I'll be very pleased.*  
*The results of this experiment might be very interesting if we get it to work!*  
*If you don't try, you won't succeed.*
- 8 If you put a modal verb in the main clause of a zero conditional, you get a first conditional. Notice how the addition of a modal verb changes the meaning in this example:  
*If I'm tired at night, I go to bed.*  
*If I'm tired at night, I may go to bed.*

### Conditionals with different conjunctions (page 29)

#### A *even if, whether ... or not ...*

Look at these examples to see how *even if* + negative verb has the same meaning as *whether ... or not* + positive verb.  
*The project will continue even if funding isn't available.*  
 = *The project will continue whether or not funding is available.*  
 = *The project will continue whether funding is available or not.*

### B *whenever, however, wherever, whoever*

*whenever* = at any time  
*however* = any way  
*wherever* = at/in any place  
*whoever* = it doesn't matter who  
*You're welcome to visit the lab whenever you want.*  
*You can come here however you like.*  
*Wherever I am, I can sleep easily.*  
*Whoever you are, plenty of sleep is important and necessary.*

### C *unless*

*Unless* means 'if not'.  
*Unless enough students enrol, we won't be able to run the course next year. (= If we don't have enough students, we won't be able to run the course.)*

### D *provided (that), providing (that), on condition that, as long as, so long as, only if*

*Provided that the equipment is available, we can begin.*  
*As long as it doesn't rain, we'll go on a trip next week.*  
*You can watch on condition that you stay quiet.*

### E *supposing, assuming (that)*

*Supposing* means 'imagine if', and *assuming* means 'let's think temporarily that'.  
*Supposing you pass the exam, what will you do next?*  
*Assuming you have the opportunity to take the Korean course next week, will you take it?*

### F *in case*

*In case* means 'as a precaution'.  
*I'll take the umbrella in case it rains.*

### G *otherwise*

*We have to finish soon, otherwise it'll get too dark to see anything.*

### H *given that, since*

Both of these can be used with the same meaning as *because*.  
*Given that we only have a short time left, I think we should hurry up.*  
*Since the research project raised so many questions, further research into this area is recommended.*

### I *by ...ing*

*By using this product, you'll be able to monitor your own sleep patterns. (= If you use this product, you'll ...)*

### Hypothetical conditionals (page 32)

#### A What are hypothetical conditionals?

Hypothetical conditionals describe things that are unlikely to happen or never happened.

#### B Unreal present and future conditionals

- 1 The *if* clause describes an event or situation. Where this uses the past simple or the past continuous, we see the event or situation as unlikely, unrealistic or impossible. By moving the tense backwards, from present to past, we make the action seem distant from reality.



- Similarly, changing *will* in the main clause to *would* also creates a sense of distance from reality. Changing *can* to *could* has the same effect.
- Would* is often shortened to *'d*, especially in speaking. This makes it hard to hear sometimes.
- Where the *if* clause uses the past simple and the main clause uses a past modal, we sometimes call this *second conditional*. In the first of these examples, a first conditional, the speaker feels that there is a good chance she will finish her assignment tomorrow. In the second, a second conditional, she feels that this is much less likely.  
*If I finish my assignment tomorrow, I'll be happy.*  
*If I finished my assignment tomorrow, I'd be happy.*

### C Unreal past conditionals

- Where the *if* clause uses past perfect, it refers to something in the past that didn't happen.
- Where the main clause uses *would/could/might/may + have/has + past participle*, it refers to a past consequence or result that didn't happen. We frequently shorten *would* to *'d*, just as with *had*.
- We sometimes call the combination of 1 and 2 above a *third conditional*.  
*If I'd had a car, I'd have given you a lift.* (speaking about a time in the past when I didn't have a car and didn't give you a lift - though I wanted to)  
*If the research had involved more students, the results might have indicated even less average sleep time.*
- Tenses can also vary, e.g. we can use the past perfect continuous.  
*If it hadn't been raining, I wouldn't have got wet.*

### D Mixed conditionals

- We can combine *if* clauses and main clauses from, say, second and third conditionals. We sometimes call these *mixed conditionals*.
- unreal past situation, present consequence  
*If I my car hadn't broken down, I'd give you a lift.* (My car has broken down, so I can't give you a lift - but I want to give you a lift.)
- unreal general situation, past consequence  
*If I could speak Korean, I'd have talked to her.*
- past consequence of an unreal future situation  
*I'd have applied for another year of study if I didn't have to go back to my country next year.*

### E Academic writing

Use the full forms, not contractions, in academic writing.  
*If the previous research had not been carried out, the current project would not have been possible.*

### Verb patterns (page 32)

#### A Introduction

Many verbs are followed by a specific pattern of words. This pattern can vary from verb to verb. For instance, the first example below follows the pattern verb + *to*-infinitive.

*The professor wanted to know the number of people who were expected to attend his lecture.*  
*The government considered the public health service to be of primary importance.*

### B Direct objects

- In the second example above, *the public health service* is the direct object of *consider*.
- Direct objects are noun phrases. A noun phrase is a single noun, a pronoun or a group of words that act like a noun.  
*He wanted Sophie to come with him.*  
*He wanted her to come with him.*  
*He wanted his friend to come with him.*  
*He wanted the friend who he had met at university to come with him.*

### C Verbs that take -ing forms

Many *-ing* forms can be replaced by nouns, such as those in objects of verbs. These are often called *gerunds*.

verb + <i>-ing</i> * = direct object is optional before the <i>-ing</i> form	practise, enjoy, discuss, finish, can't help, suggest, recommend, miss, delay, postpone, consider, admit, mention, appreciate, risk, deny  avoid*, dislike*, don't mind*, can't stand*, hate*, imagine*, keep*, tolerate*, report*, anticipate*, recall*
verb + direct object + preposition + <i>-ing</i>	involve sb in, prohibit sb from, blame sb for, compliment sb on
verb + preposition + <i>-ing</i>	believe in, benefit from, depend on, dream of/about, specialise in, succeed in, look forward to

*Please enjoy eating your meal.*  
*I can't imagine my friend travelling very far.*  
*He complimented one student on passing his exams.*  
*It depends on trying hard.*

### D Verbs that take to-infinitives

verb + <i>to</i> -infinitive * = direct object is optional before the infinitive	aim, decide, agree, hope, learn, promise, can afford, manage, demand, choose, offer, wait, seem, prepare, pretend, refuse, tend, deserve, appear, arrange, claim, pretend, plan,  intend*, want*, expect*, help*, ask*, would like*, would hate*, would prefer*
verb + direct object + <i>to</i> -infinitive (direct object is compulsory)	allow, assist, require, design, force, cause

*He aimed to get the highest score in all tests.*  
*He arranged for her friend to join the gym.*

### E Verbs that take either *-ing* forms or *to*-infinitives with no change in meaning

verb + <i>-ing</i> / <i>to</i> -infinitive, no change in meaning	continue, like, begin, love
---	-----------------------------

*He continued to study/studying hard.*

### F Chaining

1 Long chains of these verbs can easily be generated. In this example, *consider* is followed by an *-ing* form, then *allow* is followed by a direct object + *to*-infinitive, and so is *train*.

*We are considering allowing him to train Jeff to analyse the data.*

2 *-ing* forms or *to*-infinitives can be joined by *and* or *also*.

*We continue to practise kicking and catching balls.  
We like to eat, drink and also have fun together.*

## Module 3

### Modals of possibility, speculation and deduction (page 45)

#### A General points

- 1 Possibility is how likely it is that something is true/ something will happen. Speculation is guessing about something that we don't know for certain. Deduction involves using clues to talk about something that we don't know for certain.
- 2 These modals are useful for expressing possibility, speculating and/or deducing:
  - *must*: when we're quite certain about something.
  - *might (not), could, may (not)*: when we're not certain about something, but feel it's possible.
  - *can't, mustn't*: when we're quite sure something isn't true.

#### B Present and future modals of possibility, speculation and deduction

To talk about the present or future, we use modal verbs as normal, followed by *be* + a bare infinitive, a noun phrase or an adjective.

*It might be knocked down next year.*

*It could be a military building of some kind.*

*It might not be open to the public.*

*It must be expensive.*

*It can't be more than five years old.*

#### C Past modals of possibility, speculation and deduction

- 1 To talk about the past, we can use:
  - modal verb + *have* + past participle.
  - modal verb + *have been* + noun phrase or adjective.

*It must have taken a long time to build.  
It can't have been quick.*

*It must have been a big job.*

*It may have cost a lot of money.*

*It might not have been easy to do.*

- 2 Be careful! For present ideas about the past, use the present form.
 

*This theory about the construction of the pyramids must be false.*

### Discourse markers of addition and contrast (page 45)

#### A Lists of discourse markers of addition and contrast

- 1 As we saw in Module 1, discourse markers show the relationship between ideas.
- 2 Markers showing contrast between two ideas include: *however, while, despite (the fact that), in spite of, on the contrary, in contrast, nevertheless, whereas, although, on the other hand, though, yet, but*.
 

*Some researchers say that this was a religious building, though others say it's more likely to have been a palace.*
- 3 Discourse markers showing addition of ideas include: *in addition, also, and, as well (as), further, moreover, furthermore, not only ... but also, as well as ... also, even though*.
 

*Researchers have found evidence for how this building was built. They have also found clues about why it was demolished.*

#### B Position of discourse markers

- 1 The position of some discourse markers within a sentence can vary. These include: *however, though, by contrast, nevertheless, also*.
- 2 Positions include:
  - at the beginning of the sentence.
  - between the subject and the verb.
  - immediately before the main verb (after any auxiliary verbs, if present).
  - at the end of the sentence.
- 3 The end-of-sentence position is less common. It works best with shorter sentences so that it isn't too far from the idea being contrasted. It also works best with single-word discourse markers.
 

*He had three theories. However, others had found a problem with one of them.*

*He had three theories. Others, however, had found a problem with one of them.*

*He had three theories. Others had, however, found a problem with one of them.*

*He had three theories. Others had found a problem with one of them, however.*

#### C Inversion with discourse markers

- 1 After some discourse markers, the subject and the first auxiliary verb are swapped. This is called *inversion*.
- 2 If there is no auxiliary verb, the appropriate auxiliary verb for the tense is introduced and the main verb changes to its normal (bare infinitive) form.

Archaeologists have discovered how the building was constructed ... →

Not only have archaeologists discovered how the building was constructed, but they have also found out where the material came from.

Today architects showed their design for the city's new tower for the first time ... →

Today, not only did architects show their design for the city's new tower for the first time, but they also explained how it would be built.

- 3 Sometimes one of the ideas being added or contrasted can be shortened to a single word. This word refers to a previous sentence or sentences where the idea is explained more fully.

Dr Brown's idea is good. This is widely acknowledged, though there are a few who question it.

### D Discourse markers followed by an -ing form or noun phrase

Some discourse markers, such as *as well as*, *despite*, *in spite of*, are followed by an -ing form or a noun phrase. *As well as his new research findings, he also talked about potential future projects.*

*Despite being successful so far, the team has not won any awards.*

*There have been few new discoveries in this field in spite of considerable research.*

### Reporting verbs (page 48)

#### A What are reporting verbs?

- 1 A number of verbs are used to summarise or report what other people have said or thought. These are called *reporting verbs*.
- 2 Some of these are neutral - they don't give any extra information about what was said.  
*He stated that a new building will be built.*
- 3 Others give extra information (e.g. an attitude) about what was said.  
*It was stressed that the new building will meet the highest standards for environmental design.*

#### B List of some reporting verbs

*argue, cast doubt on, claim, comment, describe, emphasise, explain, highlight, inform, mention, note, observe, point out, prove, question, report, say, state, stress, suggest, summarise, tell*

#### C Grammatical changes

- 1 We can follow some reporting verbs with a noun phrase or a noun clause beginning with *whether*.  
*The speaker questioned current theories about the origins of the pyramids.*  
*The speaker wondered whether current theories about the origins of the pyramids were correct.*  
Verbs which follow this pattern include: *cast doubt on, describe, highlight, question, stress, summarise*.
- 2 Some other reporting verbs are followed by a *that* clause.

*He argued that research into safe building design was of the highest importance.*

*They noted that many well-known cities have a tower that tourists can go to the top of.*

Verbs that follow this pattern include: *argue, comment, emphasise, explain, mention, note, observe, point out, prove, say, state, stress, suggest*.

- 3 A small number of reporting verbs are followed by the following: person/organisation, etc. + *that* clause.  
*He told the audience that there are a large number of unsolved mysteries involving the pyramids.*  
*The government informed the company that the building they planned was likely to break environmental law.*
- 4 The tense used after the reporting verb is often 'backshifted'. The pattern is as follows:

Direct speech	Reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect
past continuous	past perfect continuous
present perfect	past perfect
present perfect continuous	past perfect continuous
<i>be going to</i>	<i>was/were going to (or would)</i>
<i>will</i>	<i>would (often shortened to 'd in speaking)</i>
<i>shall</i>	<i>should (for suggestions only; never shortened)</i>
<i>can</i>	<i>could (never shortened)</i>
<i>must</i>	<i>had to</i>

Note: *Would, should*, etc. and past perfect don't shift back, as they are already as far back as they can go.

*I'm going to hand in my assignment soon.* →

*She said she was going to hand in her assignment soon.*

- 5 Back-shifting is used so that the sentence is true, to the best of the reporter's knowledge, at the time of being reported. Sometimes it isn't necessary. For instance, the example above could be reported as:

*She said she is going to hand in her assignment soon.* (if the reporter still thinks she intends to hand it in and it hasn't yet been handed in)

Similarly, these are both OK:

*She said that the pyramids are old.*

*She said that the pyramids were old.*

- 6 Time expressions and pronouns often change as well, in order for the reporting to stay true to the best of the reporter's knowledge.

*I handed it in yesterday.* (said on Tuesday) →

*She said she (had) handed it in on Monday.*

*We'll start construction next year.* (said a few years ago)

→

*They claimed they'd start construction the following year.*

*He said that the building is unsafe.* (OK if the building is still unsafe) →

*He said that the building was unsafe when it was originally built but that it had been repaired since that time. (is unsafe would be incorrect because it is no longer true – it has been repaired)*

### Past perfect (page 48)

#### A How do we form the past perfect?

We use *had* + past participle to form the past perfect. Sometimes we place an adverb or an adverbial phrase between *had* and the past participle.

*We had only just finished eating our dinner when the doorbell rang.*

#### B When do we use the past perfect?

- 1 We use the past perfect to make it clear that one event occurred before another. We use the past perfect for the earlier event. We usually use the past simple for the later event but sometimes just a time word or expression is fine.

*By the time construction started, the plans had changed seven times.*

*There had been seven changes to the plans when construction started.*

*By the middle of the construction stage, three earthquakes had already affected the tower without causing any damage.*

- 2 If events are mentioned in the sequence in which they occurred and appropriate time expressions are used, we don't need the past perfect. But if events are mentioned in a different order, the past perfect can be very useful.

*The company finalised the plans for the project, obtained funding, and then started construction.*

*BUT By the time construction started, the company had finalised the plans and had obtained funding.*

## Module 4

### Prepositional phrases (page 61)

#### A What are prepositional phrases?

- 1 Prepositional phrases begin with a preposition but don't have a verb in them. The part of the prepositional phrase after the preposition is a noun phrase.
- 2 They are often used in academic writing because, like relative clauses, they allow a writer to pack a lot of meaning into a sentence.

#### B Used after adjectives and nouns

- 1 They add extra information to the adjective or noun, or define what it covers.

*He was good at cooking.*

*He was unlucky with his timing.*

*Happy with his success, he held a celebration.*

*There was a problem with the software.*

*He was happy in his job at the university.*

- 2 Some adjectives that are often followed by prepositional phrases include: *worried (by/about)*, *proud (of)*, *surprised (by)*, *concerned (about/by)*, *glad (of)*, *annoyed (by)*, *disappointed (by)*.

### C Used with verbs or whole clauses

- 1 Prepositional phrases can also add extra information to a verb or a whole clause. These are often fixed expressions.

*I did it by mistake.*

*People often behave differently in public and in private.*

- 2 Other examples include: *on purpose*, *at fault*, *in time*, *from memory*, *on top*.

### That clauses (page 61)

#### A What are that clauses?

- 1 *That* clauses are clauses beginning with *that*.
- 2 They can't exist alone – they are subordinate clauses and there must be a main clause in the same sentence.
- 3 They act like a noun, so they are a type of noun clause.
- 4 They look like relative clauses but *that* cannot be replaced by other words, and they don't add extra information or define a noun.

#### B Where can we use that clauses?

- 1 They can follow certain verbs, such as:
  - the reporting verbs in Module 3.
  - some verbs which show what a graph, an explanation, etc. does, e.g. *show*, *illustrate*, *indicate*, *demonstrate*, *suggest*.
  - verbs showing future expectations, e.g. *expected*, *anticipated*.

They are commonly used in impersonal *it* constructions with the passive (see Module 1).

*The graph indicates that profits have been falling for the last three years. However, it is anticipated that this trend will be reversed next year.*

- 2 We can also use them after some nouns, such as:
  - nouns based on the reporting verbs in Module 3.
  - nouns indicating an opinion, e.g. *it's my view/opinion/contention that ...*
  - nouns showing future expectations, e.g. *there is an expectation/likelihood ...*
  - *result*, *theory*.
  - nouns in constructions with *be* along similar lines, e.g. *my view/opinion/contention is that ...*

*It's my view that the company should put more money into marketing.*
- 3 We can also place them after some adjectives, such as:
  - adjectives indicating emotion, e.g. *worried*, *happy*, *proud*, *surprised*, *concerned*, *glad*, *annoyed*, *disappointed*.
  - adjectives indicating degrees of certainty, e.g. *sure*, *certain*, *definite*, *probable*, *likely*, *unlikely*.

*Business is worried that consumer spending may fall. It's likely that wages will increase.*

### C Short forms

We can often miss *that* out if the sentence still makes sense without it.

*There's a good chance (that) it'll rain today.*

*My view is (that) we have a problem.*

### Discourse markers of consequence (page 64)

#### A List of some discourse markers of consequence

*thus, therefore, so, as a consequence, consequently, as a result, hence, for this/these/that/those reason(s), with the result that, this means that, thereby, accordingly*

#### B Word order/position in the sentence

- Many of these (*thus, therefore, as a consequence, consequently, as a result, for ... reasons, thereby, accordingly*) can be placed:
  - at the beginning of the sentence.
  - between the subject and the first verb.
  - just before the main verb, after the last auxiliary verb.
- The position in the sentence can have an effect on meaning. If the discourse marker is at the beginning of a sentence, it can have greater emphasis and it's more likely to apply to the whole sentence.
 

*As a result, the company is considering expanding.*  
*The company, therefore, is considering expanding.*  
*The company is, for this reason, considering expanding.*

### C Keeping your writing varied

Varying the position of your discourse markers across an essay is good practice. Try not to put them always at the beginning of a sentence, for example.

### Infinitives after nouns, verbs and adjectives (page 64)

#### When do we use to-infinitives?

To-infinitives come after:

- some verbs, e.g. *agree, appear, arrange, attempt, decide, expect, fail, hope, learn, need, offer, promise, hope.*  
*He arranged to meet his tutor after the lecture.*
- some verb + object patterns, e.g. *advise, encourage, persuade, prefer, recommend, warn.*  
*He advised her to take an extra course.*
- some adjectives, e.g. *preferable, fair, reasonable, dangerous, risky.*  
*It's reasonable to assume that consumers like technology.*
- comparative adjectives, e.g. *faster, better, more expensive.*  
*It's more expensive to go by aeroplane than by train.*
- nouns and adjectives of certainty and importance, e.g. *certain, critical, important, imperative, possible.*
- nouns of ability, e.g. *ability, capability.*
- nouns and adjectives describing attitudes and feelings, e.g. *desire, wish, need, anxious, determined, delighted, eager.*

- to express some future meanings.

*We're unlikely to win the election.*

*The meeting is due to start soon.*

*It's about to rain.*

*I hope to become the CEO.*

## Module 5

### Definite and zero article with names (page 77)

Note: B-D should be seen as guidelines rather than rules.

#### A Zero article

We often say *zero article* to mean that no article is used.

most proper nouns not mentioned below	<i>Antarctica, London, Japan, Fred, Mr Jones</i>
---------------------------------------	--

#### B Geographical features

rivers and estuaries but NOT lakes	<i>the (River) Thames, the Mississippi (River), the Mersey Estuary</i> <del><i>the Lake Superior</i></del>
mountain ranges but NOT individual mountains, though there are exceptions	<i>the Alps</i> <i>the Mont Blanc</i> <i>the Matterhorn</i>
oceans and seas	<i>the Atlantic Ocean, the North Sea</i>
deserts	<i>the Sahara</i>
groups of islands, individual islands containing <i>Isle</i> but NOT most names containing <i>Island</i>	<i>the Maldives, the Canary Islands</i> <i>the Isle of Skye</i> <del><i>the Fraser Island</i></del>
some geographical points, lines and areas, the poles, polar areas but NOT continents	<i>the equator, the tropics</i> <i>the South/North Pole</i> <i>the Arctic and the Antarctic</i> <del><i>the Antarctica</i></del>
names of countries with words such as <i>state</i> or <i>republic</i> or which are plural but NOT most other countries	<i>the United States of America/the USA, the Philippines, the Czech Republic</i> <del><i>the France, the Chile</i></del>

#### C Names of buildings

some hotels, restaurants, bars and pubs	<i>the Ritz</i> <i>the Kings Arms</i> <i>the City View Hotel</i>
some cinemas	<i>the Odeon, the Hoyts</i>
major but NOT minor museums and art galleries	<i>the Getty Museum, the Louvre, the British Museum</i> <del><i>the Warrington Museum</i></del>

## D Other names

a small number of company names	<i>the BBC, the Australian Broadcasting Corporation, the CNN, the Apple, the News Corporation</i>
names of many newspapers (usually part of the official name)	<i>The Guardian, The New York Times, The Sydney Morning Herald</i>
most names that follow the pattern noun + of + noun	<i>the Museum of Sydney, the University of Durham, the Durham University</i>
some political bodies	<i>the Labour Party, the government, the Liverpool City Council</i>
unique astronomical objects except when referred to by name <i>The</i> is optional before <i>Earth</i> .	<i>the Sun, the Moon (= Earth's moon), the world (= the whole of Earth), the Mars, We live on (the) Earth.</i>

### -ed and -ing adjectives (page 77)

#### The difference between -ed and -ing adjectives

- Some adjectives related to verbs (usually those expressing feelings or attitude) can have both -ed and -ing forms.
- We use -ed adjectives when the subject of the sentence receives the feeling or attitude that the adjective expresses. The object of the sentence gives the feeling.  
*The lecture was interesting (to the audience).  
The audience was interested by the lecture.*
- We use -ing adjectives in the opposite situation: when the subject of the sentence is giving the feeling to other people.
- Thus, the following both have the same meaning:  
*The lecture was interesting (to the audience).  
The audience was interested by the lecture.*
- If you forget, here are two tricks to help you:
  - The -ed form is often grammatically identical to the passive: *I was interested by his lecture.*
  - Learn some memorable examples, e.g. think about the consequences of saying *I am boring* when you mean *I am bored!*

### Expressing attitude about the future (page 80)

#### A What do we mean by attitude about the future?

In academic English, future meaning is often indicated in ways that also express an attitude to the timing of the event, the likelihood of it happening, etc.

#### B Using to-infinitives

- be likely/certain/unlikely/not likely* + to-infinitive (expressing likelihood)
- be due/scheduled/timetabled* + to-infinitive (expressing arrangements)

- be expected/predicted/anticipated/forecast/supposed* + to-infinitive (expressing other attitudes; this is past simple passive)
- plan/hope/want/expect/anticipate* + to-infinitive (also expressing other attitudes)
- be* + adjective + to-infinitive
- In conversation, the following are also common:
  - be about* + to-infinitive
  - be supposed* + to-infinitive

*I think he's about to leave but he's supposed to stay! He isn't due to go for another three hours. He's likely to get into trouble! I'm expecting to hear complaints soon if he goes! It's vital to warn him!  
The research team expect to present their results next month.*

#### C Using that clauses

Past simple passive + *that* clause with verbs such as *expect, forecast, anticipate*. Such sentences often begin with impersonal *it* constructions (*it is/was ...*).  
*It is hoped that they will soon reach the summit.  
The team predict that sea levels in the area will rise considerably within our lifetimes.*

#### D Using modal verbs

- will/may/might/could* (indicating degree of certainty)
- would* (when the speaker thinks the event is more hypothetical)
- must* (indicating a strong sense of importance)
- will* (often has an adverb of probability, e.g. *probably, possibly, definitely, certainly*)  
*He'll probably visit the library and he might stay there some time.*

#### E Future tenses

We can add adverbs of probability to the future tenses that you learned at earlier levels: *going to*, the present continuous and the present simple.  
*The lecture is definitely not going to be boring!*

### Nominalisation (page 80)

#### A What is nominalisation?

- In speaking, meaning is often carried in the verbs (and also adjectives and adverbs). In writing and, to a lesser extent, in formal speaking such as lectures, nouns carry more of the meaning. The process of shifting meaning from verbs to nouns is called *nominalisation*.
- Carrying meaning in nouns can help pack more ideas into a sentence. This is very useful in academic writing.

#### B How do we nominalise?

Change the main verb to a noun or -ing form, making it part of the subject or object.  
*People are destroying the habitat of a number of species.  
This is leading to their extinction. →  
Destruction of the habitat of a number of species is leading to their extinction.*

Humans are burning fossil fuels. This process produces CO<sub>2</sub>. →  
 Burning of fossil fuels by humans produces CO<sub>2</sub>.

## Module 6

### Defining and non-defining relative clauses (page 93)

#### A What's the difference between defining and non-defining relative clauses?

As we saw in Module 1, relative clauses can be defining (restrictive) or non-defining (non-restrictive). Defining relative clauses specify the item they are describing and cannot be removed from the sentence they are in. In contrast, non-defining relative clauses simply add extra non-essential information and can be removed.  
*He's the person who is wearing a red jumper.* (defining: it tells us which person is wearing the red jumper)  
*Fred, who is wearing a red jumper, is over there.* (non-defining: simply adds extra information about Fred)

#### B Features of non-defining relative clauses

- 1 Non-defining relative clauses are surrounded by commas (or a comma and a full stop if the relative clause is at the end of the sentence). Defining relative clauses do not have commas.  
*The participants in the study, who were in the final year of high school, were interviewed by the researcher.*
- 2 Relative clauses must begin with a word such as *which*, *who* or *where*. Unlike defining relative clauses, this word cannot be missed out and cannot be replaced with *that* in non-defining relative clauses. *Which* is used for things and *who* or *which* is used for people. *Which* is also used as a subject for places but *where* is used as an object for places.  
*Holroyd High School, which (NOT that or where) is located in western Sydney, is well-known for its success with migrant students.*  
*The project, which (NOT that) had started several months previously, was nearly finished.*

#### Reduced relative clauses (page 93)

Relative clauses (non-defining as well as defining) are often shortened. There are several ways to do this.

#### A Miss out the relative pronoun

In defining relative clauses, unless the relative pronoun stands for a subject, it can just be left out (see Module 1, Language Development 2).

#### B Reduce to a phrase with no verb

In relative clauses with *be* followed by an adverb, adjective or adverbial phrase, we can often miss out the relative pronoun and *be*, e.g. when it is a prepositional phrase showing where something is.  
*He helped the person who was on his left.* →  
*He helped the person on his left.*

*The CEO is the person who is in charge of the company.* →  
*The CEO is the person in charge of the company.*  
*The professor is the person who is responsible for the department.* →  
*The professor is the person responsible for the department.*

#### C Reduce to an -ing form or past participle

We can reduce the relative clause to include an -ing form or past participle but NOT for future meanings.

- 1 If there is a relative pronoun + a continuous tense, we can reduce this to just the -ing form.  
*The person who was helping the injured man was a passer-by.* →  
*The person helping the injured man was a passer-by.*
- 2 If there is a relative pronoun + passive (past or present simple only), we can remove the relative pronoun and *be*, leaving just the past participle.  
*The person who was assisted by the passer-by was very lucky.* →  
*The person assisted by the passer-by was very lucky.*  
*Many decisions which have been made by large companies ...* →  
*Many decisions made by large companies ...*  
*The person who was being helped ...* →  
*The person being helped ...*
- 3 Verbs commonly used in this way include: *mentioned, given, used, caused, made, taken, produced, containing, using, involving, being.*

#### D Reduce to a to-infinitive

We can often use infinitives to replace relative clauses. This includes relative clauses containing modal verbs.  
*The counsellor is the person you should go to if you have a problem.* →  
*The counsellor is the person to go to if you have a problem.*  
*He's got many friends who will help him.* →  
*He's got many friends to help him.*  
 This also includes relative clauses after phrases such as *the first, the last, the next, the only, the best*, etc.  
*This was the first coffee house that opened in London.* →  
*This was the first coffee house to open in London.*

#### Comment adverbials (page 96)

#### A What are comment adverbials?

Comment adverbials are adverbs or adverbial phrases that affect the meaning of the whole sentence. We can use them to concisely add an opinion, attitude or comment. They are common in lectures, presentations and in writing but not so common in conversation.

#### B How do we use them?

- 1 They most often go:
  - at the beginning of the sentence, and apply to the whole sentence.
  - before the main verb (usually after the auxiliary verb if there is one) of a clause, unless the main verb is *be*, in which case they often come after it.
  - at the end of a clause.

*Rather convincingly, he said that his views won't change.  
He was, perhaps unfairly, accused of being dishonest.  
The theory was proved incorrect, not surprisingly.*

- Extra words can be added to adverbs to make adverbial phrases:
  - modifiers before the adverb, such as *perhaps, somewhat, rather, very, a little, less, highly and fairly*.
  - expressions after the adverb such as *I think*.
  - enough* (after the adverb), e.g. *interestingly enough* (= sufficiently interesting to mention).
- Some examples of comment adverbials and their functions are:
  - opinion: *(un)interestingly, somewhat unconvincingly, frankly, unfairly, unfortunately, unwisely, intriguingly*.
  - generalisation: *in general, on the whole, overall*.
  - summary: *in summary, in brief, to summarise*.
  - degree of certainty: *probably, definitely, certainly*.
  - other comment: *(not) surprisingly, unusually*.

### Sequencing ideas (page 96)

Discourse markers for listing ideas in a sequence are similar to the discourse markers of addition from Module 3, and behave like other discourse markers.

#### A *first, next, finally, etc.*

- These adverbs or adverbial phrases are usually sentence starters. Examples include: *initially, finally, next, then, first of all, to begin with, in the first place, also, further, lastly, ultimately, secondly*.  
*First, the participants were selected. Next, they were given a short test. Finally, they were interviewed.*
- These can also come in the middle of the sentence, e.g. just before the main verb and after any auxiliary.  
*I'll first of all talk about ...*  
The exception is if the main verb is *be*. These discourse markers can come after *be*, not before.  
*There are, secondly, some strong reasons to doubt this.*
- Some of the longer discourse markers of this type can come at the end of the sentence but not most of the shorter ones. With long sentences, it's best to avoid this position.  
*I'll raise a few points about boys, firstly to begin with.*

#### B *One X ... Another X ... The final X ...*

*X* can be a word or phrase such as *point, reason, issue, thing to remember, view, factor*, etc. It can be missed out the second and later times it appears in the sequence. These words can also be mixed with the type in A.

*One reason is that ... Another is that ... A further reason is ... Finally, ...*

#### C *For one thing, ... For another, ...*

These are usually used together and have a similar meaning to *one reason*.

*There are three reasons why cats make good pets. For one thing, they are quiet. For another, they are usually affectionate. Finally, they don't eat as much as some other popular pets.*

## Module 7

### Present perfect passive (page 109)

#### A How do we form the present perfect passive?

We use *have been* + past participle.

*Scientists have found that ... →*

*It has been found that ...*

*People haven't seen octopuses near here. →*

*Octopuses haven't been seen near here.*

*Has anyone found octopuses near here? →*

*Have octopuses been found near here?*

#### B When do we use the present perfect passive?

- We use it for events and situations which happened in the past and which are of some significance at the time of speaking/writing, and where the actor is less important than the action or result. Some common situations in academic English include:
  - to place the 'old' (already known) information at the beginning of the sentence and the 'new' information later. As we saw in Module 1, this is the normal way to organise information in English.
  - when it's the research results that count in the sentence; not who did the research.
  - when the writer wants to emphasise what would otherwise be the object of the sentence by placing it closer to the beginning of the sentence.
- Sometimes it helps to begin the sentence with *it* (as in the first example in A), e.g. when the object of the active sentence is a *that* clause:  
*People have found that some animals are intelligent. →*  
*It has been found that some animals are intelligent.*

### Participle clauses (page 109)

#### A What are participles and participle clauses?

- Present participles have the same form as the *-ing* form of the verb, e.g. *eating, driving, researching*. Past participles are the form of the verb used in perfect tenses, e.g. *eaten, driven, researched*.
- Participle clauses begin with a participle.  
*Being a biologist, he knew something about animal behaviour.*  
*Having studied biology, he knew something about animal behaviour.*  
*Given his background in biology, he knows something about animal behaviour.*
- Participle clauses give extra information about the sentence or give a reason, cause, explanation, etc. for the main clause. However, these relationships are implied, not stated.  
*He was intelligent. Thus, he passed his exams easily.*  
*Being intelligent, he passed his exams easily.*



- 4 The type of participle (present or past) says something about the time of the participle clause relative to the main clause.
  - First example in 2: the present participle shows that the situation in the participle clause is true at the same time as the main clause.
  - Second example in 2: *having* + past participle shows a past action that is relevant now (compare with the present perfect and modal + *have* + past participle).
  - Third example in 2: the past participle indicates a state or something that is generally true.
- 5 The subject of the participle clause, though absent, is effectively the same as the subject of the main clause. *Being a student, Fred wasn't rich.* (= *Fred was a student. He wasn't rich.*)
- 6 Participle clauses are often at the beginning of a sentence, though sometimes they appear at the end. *He was expecting the project to run smoothly, given the amount of planning.*

### Highlighting information (page 112)

#### A Bringing information to the front of the sentence to highlight it

- 1 If we want to highlight or emphasise new information or a comment/opinion, we can bring it to the front of the sentence.
 

*'Wasn't it 93 million years ago that dinosaurs died out?'*  
*'No, it was actually 65.5 million years ago that they became extinct.'*
- 2 It is common in academic writing and speaking. *What is interesting here is the amount of detail.*
- 3 There are several grammatical strategies we can use to do this.
  - Cleft sentences (*it is/was* + highlighted information + relative clause).  
*The dinosaurs interested people the most.* →  
*It was the dinosaurs that interested people the most.*
  - Pseudo cleft sentences (question word + highlighted information + a form of *be* + the other information).  
*The dinosaurs interested people the most.* →  
*What interested people the most were the dinosaurs.*  
 Here, *what* can be replaced by a more specific word + *that*.  
*The animals that interested people the most were the dinosaurs.*
  - Fronting with complements. If *be* is the main verb, the subject and the part of the sentence after *be* (the complement) can be swapped.  
*A well-preserved dinosaur skeleton is in this museum.* →  
*In this museum is a well-preserved dinosaur skeleton.*
  - Highlighting clauses (highlighting clause + *that* clause: highlighting clauses often begin with *it* + *be/become* + adjective).  
*It has become clear that the dinosaurs interested people the most.*  
*It's noticeable that dinosaurs are becoming increasingly popular.*

### Comparisons (page 112)

#### Sophisticated comparisons

As well as the basic comparative and superlative forms (adj + *-er/est*, *more/less* + adj, etc.) the following can be used to make comparisons.

- 1 Modifiers. Examples include: *by far*, *vastly*, *a tiny bit*, *considerably*, *significantly*.  
*Many dinosaurs were vastly larger than the birds of today. They were by far the largest land animals that ever lived.*
- 2 Various verbs, such as *differ* and *vary*, express comparison.  
*Dinosaurs differed from each other in size and diet, amongst other things.*  
*Dinosaurs varied enormously in size, from the size of a pigeon to the size of a building.*
- 3 *the* + comparative, *the* + comparative  
*The more fossilised dinosaur nests and eggs we find, the better we understand their habits and lifestyle.*
- 4 Various expressions can be used to indicate contrast.  
*Unlike most dinosaurs, birds have wings.*  
*In contrast to the plant-eating dinosaurs, the meat eaters had much sharper teeth.*  
*Just like horses, herbivorous dinosaurs also had flat teeth.*  
*While carnivorous dinosaurs had sharp, serrated teeth, their plant-eating cousins had flat teeth.*

## Module 8

### Reflexive pronouns (page 125)

#### A What are the reflexive pronouns?

The reflexive pronouns are *myself*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *ourselves* and *themselves*.

#### B Ordinary use

- 1 A few verbs must be followed by a reflexive pronoun, e.g. *absent*, *pride*, *avail*.
- 2 Some other verbs, such as *behave*, *cut* and *enjoy*, often take reflexive pronouns when the subject and object refer to the same person.  
*I've cut myself.* (NOT *I've cut me.*)  
*Please behave yourself.*  
*They blamed themselves.* (*They blamed each other* is also OK.)
- 3 Where a preposition refers to the subject.  
*She was pleased with herself.*  
*I'll do it by myself.*
- 4 After *be*, to refer to the subject.  
*He isn't feeling himself.*

#### C For emphasis

- 1 We can use reflexive pronouns to emphasise that the subject did the action, not anyone else.  
*I'll do it myself.*  
*He didn't think of it himself - he copied the idea from someone else.*

- 2 When spoken and used for emphasis, the reflexive pronoun is spoken clearly and given extra stress.

**Gerunds (page 125)**

**A Where are gerunds used?**

- 1 After some verbs, including some phrasal verbs, e.g. *enjoy, deny, resent, need, give up, turn to, look forward to*.  
*She didn't want to give up studying for her degree.*
- 2 After some verb + preposition collocations, e.g. *a possibility of, insist on, learn (a lot) about, prevent sb from*.  
*A lot of time is required for preparing materials.*
- 3 After some adjective + preposition collocations, e.g. *interested in, keen on, afraid of, good at, slow at*.  
*He was more interested in doing a good job.*

**B Where else do we use gerunds?**

A gerund can be part of a noun phrase that forms the subject or object of a clause. This is particularly useful in academic and formal writing. (Infinitives can be used in a similar way as subjects but often sound even more formal and a bit awkward.)

*Preparing materials takes a lot of time.*  
*Some people have problems sleeping.*  
*Because of their working hours, having a good social life is difficult for many medical professionals.*

**Variety in noun phrases (page 128)**

**A Where do we use noun phrases?**

Noun phrases occur:

- in adverbial phrases.
- in subjects of clauses.
- in direct objects of clauses.
- after a preposition, in indirect objects.

At the beginning of the film, the main character, a professor, was giving a lecture to a group of students.

**B How do we construct noun phrases?**

- 1 Noun phrases can contain:
  - constructions with *of*: *the costumes of the actor*.
  - possessive 's: *the actor's costume*.
  - possessive adjectives: *their costumes*.
  - adjectives, possibly joined with *and*: *the actor's colourful and elaborate costume*.
- 2 If a noun goes before another noun, the first noun is never plural.  
*a movie theatre* (NOT *a movies theatre*)
- 3 Be careful with apostrophes:
  - Remember that *it's* is NOT a possessive.
  - For plural nouns, the apostrophe goes after the plural -s, if there is one (*the adults' hats*). If there isn't a plural -s, it goes before the possessive 's (*the children's hats*).

**Compact noun phrases (page 128)**

We can often contract noun phrases or even whole clauses and sentences to make simple article + noun/ adjective + noun constructions. This is common in academic writing, where it's important to express ideas concisely.

*The professor, who is known in many countries around the world, is giving a lecture tonight about the history of Japanese art. This is open to the public. →*  
*The world-famous professor is giving a public lecture tonight about Japanese art history.*

**Module 9**

**Real v. hypothetical meaning (page 141)**

**A Types of hypothetical meaning**

As we saw in Module 2 in connection with conditionals, we use *would* and *could* to express hypothetical meanings. This applies outside conditionals as well. Hypothetical meaning could:

- be fully hypothetical, i.e. express things that never happened or are unlikely to happen in the future.  
*It would be impossible to travel to another star.*  
*In view of the risks, we could never consider travelling into space.*
- distance an idea from reality to make it seem more tentative, modest or cautious, usually for politeness.  
*I wouldn't say that I'm particularly clever.*  
*I wouldn't want to cause you any trouble.*

This includes some common fixed expressions such as *wouldn't mind, would you be able to, could I*, etc.  
*Would you mind if I borrow your textbook?*

**B Other notes**

- 1 *Could* means the same as *would be able to*.
- 2 In spoken English, *would* is often contracted to 'd (making it difficult to hear), but not when emphasised.
- 3 Often, we can choose between real (*will, can*) or hypothetical (*would, could*) words in the same sentence, depending on how real or hypothetical we feel the action to be.  
*'Space travel may become possible for all of us.'*  
*'That will/would be great.'*

**Ellipsis and substitution (page 141)**

**A What are ellipsis and substitution?**

Ellipsis and substitution are two ways of achieving cohesion. Ellipsis involves missing out words that have been mentioned before. Substitution involves replacing words with shorter ones that refer back to an earlier idea. Like lexical cohesion, ellipsis and substitution can also avoid repetition; too much repetition can result in an awkward style.

**B Where can we use ellipsis?**

- 1 Noun phrases are commonly ellipsed, especially subjects and noun phrases in comparatives.  
*One prototype is now finished. Another prototype is at an advanced stage of assembly.*  
*The current generation of computers is faster than the previous generation of computers.*

- 2 Ellipsis can also involve possessives.  
*Our flying cars are fuel efficient but not our competitor's flying cars.*

### C How can we use substitution?

Substitution uses short words, such as *there*, *then*, *such*, *one* and *that* to replace words or expressions.

- 1 *There* and *then* replace longer stretches of text referring to a place or a time.  
*I wanted to go out last night but it was raining then.*  
 Here, *then* substitutes for *last night* and tells us that the speaker is referring to the time already mentioned, not introducing a new time.
- 2 *That* and *those* replace a noun or a noun phrase. *That* replaces a singular noun phrase and *those* replaces a plural noun phrase.  
*The prototypes that our university has created work better than those produced by other universities.*
- 3 *One* and *ones* is used in a similar way to *this* and *that*.  
*The prototypes that our university has created work better than the ones produced by other universities.*
- 4 *Do so*, *did so*, *doing so*, etc. replace a whole clause (or sometimes a noun phrase that describes an action).  
*Building machines that demonstrate genuine artificial intelligence is currently extremely difficult. Doing so would involve using technologies that have not yet been fully developed.*
- 5 *Such* means *things like that* and is followed by a noun.  
*Robotics requires a number of technologies, including electronics, mechanics and often artificial intelligence. Such technologies are traditionally associated with different academic disciplines.*

### D Ellipsis and substitution combined

Auxiliary verbs are very commonly substituted for verb + object combinations in speaking, and are sometimes also used in writing. The auxiliary to use is the one used by the tense of the sentence (e.g. *do* with the present simple).  
*Who used the computer? Bob did.*  
*Our competitors don't produce a flying car, but we do.*

### Causative forms (page 144)

#### A What are causative forms?

Causative forms indicate that we've asked or told someone to do something for us.

#### B have/get something done

- 1 This is sometimes called *causative passive*.
- 2 *have/get* + object + past participle  
*I had my hair cut. I got the car washed.*
- 3 A common mistake is to say *I cut my hair* when actually the hairdresser cut your hair. *I cut my hair* means that you did it all yourself, with your own hands!
- 4 It is mostly used for services that you buy.  
*We had the equipment repaired yesterday.*
- 5 *Get* is preferred for unfortunate events or when there is some difficulty in performing the action.  
*It was hard to get the TV repaired; it took a few days.*

- 6 *Have* is more formal than *get*. If in doubt as to which to use, *have* is safest.

### C have someone do something / get someone to do something

- 1 *have* + person doing the action + bare infinitive  
*get* + person doing the action + to-infinitive  
*I'll have someone repair your device.*  
*I'll get someone to repair your device.*
- 2 This is more common in spoken English.
- 3 *Have* is very formal, whereas *get* is informal and more common. If in doubt as to which one to use, *get* is safest in ordinary conversation.

### D Various verbs

- 1 Verbs such as *make*, *cause*, *force*, *permit*, *let* and *allow* are sometimes called causative verbs. They can follow other verbs or be the main verb in the sentence. There's a difference in meaning and/or formality between each of these verbs.
- 2 Different verbs follow different patterns.  
*You can make the robot dance.*  
*You can cause the robot to dance.*  
*The police forced him to reveal his secrets.*  
*The police let him go.*  
*The police permitted him to go.*  
*New funding should allow the project to go ahead.*
- 3 These are more academic in style than B and C.

### Noun clauses with question words (page 144)

#### A How do we use them?

- 1 They are clauses beginning with a question word.
- 2 They usually come after the main clause but can also be the subject of a sentence, or part of the subject. They act as nouns.
- 3 An example is indirect (embedded) questions.  
*Could you tell me how the robot works?*
- 4 They follow normal sentence (not question) word order: question word + subject + verb (+ object/complement, if necessary).  
*Many people want to know how the robot works.*  
*I have no idea how the robot works.*
- 5 Adverbs and adjectives stay with the question word.  
*It isn't certain how soon the project will finish, how much it will cost or how successful it will be.*

## Module 10

### Relative clauses with prepositions (page 157)

#### A Examples

*That person is a parent. I gave her a toy. →*  
*The person to whom I gave a toy is a parent.*  
*I gave a presentation in a room. The room was dark. →*  
*The room in which I gave my presentation was dark.*

**B Rules**

- 1 We use *whom* instead of *who*. *Whom* cannot be replaced with *that* and cannot be omitted. It is the only relative pronoun used after a preposition with people.
- 2 *Which* is the only relative pronoun used after a preposition with animals.
- 3 We can often move the preposition to the end of the relative clause: it goes before any adverbial phrases, and *whom* changes to *who* (and the usual rules of what can be missed out apply: see Module 6). This creates a slightly more informal, more spoken style, but is best avoided with long relative clauses.  
*The person (who) I gave the toy to is a parent.*  
*The room (which) I gave my presentation in was dark.*  
*The research which you talked about in your presentation was very interesting.*
- 4 *In which* can usually be replaced with *where*.  
*The room in which/where I met him was dark.*

**Auxiliary verbs for contrast (page 157)****A Auxiliary verbs in simple tense statements**

We don't use auxiliary verbs with simple tenses in positive statements except when we want to emphasise a contrast. Then, in speaking, we stress the auxiliary.  
*Little research has been carried out in this area. However, one older study did suggest a link between ...*

**B Emphasised auxiliaries in other tenses**

With tenses in which positive statements have auxiliary verbs, the same idea as A applies – the auxiliary can be stressed in speaking to show contrast.  
*There have been few studies in this area. However, one researcher has recently found a possible link between ...*

**C In conversation**

A similar use can be found in conversational English when contradicting what another person said:  
*'Why didn't you tell me about the assignment?'*  
*'I did tell you! I don't think you were listening!'*

**Question words with -ever and no matter (page 160)****A Question words with ever**

Question words can be combined with *ever*:

- *Whatever* means 'any action that'.
- *Wherever* means 'any place where'.
- *However* means 'any way that'.
- *However* + adjective means 'even if it's very' + the adjective.
- *Whoever* means 'any person who'.
- *Whichever* means 'anything which'.
- *Whenever* means 'any time that'.

*Whatever you do, be careful!*

*Wherever you go, please stay in touch.*

*However hard it is to finish, keep trying!*

*You'll be welcome whoever you come here with.*

*Whichever of the university's courses you choose, you'll learn a lot.*

*Do it whenever you have time.*

**B no matter**

The *-ever* words in A can be replaced with *no matter* + question word.

*No matter what you do, be careful!*

*No matter how hard it is to finish, keep trying!*

*You'll be welcome no matter who you come here with.*

**Following complex sentences (page 160)****A Subordinate clauses**

- 1 As we've seen, sentences often have other clauses or long noun phrases within ('embedded in') the subject and/or object of their main clause. These clauses are subordinate clauses. For example, the following could be within subjects or objects:
  - relative clauses.
  - reduced relative clauses.
  - *that* clauses.
  - participle clauses.
  - prepositional phrases.
  - noun phrases.
- 2 We can add other clauses to the sentence by using conjunctions such as *if*, *as*, *because* or *therefore*. Then, the clause after the conjunction is the subordinate clause and the other is the main clause.

**B Identifying clauses in complex sentences**

Understanding sentences with multiple clauses can be tricky. Try this procedure: first, identify the verb of the main clause. Then work through the subject and object, identifying the clauses in each.

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