

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

How consumers decide

Professor John Maule from the University of Leeds describes new research into the way that consumers choose a product.

Understanding consumers

Consumers are creatures of habit: they buy the same products time and time again, and such is their familiarity with big brands, and the colours and logos that represent them, that they can register a brand they like with barely any conscious thought process. The packaging of consumer products is therefore a crucial vehicle for delivering the brand and the product into our shopping baskets.

Having said this, understanding how consumers make decisions, and the crucial role of packaging in this process, has been a neglected area of research so far. This is surprising given that organisations invest huge amounts of money in developing packaging that they believe is effective – especially at the retail level. Our Centre for Decision Research at Leeds University's Business School, in collaboration with Faraday Packaging, is now undertaking work in this area. It has already led to some important findings that challenge the ways in which organisations think about consumer choice.

The research has focused on two fundamental types of thinking. On the one hand, there's 'heuristic processing', which involves very shallow thought and is based on very simple rules: 1) buy what you recognize, 2) choose what



you did last time, or 3) choose what a trusted source suggests. This requires comparatively little effort, and involves looking at – and thinking about – only a small amount of the product information and packaging. One can do this with little or no conscious thought.

On the other hand, 'systematic processing' involves much deeper levels of thought. When people choose goods in this way, they engage in quite detailed analytical thinking – taking account of the product information, including its price, its perceived quality and so on. This form of thinking, which is both analytical and conscious, involves much more mental effort.

The role of packaging is likely to be very different for each of these types of decision making. Under heuristic processing, for example, consumers may simply need to be able to distinguish the pack from those of competitors since they are choosing on the basis of what

they usually do. Under these circumstances, the simple perceptual features of the pack may be critical – so that we can quickly discriminate what we choose from the other products on offer. Under systematic processing, however, product-related information may be more important, so the pack has to provide this in an easily identifiable form.

Comparing competition

Consumers will want to be able to compare the product with its competitors, so that they can determine which option is better for them. A crucial role of packaging in this situation is to communicate the characteristics of the product, highlighting its advantages over possible competitors.

So, when are people likely to use a particular type of thinking? First, we know that people are cognitive misers; in other words they are economical with their thinking because it requires some effort from them. Essentially, people only engage in effort-demanding systematic processing when the situation justifies it, for example when they are not tired or distracted and when the purchase is important to them.

Second, people have an upper limit to the amount of information they can absorb. If we present too much, therefore, they will become confused. This, in turn, is likely to lead them to disengage and choose something else.

Third, people often lack the knowledge or experience needed, so will not be able to deal with things they do not already understand, such as the ingredients of food products, for example.

And fourth, people vary in the extent to which they enjoy thinking. Our research has differentiated between people with a high need for thinking – who routinely engage in analytical thinking – and those low in the need for cognition, who prefer to use very simple forms of thinking.

Effectiveness varies

This work has an important impact on packaging in that what makes packaging effective is likely to vary according to the type of processing strategy that consumers use when choosing between products. You need to understand how consumers are selecting your products if you are to develop packaging that is relevant. Furthermore, testing the effectiveness of your packaging can be ineffective if the methods you are employing concern one form of thinking (e.g. a focus group involving analytical thinking) but your consumers are purchasing in the other mode (i.e. the heuristic, shallow form of thinking).

For the packaging industry it is important that retailers identify their key goals. Sustaining a consumer's commitment to a product may involve packaging that is distinctive at the heuristic level (if the consumers can recognize the product they will buy it) but without encouraging consumers to engage in systematic processing (prompting deeper level thinking that would include making comparisons with other products).

Conversely, getting consumers to change brands may involve developing packaging that includes information that does stimulate systematic processing and thus encourages consumers to challenge their usual choice of product. Our work is investigating these issues, and the implications they have for developing effective packaging.

Questions 1–6

Do the following statements agree with the information given in the Reading Passage?

Next to Questions 1–6 write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- 1 Little research has been done on the link between packaging and consumers choosing a product.
- 2 A person who buys what another person recommends is using heuristic thinking.
- 3 Heuristic processing requires more energy than systematic processing.
- 4 The concept of heuristic processing was thought up by Dr Maule's team.
- 5 A consumer who considers how much a product costs is using systematic processing.
- 6 For heuristic processing, packaging must be similar to other products.

Questions 7–8

Choose the correct answer **A, B, C** or **D**.

- 7 When trying to determine how effective packaging is, testing can be made 'ineffective' if
 - A you rely upon a very narrow focus group.
 - B your consumers use only heuristic thinking.
 - C the chosen consumers use only shallow thinking.
 - D your tests do not match the consumers' thinking type.

- 8 If a retailer wants consumers to change brands their packaging needs to be
 - A informative.
 - B distinctive.
 - C familiar.
 - D colourful.

Questions 9–13

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

Write your answers next to Questions 9–13 below.

Comparing competition

For consumers who want to compare products it is important that your packaging stresses the **9** of your product.

We know that people only use systematic processing if the **10** makes it necessary or desirable. We also know that too much **11** could make consumers choose another product. Furthermore, consumers may not fully understand details such as the **12** of a product. While some people like using systematic processing, others like to think in a **13** way.

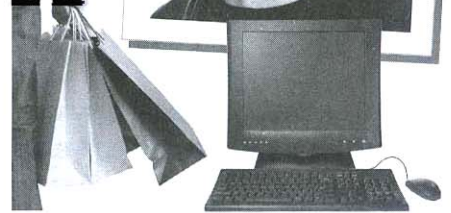
Grammar focus task

Look at these sentences from the text. Without looking back, fill in the gaps using the correct form of the verbs in brackets.

- 1 This is surprising given that organisations invest huge amounts of money in
(*develop*) packaging that they believe is effective.
- 2 This requires comparatively little effort, and involves (*look at*) – and
(*think about*) – only a small amount of the product information and packaging.
- 3 Under heuristic processing, for example, consumers may simply need
(*be able to*) distinguish the pack from those of competitors.
- 4 Consumers will want (*be able to*) compare the product with its competitors.
- 5 The role of packaging is likely (*be*) very different.
- 6 People vary in the extent to which they enjoy (*think*).
- 7 Prompting deeper level thinking that would include (*make*) comparisons with
other products.
- 8 Conversely, getting consumers (*change*) brands may involve
(*develop*) packaging that does stimulate systematic processing and thus encourages
consumers (*challenge*) their usual choice of product.

A Context listening

- 1 Simon Brown has just inherited \$10,000 from his grandfather and is talking to his father about what to do with it. Look at these pictures. What would you do with the money?



- 2 17 Listen to the recording. Which of the things in the pictures do Simon and his father talk about? Do you agree with Simon or his father?

- 3 Match the first and second halves of these sentences from the recording.

17 Listen again and check your answers.

- 1 Unless you invest it properly, ...
 - 2 If I invest it, ...
 - 3 If I went travelling, ...
 - 4 If you were to spend a year travelling around the world, ...
 - 5 If you own a car, ...
 - 6 It would be great ...
 - 7 You won't lose any money ...
 - 8 As long as you get a second-hand one, ...
- a you'd probably need an awful lot more money than this!
 - b if I could drive to work instead of travelling on the bus.
 - c you won't earn much interest.
 - d provided that you think of it as a long-term investment.
 - e you should still be able to invest some money as well.
 - f I'd lose a year of study.
 - g you also have to pay for insurance and road tax every year.
 - h I won't be able to access the money quickly.

- 4 Look at the sentences in Exercise 3 above. Which words or phrases have a similar meaning to *if*? Do any of the sentences talk about events in the past?

B Grammar

Conditional sentences talk about a condition (usually introduced by *if*) and a possible result or consequence. The *if*-clause can be before or after the result clause. We use a comma between clauses when the *if*-clause comes first. Either clause can be positive or negative.

1 Zero conditional

<i>if</i> + present tense, + present tense	<i>If you heat water to 100°C, it boils.</i>
present tense + <i>if</i> + present tense	<i>Water boils if you heat it to 100°C.</i>

We use the zero conditional to talk about something that is a general truth or fact (*if* has a similar meaning to *every time*):

If you own a car, you also have to pay for insurance and registration every year.

If it is no longer a fact we use the past tense:

When I was a child, if I helped my mother, she gave me extra pocket money.

2 First conditional

<i>if</i> + present tense, + <i>will/won't</i> (<i>might/could/going to</i>) + verb	<i>If I invest my money, it will grow.</i>
<i>will/won't</i> (<i>might/could/going to</i>) + verb + <i>if</i> + present tense	<i>My money will grow if I invest it.</i>

We use the first conditional to talk about something we feel is a probable future result:

If you leave your money in the bank, you won't earn any interest and it may lose value over time.

We can use *might*, *could*, or *may* instead of *will* to suggest something is less probable:

If I invest it, I might lose it all.

or *can* to mean *sometimes*:

If you travel at rush hour, the trains can be very crowded. (this sometimes happens)

3 Second conditional

<i>if</i> + past tense, <i>would(n't)</i> (<i>might/could</i>) + verb	<i>If I invested my money, it would grow.</i>
<i>would(n't)</i> (<i>might/could</i>) + verb + <i>if</i> + past tense	<i>My money would grow if I invested it.</i>

We use the second conditional to talk about imaginary, impossible or unlikely situations in the present or future. The past tense does not refer to past time:

If I went travelling, I wouldn't have any money left over.

▲ With the verb *be* we can use *was* or *were* with *I/he/she/it*:

That's what I would do if I were/was you.

We can use *was/were* + *to*-infinitive to refer to unlikely actions in the future:

If you were to spend a year travelling around the world, you'd probably need an awful lot more money than this!

4 Other words to introduce a condition

We can use other words such as *when*, *provided that*, *in case*, *so/as long as* and *unless* instead of *if* in zero, first and second conditional sentences.

when; as soon as

We use *when* and *as soon as* instead of *if* to show that something is more likely:

I'll give you a lift into town if I finish my work in time. (= I am not sure if I will be able to give you a lift)

I'll give you a lift into town when/as soon as I finish this work. (= I will give you a lift)

unless

We use *unless* to show a negative condition, with a similar meaning to *if ... not*:

You won't earn much interest unless you invest it properly. (= if you don't invest it properly)

provided/providing that; so/as long as

These phrases can be used instead of *if* for emphasis. *Provided/providing that* are more common in written than spoken English:

You won't lose any money provided that you think of it as a long-term investment. (= if you think)

As long as you get a second-hand car, you should still be able to invest some money. (= if you get)

in case

We use *in case* to talk about precautions. Compare:

You should keep this reference number in case there are any problems. (= keep the reference number because there might be problems later)

You should quote this reference number if there are any problems. (= quote this reference number at the time of any problems)

⚠ We don't usually start a sentence with *in case*.

C Grammar exercises

1 Match the beginnings (1–8) and the endings (a–h) of these sentences.

- | | |
|--|--|
| 1 If I win the competition,c..... | a we'll give you the job. |
| 2 If you boil milk, | b if you don't get accepted at Macquarie University? |
| 3 What will you do | c I'll take you somewhere nice to celebrate. |
| 4 What happens to the engine | d if you put diesel fuel into a petrol-driven car? |
| 5 If I get all my work done in time, | e it forms a skin on the top. |
| 6 I might buy a new laptop computer | f I'll be home by six o'clock tonight. |
| 7 If you agree to enrol in the diploma course, | g you won't be able to open the cupboard. |
| 8 If you put the sofa there, | h if my boss allows me to work from home sometimes. |

2 Fill in the gaps in the extracts below using the verbs in brackets in the correct form.

- My parents would love (love) it if I (become) a doctor but I'm not sure I'd be able to face all those years of study. Also if I (be) a doctor, I (hate) all those hours you have to work.
- These days I use the Internet more and more to do my shopping. If I (not/have) my computer, I (not/know) what to do. I buy clothes, books and DVDs online as well as holidays. If you (not/find) what you want in the shops, you (find) it on the Internet. I'm going to Barcelona in a few weeks and I'm going to buy my ticket on the Internet because it (save) me about £50 if I (do) it that way.
- This production of Shakespeare's play (surprise) you, unless you (be used to) seeing all the characters being played by just two people!
- Eggs are best kept at a cool room temperature, so I don't keep my eggs in the fridge. If I (keep) them in the fridge I (take) them out half an hour before cooking. However, not everyone has somewhere cool to keep eggs. If you (not/have) a cool place to store them in your home, you (have to) use the fridge, but just remember to take them out in time.

- 3** Decide if the underlined verbs are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Teacher: Is it better to have one special friend or lots of good ones?	
Student: I think that if you have lots of friends, you 1 <u>will be</u> lucky. However, I feel that everyone should have someone special. If you 2 <u>won't have</u> a special friend, you won't have someone to talk to at difficult times in your life.	1 <u>are lucky</u> 2
Teacher: When do people make most friends?	
Student: Well, everyone makes friends when they are at school. If you 3 <u>are</u> in an environment where everyone is your own age, you 4 <u>would probably</u> make friends.	3
Teacher: Do you think that friends need to be similar ages?	4
Student: Well, generally friends from school are similar ages. But when you 5 <u>started</u> work, for example, you meet people of different ages. If you get on well with someone and you 6 <u>will have</u> a lot in common, then age 7 <u>won't be</u> important.	5
Teacher: Do people need to have things in common to be friends?	6
Student: Well, yes. If you 8 <u>like</u> the same things, you will probably get on well. But having said that, I have a very good friend who is completely different from me. She loves sport and I hate it. If you asked me why we were friends, I 9 <u>am not able</u> to say! Maybe it's just chance - if you are in a certain place at a certain time you 10 <u>become</u> friends, but if you 11 <u>will meet</u> the same person at a different time in a different place it 12 <u>didn't</u> happen.	7
Teacher: What different roles do friends play in people's lives?	8
Student: Well, your friends are the people you choose to be with. And if you 13 <u>will need</u> help, you often turn to your friends. It works the other way too. When your friends need you, you 14 <u>will help</u> them.	9
	10
	11
	12
	13
	14

4 Underline the correct words.

- 1 I'll put my umbrella in my bag *in case* / *provided that* it rains later.
- 2 *Unless* / *As long as* you pay me in advance, I'll buy the tickets for you.
- 3 I'm going to get fat *if* / *unless* I stop eating so much chocolate.
- 4 You must follow the instructions accurately *in case* / *unless* you want to risk damaging the machine.
- 5 When I travel on planes I always put my toothbrush in my hand luggage *in case* / *if* my suitcase gets lost.
- 6 Ice skating is fun *as long as* / *when* you are willing to fall over a lot!
- 7 Dear Mr Brown, I am writing to inform you that your library books are overdue. *Provided that* / *When* you return them immediately, you will not be fined.
- 8 I've just signed the contract for the job in Indonesia, starting in April. *When* / *If* I move there, I'll have to sell my car.
- 9 I wouldn't stay out in the sun too long *as long as* / *if* I were you.
- 10 I don't really like going to parties *unless* / *as long as* I know most people there.

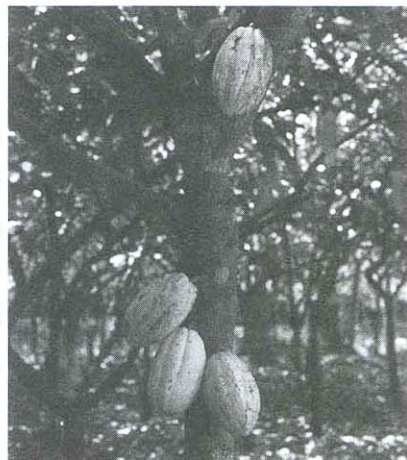
D Test practice

Academic Reading

You should spend about 20 minutes on Questions 1–13 which are based on the Reading Passage below.

Endangered chocolate

- A** The cacao tree, once native to the equatorial American forest, has some exotic traits for a plant. Slender and shrubby, the cacao has adapted to life close to the leaf-littered forest floor. Its large leaves droop down, away from the sun. Cacao doesn't flower, as most plants do, at the tips of its outer and uppermost branches. Instead, its sweet white buds hang from the trunk and along a few fat branches which form where leaves drop off. These tiny flowers transform into pulp-filled pods almost the size of rugby balls. The low-hanging pods contain the bitter-tasting, magical seeds.
- B** Somehow, more than 2,000 years ago, ancient humans in Mesoamerica discovered the secret of these beans. If you scoop them from the pod with their pulp, let them ferment and dry in the sun, then roast them over a gentle fire, something extraordinary happens: they become chocolatey. And if you then grind and press the beans, which are half cocoa butter or more, you will obtain a rich, crumbly, chestnut brown paste – chocolate at its most pure and simple.
- C** The Maya and Aztecs revered this chocolate, which they frothed up with water and spices to make bracing concoctions. It was edible treasure, offered up to their gods, used as money and hoarded like gold. Long after Spanish explorers introduced the beverage to Europe in the sixteenth century, chocolate retained an aura of aristocratic luxury. In 1753, the Swedish botanist Carolus Linnaeus gave the cacao tree genus the name *Theobroma*, which means 'food of the gods'.
- D** In the last 200 years the bean has been thoroughly democratized – transformed from an elite drink into ubiquitous candy bars, cocoa powders and confections. Today chocolate is becoming more popular worldwide, with new markets opening up in Eastern Europe and Asia. This is both good news and bad because, although farmers are producing record numbers of cacao bean, this is not enough, some researchers worry, to keep pace with global demand. Cacao is also facing some alarming problems.
- E** Philippe Petithuguenin, head of the cacao program at the Centre for International Cooperation in Development-Oriented Agricultural Research (CIRAD) in France, recently addressed a seminar in the Dominican Republic. He displayed a map of the world revealing a narrow band within 18° north and south of the equator, where cacao grows. In the four centuries since the Spanish



first happened upon cacao, it has been planted all around this hot humid tropical belt – from South America and the Caribbean to West Africa, east Asia, and New Guinea and Vanuatu in the Pacific.

- F** Today 70% of all chocolate beans come from West Africa and Central Africa. In many parts, growers practise so-called pioneer farming. They strip patches of forest of all but the tallest canopy trees and then they put in cacao, using temporary plantings of banana to shade the cacao while it's young. With luck, groves like this may produce annual yields of 50 to 60 pods per tree for 25 to 30 years. But eventually pests, pathogens and soil exhaustion take their toll and yields diminish. Then the growers move on and clear a new forest patch – unless farmers of other crops get there first. 'You cannot keep cutting tropical forest, because the forest itself is endangered,' said Petithuguenin. 'World demand for chocolate increases by 3% a year on average. With a lack of land for new plantings in tropical forests, how do you meet that?'
- G** Many farmers have a more imminent worry: outrunning disease. Cacao, especially when grown in plantations, is at the mercy of many afflictions, mostly rotting diseases caused by various species of fungi, which cover the pods in fungus or kill the trees. These fungi and other diseases spoil more than a quarter of the world's yearly harvest and can devastate entire cacao-growing regions.
- H** One such disease, witches broom, devastated the cacao plantations in the Bahia region of Brazil. Brazil was the third largest producer of cacao beans but in the 1980s the yields fell by 75%. According to Petithuguenin, 'if a truly devastating disease like witches broom reached West Africa (the world's largest producer), it could be catastrophic.' If another producer had the misfortune to falter now, the ripples would be felt the world over. In the United States, for example, imported cacao is the linchpin of an \$8.6 billion domestic chocolate industry that in turn supports the nation's dairy and nut industries; 20% of all dairy products in the US go into confectionery.
- I** Today research is being carried out to try to address this problem by establishing disease resistant plants. However, even the best plants are useless if there isn't anywhere to grow them. Typically, farmers who grow cacao get a pittance for their beans compared with the profits reaped by the rest of the chocolate business. Most are at the mercy of local middlemen who buy the beans then sell them for a much higher price to the chocolate manufacturers. If the situation is to improve for farmers, these people need to be removed from the process. But the economics of cacao is rapidly changing because of the diminishing supply of beans. Some companies have realised that they need to work more closely with the farmers to ensure that sustainable farming practices are used. They need to replant areas and create a buffer for the forest, to have ground cover, shrubs and small trees as well as the canopy trees. Then the soil will be more robust and more productive. They also need to empower the farmers by guaranteeing them a higher price for their beans so that they will be encouraged to grow cacao and can maintain their way of life.

Questions 1–3

Choose the correct letter, **A**, **B**, **C** or **D**.

Write your answers next to Questions 1–3 below.

- 1** The flowers of the cacao plant appear
- A** at the end of its top branches.
 - B** along all of its branches.
 - C** mainly on its trunk.
 - D** close to its leaves.
- 2** In Africa, banana trees are planted with the cacao plants in order to
- A** replace the largest trees.
 - B** protect the new plants.
 - C** provide an extra crop.
 - D** help improve soil quality.
- 3** In paragraph H, what is the writer referring to when he says ‘the ripples would be felt the world over’?
- A** the impact a collapse in chocolate production could have on other industries
 - B** the possibility of disease spreading to other crops
 - C** the effects of the economy on world chocolate growers
 - D** the link between Brazilian growers and African growers

Questions 4–9

The Reading Passage has nine paragraphs labelled **A–I**.

Which paragraph contains the following information?

Write the correct letter **A–I** next to Questions 4–9 below.

- 4** a list of the cacao growing areas
- 5** an example of how disease has affected one cacao growing region
- 6** details of an ancient chocolate drink
- 7** a brief summary of how the chocolate industry has changed in modern times
- 8** the typical lifespan and crop size of a cacao plantation
- 9** a reference to the scientific identification of the cacao plant

Questions 10–13

Complete the notes below.

Write **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in spaces 10–13 below.

Ways of dealing with the cacao plant's problems

- Need to find plants which are not affected by **10**
- Chocolate producers need to work directly with farmers instead of **11**
- Need to encourage farmers to use **12** methods to grow cacao plants
- Make sure farmers receive some of the **13** made by the chocolate industry

Grammar focus task

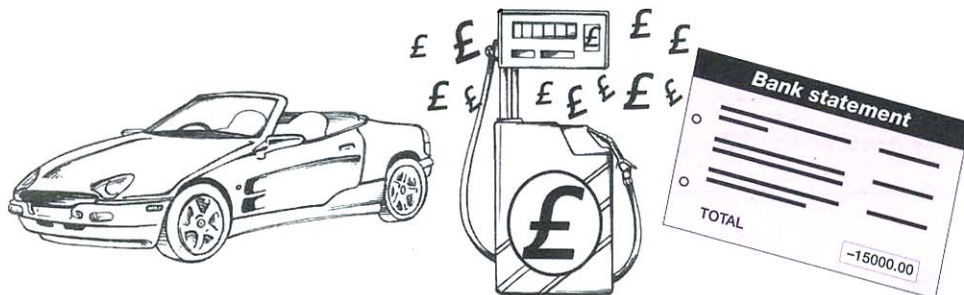
Without looking back at the exam task, fill in the gaps with the verbs from the box in the correct tense.

become dry grind happen let obtain press roast scoop

Somehow, more than 2,000 years ago, ancient humans in Mesoamerica, discovered the secret of these beans. If you 1 them from the pod with their pulp, 2 them ferment and 3 in the sun, then 4 them over a gentle fire, something extraordinary 5 They 6 chocolatey. And if you then 7 and 8 the beans, which are half cocoa butter or more, you 9 a rich, crumbly, chestnut brown paste – chocolate at its most pure and simple.

A Context listening

- 1** You are going to hear Simon Brown talking to his friend, Anna, about his car. Look at the pictures below. Why do you think he regrets buying it?



- 2** **18** Listen and decide if the following statements are true or false.

- 1 Simon bought a second-hand car.
- 2 The price of petrol nearly doubled last month.
- 3 Simon has saved very little money from his job.
- 4 Simon took his father's advice about the car.
- 5 Simon has a lot of money.

- 3** **18** Listen again and complete these sentences.

- 1 If I a second-hand car, I to take out this big bank loan.
- 2 It probably so bad if the price of petrol last month.
- 3 If I a bit before buying the car, I to save quite a bit by now.
- 4 If only I to him, none of this
- 5 If I his advice, I a small fortune now.

- 4** Look at your answers to Exercise 4 and answer these questions.

- 1 Which tense is used in the *if* clause in sentences 1, 2, 4 and 5?
Does it refer to present or past time?
- 2 Which sentences refer to a past situation in the result clause?
Which structure is used?
- 3 Which sentences refer to a present situation in the result clause?
Which structure is used?

B Grammar

1 Third conditional

if + past perfect, *would(n't) have* + past participle
would(n't) have + past participle + if + past perfect

If you'd asked me, I'd have done it.
I'd have done it if you'd asked me.

The third conditional describes hypothetical situations in the past. We use the third conditional to imagine the result of something that did not happen:

If I'd bought a second-hand car, I wouldn't have taken out this big bank loan. (= he bought a new car so he did take out a bank loan)

We can use *might* or *could* instead of *would* to say that something was less certain:

If I'd saved more money, I might have gone on that college trip last week.

2 Mixed conditionals

if + past perfect, *would(n't)* + verb
 if + past simple, *would(n't) have* + past participle
 if + past perfect, *would(n't) be* + ing
 if + past continuous, *would(n't)* + verb
 if + past simple, *would(n't) be* + ing

If I'd saved more, I'd be rich.
If I was sensible, I'd have saved more.
If I hadn't saved, I wouldn't be going on holiday.
If I was going on holiday soon, I'd be happy.
If I didn't have savings, I wouldn't be going on holiday.

We use mixed conditionals when the time in the *if* clause is different from the time in the result clause.

We can mix past time and present time to imagine

- the present result of a hypothetical past situation or action:

past situation	present result
<i>If I'd taken his advice,</i>	<i>I'd own a small fortune now instead of a big debt!</i> (= I didn't take his advice so now I don't own a small fortune)
<i>It wouldn't be so bad if the price of petrol hadn't almost doubled last month.</i>	

- the past result of a hypothetical situation in the present:

present situation	past result
<i>If you got on better with him,</i>	<i>you might have listened to his suggestions.</i> (= you don't get on with your father so you didn't listen to his suggestions)
<i>If he had more qualifications, he would have got the job.</i>	

We can mix past time and future time to imagine

- the future result of a hypothetical past situation or action:

past situation	future result
<i>If I hadn't broken my wrist,</i>	<i>I'd be playing tennis later.</i> (= I did break my wrist so I am not playing tennis later)
<i>If I'd bothered to get tickets, I'd be going to the concert tonight.</i> (= I didn't bother to get tickets so I am not going to the concert)	

We can mix future time and present time to imagine

- ◆ the present result of a hypothetical future situation or action:

future situation	present result
<i>If I wasn't meeting my manager later, I'd be at the conference now.</i> (= I am meeting my manager later, so I'm not at the conference now)	

- ◆ the future result of a hypothetical situation in the present:

present situation	future result
<i>If I was at home in America, I'd be seeing my mother tomorrow because it's her birthday.</i> (= I am not at home in America, so I won't be seeing my mother tomorrow)	

3 Wishes and regrets

We use *wish* + past verb to talk about situations that we would like to be different:

I wish I could help you. (= I can't help you and I am sorry about that)

I wish my father wasn't always right! (= he is always right and I find that annoying)

We use *wish* + something/someone + *would* + infinitive without *to* to show that we want something to happen or someone to change their behaviour. We do not use this with state verbs:

I wish they would stop talking so loudly! (= they are talking loudly and I want them to stop)

I wish this holiday would go on forever.

We use *wish* + past perfect to talk about past situations that we regret:

I wish I'd thought about the other costs before I bought it. (= I didn't think about the other costs and I regret it now)

We can use *never* for emphasis with a negative verb:

I wish I'd never bought the car. (= I did buy it and I really regret it now)

▲ We can use *if only* in place of *wish* with the same meaning. It is a little more formal:

If only I had listened to my father!

4 Should(n't) have

We use *should(n't) have* + past participle to say that what did or did not happen was a mistake or a bad thing:

I should have listened to him. (= but I didn't)

We can use *never* for emphasis with a negative verb:

I should never have bought it! (= I did buy it and now I regret it)

Grammar extra: *If it wasn't for ...*

We can use *if it wasn't/weren't for* + noun phrase to say that a situation is dependent on another situation, person or thing:

If it wasn't/weren't for the car, I'd have no money worries now. (the car is the reason for my worries)

We can use *if it hadn't been for* to talk about a past situation:

If it hadn't been for your advice, I would have made the wrong decision.

C Grammar exercises

1 Fill in the gaps with the correct form of the verbs in brackets.

Tutor: Tell me what you intend to write in your evaluation of your research.

Student: Well, firstly, if I *'d had* (1 *have*) a larger number of questionnaires returned, I (2 *get*) more useful data.

Tutor: Is there anything you could have done to improve that?

Student: Well, I suppose I (3 *receive*) more completed questionnaires if I (4 *make*) the questions easier to answer, for example, 'yes/no' questions.

Tutor: Yes, I think you are right. People are too busy to answer complicated questions. Any other things you might change?

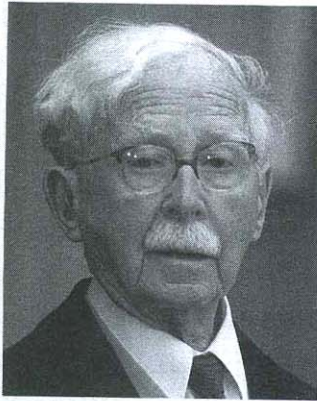
Student: Yes. I think I (5 *be*) more successful with my interviews as well if I (6 *plan*) the questions more thoroughly beforehand, although I'm not sure about that. If I (7 *prepare*) the questions in more detail, it (8 *restrict*) the interviewees too much. Oh, and another thing: if I (9 *start*) collecting data sooner, it (10 *not/be*) such a rush in the end.

Tutor: Good. I must admit that if you (11 *not/leave*) it all so late, I (12 *be able to*) support you more. If you (13 *come*) to see me before you sent out your questionnaires, I (14 *help*) you. It is a shame that your data was so disappointing because your research questions were very interesting.

2 Read about two scientific discoveries that were made due to chance and complete the sentences.

Alexander Fleming's most famous discovery happened entirely by accident. One day he was cleaning the culture dishes in his lab when he saw mould growing on one of the plates. There weren't any germs growing around the mould, so Fleming decided to grow more of it for experiments. He discovered that the mould acted against bacterial infections. However, Fleming's initial publication about his discovery was largely ignored by the medical community so he abandoned his research in 1932. It wasn't until 1935, when the researchers Florey and Chain saw Fleming's research papers, that the drug, penicillin, was developed.

- 1 If Fleming hadn't been cleaning the culture dishes, he wouldn't have seen mould growing on one of the plates.
- 2 Fleming wouldn't have grown more of the mould if there growing around it.
- 3 If his initial publication hadn't been received so poorly by the medical community, he in 1932.
- 4 Penicillin might not have been developed if Florey and Chain



Harold Ridley, an ophthalmologist, developed a revolutionary way of helping people with poor eyesight as a result of cataracts¹. During World War II, Ridley worked with RAF pilots with eye injuries. He noticed that their eyes did not become infected when they had eye injuries caused by bits of Perspex from the windows of their planes. As a result of this observation he decided to implant plastic lenses in the eyes of people with cataracts. Surgeons had earlier tried replacing the lens in the eye with a glass one, but the operations always failed because the body rejected the glass lens. Ridley's operations with plastic lenses were successful. However, the medical community opposed Ridley's discoveries and it took many years for the technique to be accepted. Today over 200 million people have their sight because of Harold Ridley.

¹ Cataracts are regions of dead cells within the lens of the eye, and can cause blindness.

- 5 If Harold Ridley pilots during World War II, he wouldn't have noticed the effects of Perspex splinters on their eyes.
- 6 If the pilots' eye injuries had become infected from bits of Perspex, he to implant plastic lenses in cataract patients' eyes.
- 7 If earlier surgeons had used plastic lenses, the operations
- 8 It wouldn't have taken so many years for the technique to become widely available if the medical community Ridley's discoveries.

3 Find and correct the mistakes in the sentences below.

- 1 If I hadn't ~~ate~~^{eaten} so much I wouldn't have a stomach ache now.
- 2 What would you done if you'd failed the exam?
- 3 I am starting university next autumn if I hadn't had such bad exam results.
- 4 If the government would have kept their promise, taxes wouldn't have gone up last year.
- 5 I would have finished my essay on time if I didn't have the accident.
- 6 If I was getting married next weekend, I was very excited by now.
- 7 If the economic conditions had been better when I bought this house, I might make a fortune by now.
- 8 Life today will be very different if Thomas Edison hadn't invented the electric light.
- 9 If you were more considerate, you didn't make so much noise last night.
- 10 If I didn't go to university, I wouldn't be doing this job now.

4 Fill in the gaps using *wish* or *should* and the words in brackets in the correct form.

- 1 You shouldn't have left (not/leave) school so young. You'd have a better job now.
- 2 I really (you/ask) me before borrowing the car yesterday. I needed to use it.
- 3 I'm not enjoying my degree course at all. I (I/not/choose) physics. I (choose) maths instead because I used to love it at school.
- 4 I (I/study) languages at school because now I travel regularly for work to Berlin and Paris.
- 5 That man is really annoying me. I (he/stop) whistling.
- 6 We're lost again. We always get lost when you have the map. You (let) me have the map from the start!
- 7 I (I/have) more time to work on this assignment. I'm worried I won't finish it by the deadline.
- 8 I (it/stop) raining. I want to go for a walk.
- 9 I have terrible problems with my knees. I (I/not/do) so much running when I was younger.
- 10 You (not/tell) Paula about the party – it was meant to be a surprise.

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

The Giant Panda

For more than 100 years, scientists have argued over exactly what a panda is. Now, finally, with the help of DNA testing, the panda has been admitted to the *ursidae* (bear) family, and the spectacled bear of South America has been confirmed as its closest living relative.

In 1869, French Jesuit missionary Pere David first described the giant panda to western science. With just a pelt and reported sighting to go on, he classified it as a bear. However, the following year, zoologist Alphonse Milne Edwards dissected the first specimen and concluded that it had more in common with the red panda, a member of the raccoon family. For more than a century, scientists quarrelled over whether the giant panda belonged to the bear family, the raccoon family or a separate family of its own.



They had good reason to be confused. The giant panda shares many physical characteristics with the red panda. Both have evolved to feed on bamboo, grasping and eating it in the same way, with similar teeth, skulls and forepaws. They also both have a distinctive cry which they use to communicate with others in their group.

In the mid-1980s there were several studies involving DNA comparisons between the species. The first investigations linked the giant

panda with bears, but in 1991 further tests contradicted these findings and placed it in the raccoon family with the red panda. By the year 2000, approximately twelve studies had been completed, and all except two placed the panda in the bear family. The data from these two studies was reanalysed by other researchers, who finally concluded that the giant panda was indeed a bear.

Today, there are eight species of bear. Along with dogs, their closest relatives, cats, raccoons

and weasels, they belong to the order *Carnivora*, a group of meat-eating predators that evolved some 57 million years ago. The ancestors of modern bears split from this group about 34 million years ago, and today the panda is our oldest living bear, followed by the spectacled bear. Both are survivors of an ancient lineage dating back 18 million years. The rest – the brown, black, polar, Asiatic black, sloth and sun bears – are relatively modern, dating back four to five million years.

Researchers have found that the spectacled bear and the panda have several physical features in common. The spectacled bear's muzzle is comparatively short and it has blunt molar teeth and large jaw muscles, which are good for grinding fibrous vegetation – vegetation such as bamboo. Indeed, scientists in Venezuela have found that bamboo makes up 70% of the diet of some spectacled bear populations. For most spectacled bears, however, the bromeliad, a tropical plant with fleshy leaves, is their main food source. Most species of bromeliad grow in trees, and spectacled bears therefore have to be adept tree climbers because they spend their lives foraging for these plants, as well as fruits, in the cloud forest of the Andes.

The giant panda's diet is famously dull, with bamboo representing 99% of its intake. This is rather strange given that its physiology is typical of a carnivore and it has no special adaptation for digesting cellulose, the main constituent of plant cell walls. A panda manages to digest only about 17% of the bamboo it eats (a deer living on grass achieves 80% efficiency). It typically feeds for 14 hours a day, consuming 20 kg or more of bamboo. Unable to store fat effectively, it continues eating in the bitterly cold winter, at a time when many other bears hibernate.

With such a specialised diet, the giant panda has evolved a sixth digit, a prehensile elongated wrist bone called the radial sesamoid. They use this 'false thumb' to roll bamboo leaves into fat, cigar-shaped wads which they then sever using their powerful jaws. They feed mainly on the ground but are capable of climbing trees as well. The spectacled bear is a more frequent climber and will even climb spiky cacti plants to reach fruit at the top. They also construct tree nests to act as a bed as well as a platform to feed from fruit-laden branches.

Very occasionally, the giant panda supplements its diet with meat which it scavenges. Spectacled bears eat carrion, too, and some have been known to kill small calves. Spectacled bears are highly adaptable and are found in a wide range of habitats including rainforest, dry forest and coastal scrub desert. In contrast, the giant pandas live at an altitude of between 1,200 and 3,500 metres in mountain forests that are characterised by dense strands of bamboo.

There have been many theories as to why the panda has such a distinctive coat, but the most convincing argument is that of George Schaller, one of the first western scientists to study wild pandas. He believes the contrasting coat may help prevent close encounters with other pandas. 'In pandas, a stare is a threat,' Schaller says. 'The eye patches enlarge the panda's small, dark eyes tenfold, making the stare more powerful. A staring panda will hold its head low, so presenting the eye patches. To show lack of aggressive intent, a panda will avert its head, cover its eye patches with its paws or hide its face.' Interestingly, the spectacled bear is the only other bear with comparably obvious markings around the eye.

Questions 1–8

Classify the following characteristics as belonging to

A the giant panda

B the spectacled bear

C both the giant panda and the spectacled bear

Write the correct letter **A**, **B** or **C** next to Questions 1–8 below.

- 1 an extra thumb on each paw
- 2 a tendency to sleep in trees
- 3 their species originated 18 million years ago
- 4 the ability to adjust to different environments
- 5 the use of noises to socialise with each other
- 6 the ability to climb trees
- 7 the eating of meat
- 8 a similarity to a type of raccoon

Questions 9–13

Complete the sentences with words taken from the passage.

Use **NO MORE THAN TWO WORDS** for each answer.

Write your answers in spaces 9–13 below.

- 9 The panda's digestive system is that of a
- 10 The giant panda must eat constantly because it can only a small amount of bamboo.
- 11 In winter, giant pandas cannot because of their feeding habits.
- 12 Spectacled bears build to help reach their food.
- 13 Giant pandas may use their to threaten other pandas.

Grammar focus task

Look at the following extracts from the passage. Complete the sentences below using verbs in brackets in the correct form.

For more than 100 years, scientists have argued over exactly what a panda is. Now, finally, with the help of DNA testing, the panda has been admitted to the *ursidae* (bear) family.

- 1 If scientists (*have*) DNA testing 100 years ago, they (*be able to*) discover what a panda was.

However, the following year, zoologist Alphonse Milne Edwards dissected the first specimen and concluded that it had more in common with the red panda, a member of the raccoon family.

- 2 If Alphonse Edwards (*not/dissect*) a giant panda, scientists (*not/think*) the giant panda was a raccoon.

They had good reason to be confused. The giant panda shares many physical characteristics with the red panda; both have evolved to feed on bamboo, grasping and eating it in the same way, with similar teeth, skulls and forepaws.

- 3 If the giant panda (*not/resemble*) a red panda, there (*not/be*) so many arguments among scientists.

In the mid-1980s there were several studies involving DNA comparisons between the species. The first investigations linked the giant panda with bears, but in 1991, further tests contradicted these findings and placed it in the raccoon family with the red panda.

- 4 If the 1991 DNA tests (*not/contradict*) the earlier findings, then the argument (*be*) resolved earlier.