

## A Context listening

**1** You are going to hear a student representative talking to new students and answering their questions. Before you listen, match the words (1–8) with the definitions (a–h).

- |                           |   |
|---------------------------|---|
| 1 union                   | a deal with / handle documentation etc. |
| 2 president               | b speak for                             |
| 3 process ( <i>verb</i> ) | c buildings, equipment or services      |
| 4 represent               | d leader                                |
| 5 run ( <i>verb</i> )     | e working group or board                |
| 6 election                | f organised group or association        |
| 7 committee               | g organise/manage                       |
| 8 facilities              | h an organised vote                     |

**2**  **22** Listen and answer the following questions.

1 What do new students need to do to get a library card?

.....

2 What is the students' union?

.....

3 What is the students' union responsible for?

.....

**3**  **22** Listen again and fill in the gaps.

### Questions

1 '..... applications quite quickly?'

2 'So, ..... the student's union?'

3 'And how ..... the executive committee?'

### Answers

'Oh, yes. All applications ..... on the spot so they'll be able to issue you a card straight away.'

'No, the union ..... by students, seven students to be precise.'

'Well, the executive committee ..... by the students through an election process.'

**4** Look at the objects of the verbs in the questions in Exercise 3. What happens to them in the answers?

## B Grammar

### 1 The passive: form

The active voice shows what something does. The passive voice shows what happens to something. We make the passive with a form of the verb *be* + past participle.

Tense	Passive form: <i>be</i> + past participle (+ <i>by</i> + agent)
present simple	→ <i>The union is run by 7 executive officers.</i>
present continuous	→ <i>The union is being run by 7 executive officers.</i>
past simple	→ <i>The union was run by 7 executive officers.</i>
past continuous	→ <i>The union was being run by 7 executive officers.</i>
present perfect	→ <i>The union has been run by 7 executive officers.</i>
past perfect	→ <i>The union had been run by 7 executive officers.</i>
going to	→ <i>The union is going to be run by 7 executive officers.</i>
will	→ <i>The union will be run by 7 executive officers.</i>
<b>Other forms</b>	
infinitive	→ <i>The union is to be run by 7 executive officers.</i>
-ing form	→ <i>The university insists on the union being run by 7 executive officers.</i>
used to	→ <i>The university used to be run by 7 executive officers.</i>
modals	→ <i>The university should be run by 7 executive officers.</i>
need to / have to	→ <i>The university needs to/has to be run by 7 executive officers.</i>
need + -ing	→ <i>The university needs running by 7 executive officers.</i>

⚠ We do not use the passive with intransitive verbs (verbs which cannot have an object):  
*he arrived* (~~not he was arrived~~)

### 2 The passive: use

We use the passive

- ◆ when the object is more important than the subject and the agent is either obvious, not important, or unknown:

*All applications are processed on the spot.* (it is obvious that it is the library staff who process the cards)

- ◆ in formal writing to make it less personal:

*You are advised to return the application form within three days.* (impersonal)

The active voice is more direct and personal:

*I advise you to return the application form within three days.*

- ◆ when we describe a process:

*The union is run by seven executive officers who are elected by students.*

⚠ We do not generally use the passive for natural (or biological) processes, where people are not involved (e.g. the carbon cycle):

*Plants take up carbon dioxide from the air as part of photosynthesis.*

Notice how if we want to repeat the ending of the previous clause or sentence at the beginning of the next, we may need to use the passive:

*Does the university run the union?*

*No, the union is run by seven executive officers*

*who are elected by students each year.*

*The executive officers are held accountable by the union council.*

*The council is also elected by the student population.*

This pattern is typical of academic writing.

### 3 Reporting with passive verbs

With reporting verbs and verbs of thinking or feeling we can use

- ♦ *it + passive verb + that* (e.g. *agree, announce, argue, believe, claim, decide, disclose, expect, feel, hope, know, predict, recognize, report, say, suggest, think, understand*):

*It was felt that the facilities were in need of renovation.*

- ♦ *subject + passive verb + to-infinitive* (e.g. *ask, believe, consider, estimate, expect, feel, know, mean, report, say, see, suppose, think, understand*):

*Our sports facilities are said to be among the best in the country.* (= people say our sports facilities are among the best in the country)

*This building is believed to be the oldest in the town.*

### 4 Have something done

To show that someone performs a paid service for us we use *have + object + past participle*:

*You'll need to have your photo taken.* (= someone else will take your photograph)

In informal English *get + past participle* can be used in the same way:

*I got my photo taken yesterday.*

### 5 Need + -ing

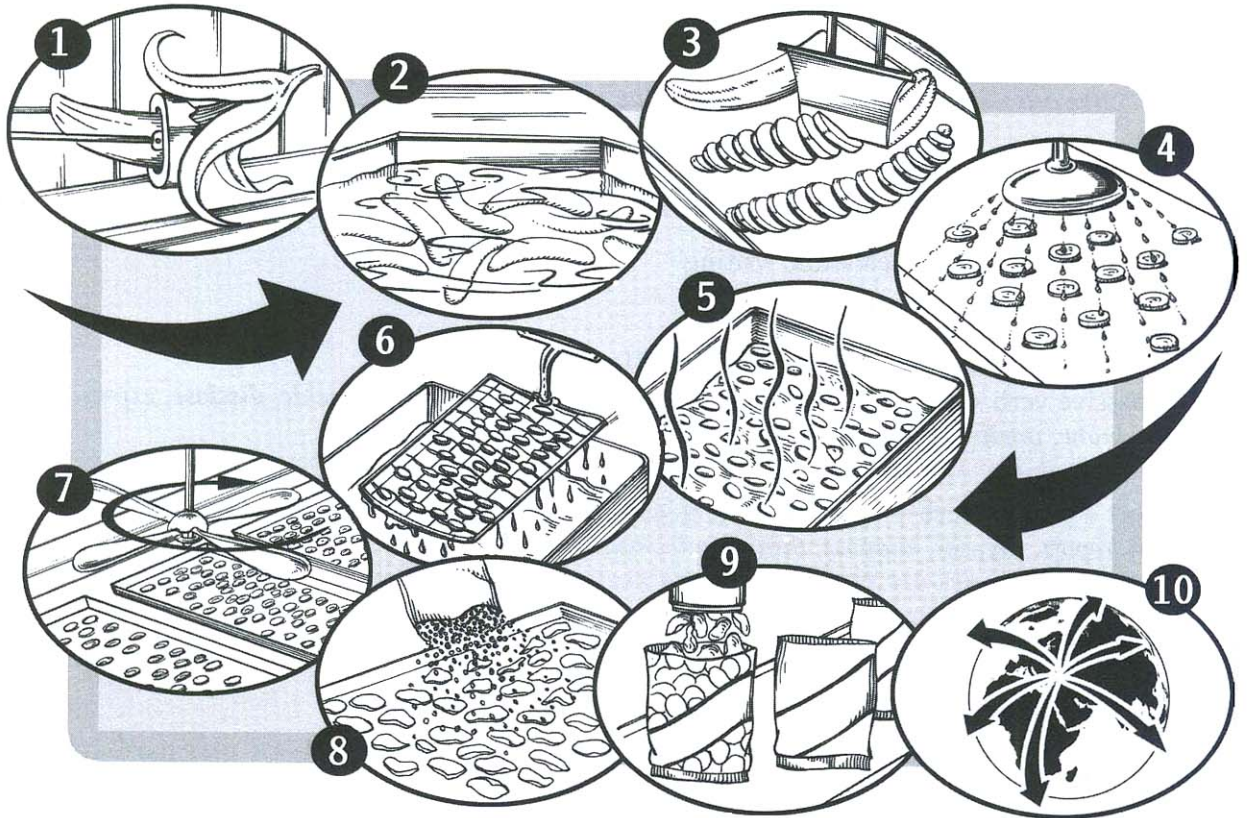
We can sometimes use *need + -ing* as an alternative to the passive to say that it is necessary to do something without stating who will do it:

*Some facilities need improving around the campus.* (= it is necessary to improve some facilities)

## C Grammar exercises

- 1 Read the test task. Fill in the gaps in the model answer with the verbs in the box in the passive.

*The flowchart below shows how banana chips are made. Summarise the information by selecting and reporting the main features and make comparisons where relevant.*



add distribute fry leave make peel put remove rinse sell slice soak

The flowchart shows how banana chips 1 *are made*. First, the bananas 2 ..... by a special machine and then they 3 ..... in water. Next the clean bananas 4 ..... into a chipping machine where they 5 ..... into thin chips. After this they 6 ..... . Once they are dry, the banana chips 7 ..... in hot oil in large deep fat fryers. The cooked banana chips 8 ..... from the fryers using a special sieve which allows all of the oil to drain off. The banana chips 9 ..... (then) to cool. When they have reached the right temperature, spices 10 ..... for extra taste. Finally the banana chips are packaged ready to 11 ..... around the world and 12 .....

**2** There are 12 mistakes with active or passive verbs in this conversation. Find and correct the mistakes.

**Teacher:** People are said that the increase in travel will lead to a loss of different cultures around the world. Do you agree?

**Student:** Well, yes, I suppose that is a possibility. I'm sure the way of life of many people around the world has changed by contact with tourists. But the change might have been happened anyway, I suppose.

**Teacher:** Yes, maybe. So, do you think we should try to stop the disappearance of native cultures?

**Student:** Oh, yes. I think it will be very sad if we lose different cultures. They enrich our world, don't they? But it is also argued that many people from poor countries have given opportunities that they wouldn't have had if there wasn't any tourism. Their cultures may have changed, but they have been benefited from improvements in education and health as well as their standard of living.

**Teacher:** So do you think that improvements like this inevitably bring about a loss of culture, as some people have been suggested?

**Student:** I suppose I do think that, yes. As we are continued to be provided with better and better education and we have more and more contact with the world outside our own countries, we are being become more and more the same!

**Teacher:** Can you give some examples of what you mean?

**Student:** Well, in my country we now have American restaurants and we watch American movies on TV. American culture feels to be too dominant by many people in my country. And English words have been come into my language too.

**Teacher:** Oh, that's interesting. And do you think that there will one day be only one language in the world?

**Student:** Well, the way we live has affected in a big way by things like the Internet, email and cheap travel. All countries are using English for these things, and so we all know a little bit of English already. But I am not sure it will use by all countries instead of their own language. That seems unlikely to me.

**Teacher:** You've made some very interesting points. Thank you.

- |                 |         |         |          |
|-----------------|---------|---------|----------|
| 1 .....say..... | 4 ..... | 7 ..... | 10 ..... |
| 2 .....         | 5 ..... | 8 ..... | 11 ..... |
| 3 .....         | 6 ..... | 9 ..... | 12 ..... |

**3** Fill in the gaps with an appropriate form of the verb in brackets.

- 1 For a long time people ..... *thought* ..... (*think*) the giant panda was a type of raccoon.
- 2 At the beginning of the experiment, the chemicals ..... (*place*) in the beaker.
- 3 In medieval times the earth ..... (*believe*) to be flat.
- 4 Up until now students ..... (*allow*) to wear what they want, but the new head-teacher has decided to introduce a uniform.
- 5 I can't drive you to the airport because my car ..... (*service*) tomorrow.
- 6 Next year the new theatre ..... (*open*) by some of Britain's biggest acting stars.
- 7 It ..... (*expect*) that the President will resign due to the recent revelations.
- 8 Chocolate ..... (*make*) from the bean of the cacao tree.
- 9 This report ..... (*claim*) that there is corruption throughout the company.
- 10 Several students ..... (*know*) to have cheated in their exams.
- 11 People need ..... (*encourage*) to use public transport if we want to reduce our carbon emissions.
- 12 I went on holiday because I really needed ..... (*take*) a break.

**4** Underline the correct words.

***Air pollution in cities is growing at an alarming rate. What measures could be taken to address this problem?***

Air pollution can **1** *define / be defined* as the addition of something harmful to the air at a faster rate than it can **2** *absorb / be absorbed*. Everyone should be concerned about air pollution. It **3** *affects / is affected* us all, and as it **4** *continues / is continued* to worsen, so the environmental impact increases. One of the major causes of air pollution in cities is car use. Cars **5** *use / are used* for even the shortest of journeys, and all efforts by governments to encourage people **6** *to use / to be used* public transport seem to be failing. Industry is another major cause of pollution in our cities, but fortunately, new industrial sites **7** *are building / are being built* away from large urban centres. It **8** *says / is said* that there are too many contributing factors for us to **9** *to decide / to be decided* exactly which one is the main problem, but I believe that one of the most serious problems that needs **10** *to tackle / tackling* is the use of the car. In some cities laws **11** *have passed / have been passed* concerning car use. Athens, for example, only **12** *allows / is allowed* a certain number of cars into the city centre each day. In my opinion, this is a good idea. With this kind of law, people have no choice and **13** *force / are forced* to use buses and trains. This ensures governments **14** *know / is known* that public transport **15** *will use / will be used*, and can therefore justify the investment and expense of ensuring the system works properly.

Another thing governments could do is to force people to **16** *have their cars checked / check their cars* for carbon emissions and fine people with cars that produce high levels of harmful gases.

## D Test practice

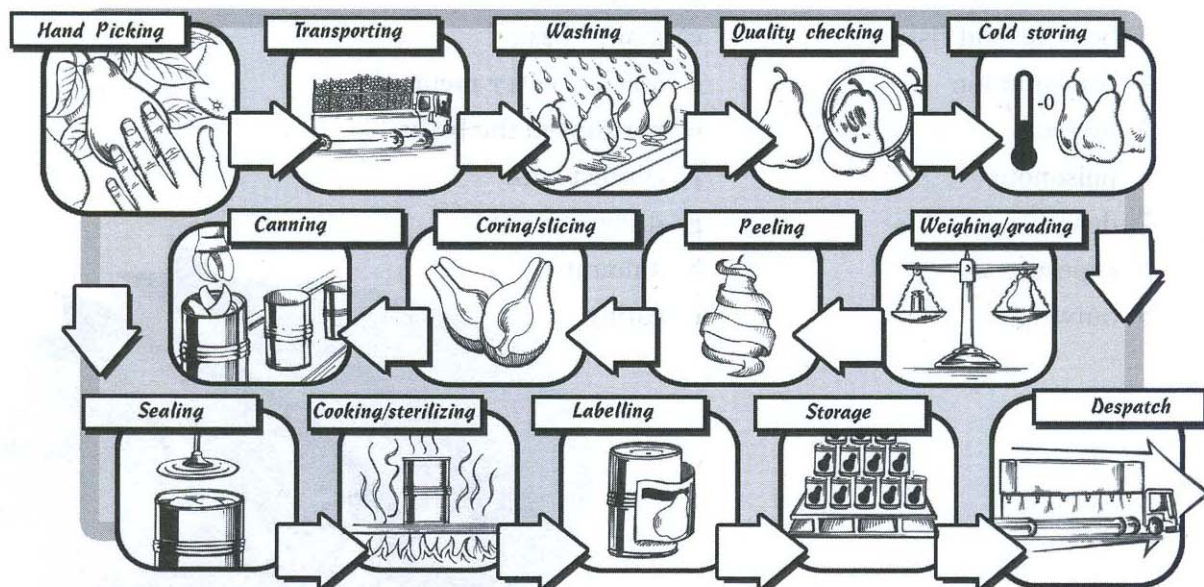
### Academic Writing Task 1

You should spend 20 minutes on this task.

*The diagram shows how fruit is canned.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.



### Grammar focus task

Look at these sentences describing the flowchart. Rewrite them using a passive verb. Then put the sentences in the correct order according to the flowchart.

1 They allow the cans to cool.

Passive: .....

2 They sterilize the cans using a special heating process.

Passive: .....

3 They take the fruit to the cannery in large trucks.

Passive: .....

4 They check the fruit before storage and they reject any poor quality fruit.

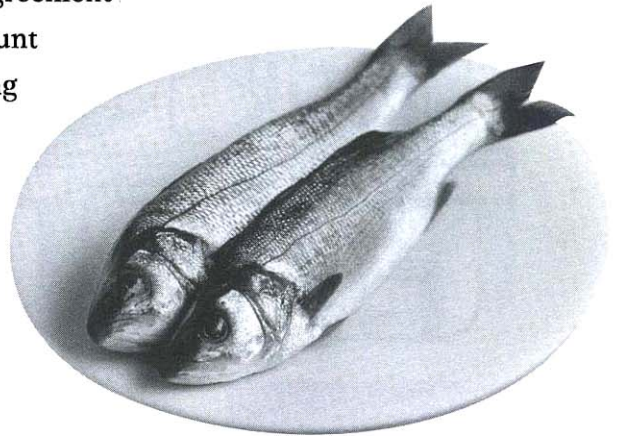
Passive: .....


Now write your own answer.

## A Context listening

1 You are going to hear a student presenting a report on eating fish. Before you listen, match the words (1-9) to the definitions (a-i).

- |                         |                                |
|-------------------------|--------------------------------|
| 1 staple ( <i>adj</i> ) | a advantages and disadvantages |
| 2 controversy           | b be greater than              |
| 3 benefits and risks    | c main / basic                 |
| 4 consumption           | d a heavy silver metal         |
| 5 mercury               | e harmful to the body          |
| 6 poisonous             | f contact with                 |
| 7 dose                  | g disagreement                 |
| 8 exposure to           | h amount                       |
| 9 outweigh              | i eating                       |



2  23 Listen and say whether these statements are true or false.

- 1 Eating fish might be bad for the heart.
- 2 Eating fish is good for the growth of the brain.
- 3 Some fish may contain a poison.
- 4 The Fisheries Scholarship funded this student's project.
- 5 The Fisheries Scholarship influenced the results of the study.
- 6 Comprehensive information is available about the pros and cons of eating fish.
- 7 The research noticed strong negative effects on the brain from the mercury contained in fish.
- 8 The student concludes that it is better for one's health to avoid eating fish.



- 3** Fill in the gaps in the extract from the talk with the words from the box.  
 23◀◀ Listen to the second half of the recording again and check your answers.

although    despite    finally    firstly    however    in spite of  
 secondly    to sum up

We discovered that, 1 ..... the literature available on the risks and benefits of fish consumption, there are still important gaps in this information. 2 ..... these gaps, 3 ....., decisions about how to advise people on fish consumption should be made based on what we know now.

4 ....., in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. 5 ....., consuming fish is known to have a beneficial effect on brain development. 6 ....., 7 ..... exposure to mercury through eating fish can have a negative effect on IQ levels, the effects that have been observed are relatively small.

8 ....., it would seem that the health benefits of eating fish outweigh the risks.

- 4** Which of the words in the box is used:

- 1 to show contrast? .....
- 2 to give one idea in a list of ideas? .....
- 3 to introduce the conclusion? .....

## B Grammar

### 1 Ways of linking ideas

We use conjunctions (e.g. *but, because*) to join two clauses in one sentence:

clause 1		clause 2
Fish has long been a staple food in many cultures,	<i>but</i>	there has been some controversy recently about the benefits and risks of fish consumption.

clause 1		clause 2
Fish is known as a 'brain food'	<i>because</i>	it is beneficial to the development of the brain.

We can use adverbial expressions (e.g. *consequently, however*) to connect ideas in separate sentences. These usually go at the beginning of the sentence or clause:

Fish is known as a 'brain food' because of the benefits it has for brain development. **However**, recent studies have shown that fish can also contain mercury.

Some adverbial expressions (e.g. *therefore, however, also*) can be used in a variety of positions:

People **therefore** are unsure of whether to eat fish.

People are **therefore** unsure of whether to eat fish.

People are unsure **therefore** of whether to eat fish.

We can use prepositions (e.g. *in spite of, because of*) before a noun phrase or an *-ing* form:

The match was cancelled **because of the snow**. (~~not because of it snowed~~)

**In spite of losing** the first game, the team went on to win the tournament.

### 2 Linking expressions

#### Adding information

**conjunctions:** *and, as well as*

**adverbials:** *also, anyway, besides, furthermore, in addition, likewise, moreover, similarly*

We use these expressions to give additional information:

Fish supplies us with substances that might protect against heart disease. **Moreover**, in many cultures fish is known as a 'brain food'.

#### Sequencing

**adverbials:** *first, next, after that, then; firstly, secondly, finally*

*Firstly, secondly* and *finally* are used to order points in an argument:

**Firstly**, in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. **Secondly**, consuming fish is known to have a beneficial effect on brain development. **Finally**, ...

*First, next, after that* and *then* describe the order of activities in a process:

**First** the fruit is picked by hand. **Then** it is transported to the factory.

## Cause, reason, result

**conjunctions:** *because, so*

**adverbials:** *therefore, consequently, so, thus, as a result*

**prepositions:** *because of, due to, on account of, owing to*

*Because* introduces the reason for something, and *so* introduces the result:

reason

*I eat fish three times a week **because** it protects against heart disease.*

result

*Fish protects against heart disease **so** I eat it three times a week.*

*Therefore, consequently, so, thus, and as a result* introduce the result of a situation or action:

*As **a result**, people are unsure whether to increase or decrease the amount of fish they eat.*

We use *because of, due to, on account of* and *owing to* to introduce the reason for something:

*The match was cancelled **because of** the snow. (not ~~because of it was snowing~~)*

*The buses were all running late **owing to** the bad weather.*

▲ We can use *due to, on account of* and *owing to* + *the fact that* with a clause:

*The match was cancelled **due to the fact that** it was snowing.*

## Contrasting

**conjunctions:** *but, although, though*

**adverbials:** *alternatively, however, in contrast, nevertheless, on the contrary, on the other hand, yet*

**prepositions:** *in spite of, despite*

We use *but* between two contrasting ideas:

*Fish has long been a staple food in many cultures, **but** there has been some controversy recently about the benefits and risks of fish consumption.*

*Although* can come at the beginning or in the middle of two contrasting ideas. We use a comma between the two clauses:

***Although** the work was supported by grants from the Fisheries Scholarship Fund, this did not affect the research findings.*

*The work was supported by grants from the Fisheries Scholarship Fund, **although** this did not affect the research findings.*

We use *in spite of* and *despite* + noun/-ing at the beginning or in the middle of two contrasting ideas:

***In spite of the considerable amount** of literature on the risks and benefits of fish consumption, there are still important gaps in this information. (not ~~in spite of there is a considerable amount~~)*

*I eat fish regularly for health reasons **despite not liking** it much. (not ~~despite I don't like it~~)*

▲ We can use *despite* and *in spite of* + *the fact that* with a clause:

*I eat fish regularly for health reasons **despite the fact that** I don't like it much.*

## Giving examples

**adverbials:** *that is to say, in other words, that is (i.e.), for example*

We use these expressions to link two clauses that give the same information in a different way or to give examples:

*There has been some controversy recently about the benefits and risks of fish consumption. **For example**, we know that fish supplies us with polyunsaturated fatty acids, substances that might protect against heart disease.*

### Grammar extra: Written and spoken English

Some linking expressions are more common in either written (formal) or spoken English:

**Written:** *thus, therefore, finally, furthermore, hence, moreover, nevertheless, in addition, firstly, secondly, finally*

*Regular consumption of fish can lower your risk of heart disease by 17%. **Furthermore**, it can have a beneficial effect on brain development.*

**Spoken:** *so, then, anyway*

*Eating fish is good for you **so** I try to eat it regularly.*

**C Grammar exercises****1 Choose the best endings for these sentences.**

- 1 I hurt my knee quite badly so
  - a I had to go to hospital. b I didn't have the right running shoes.
- 2 One way to improve your health is to eat more fruit and vegetables. Alternatively,
  - a you could increase your risk of heart disease. b you could exercise more.
- 3 Humans like to form social groups. Likewise,
  - a many other mammals live independently of each other.
  - b many other mammals live together in small communities.
- 4 I didn't work hard at school. Consequently,
  - a I did well at university. b I failed most of my exams.
- 5 I believe travelling can help us to understand other cultures. Furthermore,
  - a it can help you to become more independent.
  - b it can be a lonely experience at times.
- 6 In spite of the fact that learning to speak a foreign language requires a lot of time and effort,
  - a many people give up after a short time. b many people manage it successfully.
- 7 In my experience, vegetarians tend to be quite healthy. In contrast,
  - a many meat-eaters do not have a healthy diet. b they look after their bodies well.
- 8 Fifty per cent of all newspaper readers in this country only read the sports section of the paper. In other words,
  - a many people are not interested in news.
  - b sports are reported very well in the newspaper.
- 9 Sydney is the biggest city in Australia, yet
  - a it isn't the capital. b it is the oldest city.
- 10 You wouldn't be allowed to drive in my country because
  - a there is no point in getting a car. b you need to be over 21.
- 11 Studies suggest that although sales of cookery books have increased significantly in the past five years,
  - a we spend less time than ever in the kitchen. b we enjoy experimenting.
- 12 There are delays on all trains due to the fact that
  - a passengers should allow extra time. b there is a shortage of drivers.

## 2 Underline the correct linking expressions.

*It is generally accepted that smoking causes the deaths of large numbers of people. In order to address this problem governments should ban smoking in public places.*

*To what extent do you agree or disagree with this statement?*

Many people think that the best way to reduce deaths from smoking is to ban smoking in public places. **1** However / In addition, it is not as simple as that. There are several reasons why I do not consider this approach to be suitable.

**2** Alternatively / Firstly, banning activities often increases their popularity by making them seem more exciting. **3** Furthermore / In contrast, most smoking takes place in the privacy of people's homes, and would **4** therefore / nevertheless not be affected by the ban. **5** Thirdly / Similarly, a ban on smoking would make extra demands on the police.

**6** Although / Despite the ideas behind banning smoking in public places are good, an alternative approach needs to be taken, in my opinion. Schools should lead the way in discussing the harmful effects of smoking not only on the smokers themselves but on others around them. **7** In addition / Consequently, parents need to support these efforts by encouraging their children to understand the negative aspects of smoking.

If we adopted these measures, I believe fewer people would take up smoking **8** as a result / moreover. To some extent these things are already happening. **9** And / Nevertheless, further efforts are needed.

## 3 Fill in the gaps with the linking expressions in the box.

as a result    because    but    firstly    for example    however    moreover    similarly

- 1 Regular exercise increases the blood flow to your heart and keeps your heart healthy. Moreover , it provides you with a general sense of well-being.
- 2 In times of recession people stop spending, which can have serious consequences for the economy. \_\_\_\_\_ , poor sales can lead to closures of some businesses.
- 3 In this talk I will outline several possible reasons for melting polar ice caps. \_\_\_\_\_ , it could be because of climate change. Another reason could be ...
- 4 These days many famous musicians are getting involved in political causes. \_\_\_\_\_ , famous actors are often seen on television promoting some charity or other.
- 5 Pets can have a calming effect on their owners. \_\_\_\_\_ , having a pet can increase stress due to the demands made on the owner to look after the pet properly.
- 6 Some people believe that we have too many public holidays, \_\_\_\_\_ I believe they are a good idea \_\_\_\_\_ it is important to find time to celebrate traditions.
- 7 In my city there are too many cars on the road and there are always traffic jams. \_\_\_\_\_ , it is difficult for people to judge how long their journeys will take.

**4** Write one or two sentences with a similar meaning to the sentences below, using the words in brackets and any other words you need.

- 1 Despite the rise in profits this year, our company is still losing money. (*although*)  
 .....  
*Although there has been a rise in profits this year, our company is still losing money.*  
 .....
- 2 The head of my department called an emergency meeting so I had to cancel all of my afternoon appointments. (*because*)  
 .....
- 3 It is now much cheaper to rent a DVD at home so fewer people are going to the cinema these days. (*due to*)  
 .....
- 4 The cost of basic foods has risen because petrol prices increased last month. (*As a result*)  
 .....
- 5 Although there are over 30 girls on this course, the boys still outnumber the girls by two to one. (*but*)  
 .....
- 6 Although there are some advantages to the pace of modern life, it also has its disadvantages. (*However*)  
 .....
- 7 The numbers of red deer in the wild increased slightly in the 1980s, although the increase was not sufficient to take them off the endangered species list. (*in spite of*)  
 .....

**D Test practice****Academic Reading**

You should spend about 20 minutes on **Questions 1–12** which are based on the Reading Passage below.

## **Experience** versus *speed*

*Certain mental functions slow down with age, but the brain compensates in ways that can keep seniors as sharp as youngsters.*

Jake, aged 16, has a terrific relationship with his grandmother Rita, who is 70. They live close by, and they even take a Spanish class together twice a week at a local college. After class they sometimes stop at a café for a snack. On one occasion Rita tells Jake, 'I think it's great how fast you pick up new grammar. It takes me a lot longer.' Jake replies, 'Yeah, but you don't seem to make as many silly mistakes on the quizzes as I do. How do you do that?'

In that moment, Rita and Jake stumbled across an interesting set of differences between older and younger minds. Popular psychology says that as people age their brains 'slow down'. The implication, of course, is that elderly men and women are not as mentally agile as middle-aged adults or even teenagers. However, although certain brain functions such as perception and reaction time do indeed take longer, that slowing down does not necessarily undermine mental sharpness. Indeed, evidence shows that older people are just as mentally fit as younger people because their brains compensate for some kinds of declines in creative ways that young minds do not exploit.

Just as people's bodies age at different rates, so do their minds. As adults advance in age, the perception of sights, sounds and smells takes a bit longer, and laying down new information into memory becomes more difficult. The ability to retrieve memories also quickly slides and it is sometimes harder to concentrate and maintain attention.

On the other hand, the ageing brain can create significant benefits by tapping into its extensive hoard of accumulated knowledge and experience. The biggest trick that older brains employ is to use both hemispheres simultaneously to handle tasks for which younger brains rely predominantly on one side. Electronic images taken by cognitive scientists at the University of Michigan, for example, have demonstrated that even when doing basic recognition or memorization exercises, seniors exploit the left and right side of the brain more extensively than men and women who



are decades younger. Drawing on both sides of the brain gives them a tactical edge, even if the speed of each hemisphere's process is slower.

In another experiment, Michael Falkenstein of the University of Dortmund in Germany found that when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet they made 50% fewer errors, probably because of their more deliberate pace.

One analogy for these results might be the question of who can type a paragraph 'better': a 16-year-old who glides along at 60 words per minute but has to double back to correct a number of mistakes or a 70-year-old who strikes keys at only 40 words per minute but spends less time fixing errors? In the end, if 'better' is defined as completing a clean paragraph, both people may end up taking the same amount of time.

Computerized tests support the notion that accuracy can offset speed. In one so-called distraction exercise, subjects were told to look at a screen, wait for an arrow that pointed in a certain direction to appear, and then use a mouse to click on the arrow as soon as it appeared on the screen. Just before the correct symbol appeared, however, the computer displayed numerous other arrows aimed in various other directions. Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up, they more frequently clicked on incorrect arrows in their haste.

Older test takers are equally capable of other tasks that do not depend on speed, such as language comprehension and processing. In these cases, however, the elders utilize the brain's available resources in a different way. Neurologists at Northwest University came to this conclusion after analyzing 50 people ranging from age 23 to 78. The subjects had to lie down in a magnetic resonance imaging (MRI) machine and concentrate on two different lists of printed words posted side by side in front of them. By looking at the lists, they were to find pairs of words that were similar in either meaning or spelling.

The eldest participants did just as well on the tests as the youngest did, and yet the MRI scans indicated that in the elders' brains, the areas which are responsible for language recognition and interpretation were much less active. The researchers did find that the older people had more activity in brain regions responsible for attentiveness. Darren Gleitman, who headed the study, concluded that older brains solved the problems just as effectively but by different means.

**Questions 1–3**

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

- 1 The conversation between Jake and Rita is used to give an example of
- A** the way we learn languages.
  - B** the changes that occur in our brains over time.
  - C** the fact that it is easier to learn a language at a young age.
  - D** the importance of young and old people doing things together.
- 2 In paragraph six, what point is the analogy used to illustrate?
- A** Working faster is better than working slower.
  - B** Accuracy is less important than speed.
  - C** Accuracy can improve over time.
  - D** Working faster does not always save time.
- 3 In the computerized distraction exercises, the subjects had to
- A** react to a particular symbol on the screen.
  - B** type a text as quickly as possible.
  - C** move an arrow in different directions around the screen.
  - D** click on every arrow that appeared on the screen.

**Questions 4–7**

Complete each sentence with the correct ending **A–F**.

Write the correct letter **A–F** next to Questions 4–7 below.

- 4 According to popular psychology
- 5 Researchers at the University of Michigan showed that
- 6 Michael Falkenstein discovered that
- 7 Scientists at Northwest University concluded that

- A** the older we get the harder it is to concentrate for any length of time.
- B** seniors take longer to complete tasks but with greater accuracy.
- C** old people use both parts of their brain more than young people.
- D** older people use their brains differently but achieve the same result.
- E** the speed of our brain decreases with age.
- F** older people do not cope well with new technology.

### Questions 8–12

Complete the summary below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Write your answers in spaces 8–12 below.

People's bodies and **8** ..... grow older at varying stages. As we age our senses take longer to process information and our aptitude for recalling **9** ..... also decreases.

However, older people's brains do have several advantages. Firstly, they can call upon both the **10** ..... and **11** ..... which is already stored in their brain. Secondly, although the **12** ..... of each side of their brain is reduced, they are able to use both sides at once.

### Grammar focus task

These extracts are from the text. Without looking back at the text, match the beginnings (1–7) and endings (a–g).

- 1 ... evidence shows that older people are just as mentally fit as younger people because
  - 2 ... although certain brain functions such as perception and reaction time do indeed take longer,
  - 3 Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up,
  - 4 Just before the correct symbol appeared, however,
  - 5 The ability to retrieve memories also quickly slides and
  - 6 Drawing on both sides of the brain gives them a tactical edge, even if
  - 7 ... when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet
- a the speed of each hemisphere's process is slower.
  - b they more frequently clicked on incorrect arrows in their haste.
  - c the computer displayed numerous other arrows aimed in various other directions.
  - d they made 50% fewer errors.
  - e their brains compensate for some kinds of declines in creative ways that young minds do not exploit as well.
  - f it is sometimes harder to concentrate and maintain attention.
  - g that slowing down does not necessarily undermine mental sharpness.


## A Context listening

- 1 You are going to hear two students, Nick and Tina, discussing a topic with their tutor. Look at the pictures below. What do you think the topic is?



- 2  24 Listen and decide whether these statements are true or false.

- 1 Tina believes that her time at school was good for her.
- 2 Nick had a bad experience at school.
- 3 Nick believes that the boy who was bullied probably feels bad about his school days.
- 4 Nick likes the idea of staying at home all day.
- 5 Tina's friend was able to meet new friends easily.
- 6 Tina believes that you receive a better standard of education in school.

- 3  24 Listen again and fill in the gaps.

- 1 Well, I'm a bit like you, Tina. I went to a normal school and, ..... , I had a great experience there. Mind you, ..... that being educated at home would be good for some children. There was a boy in my class who was bullied by some older boys, and ..... he must look back at his school days and feel really bad.
- 2 Yes, I think that's a good point. But, ..... , schools do seem to be more overcrowded and less well-funded these days and ..... the advantages of home education in terms of the quality of education. That's ..... the way my friend felt. Mind you, ..... she finds it hard to interact in large groups of people. And, ..... , she doesn't have a great relationship with her parents these days. .... she had enough of them as a child!

- 4 Look at your answers in Exercise 3 and find examples of:

- 1 two verbs that express the speaker's attitude or opinion .....
- 2 three adverbs that show how the speaker feels about the idea .....
- 3 two adverbs that show possibility .....

## B Grammar

When speaking or writing we can choose language to indicate our feelings, attitudes, judgments and beliefs. Task 2 in the Writing section of the IELTS test generally asks you to discuss a topic. We have to decide where to position ourselves on the topic and demonstrate this through the language we use.

### 1 Pronouns

In formal writing, first person pronouns (e.g. *I, you, we*) are not very common, but we can use them to

- ◆ give our opinion of the topic being discussed with *I* or *we*:  
*I would argue that all children should attend school.*
- ◆ show we are part of the group and identify with the reader, usually with *we* or *us*. Compare:  
*Is it better for us to educate our children at home rather than send them to school?*  
*Is it better for parents to educate their children at home rather than send them to school?*  
The use of *us* in the first sentence changes the text from objective comment to a more subjective one.

### 2 Adverbs

To show our attitude, feelings or assessment of something we can use

- ◆ single adverbs (e.g. *actually, frankly, fortunately, unfortunately, personally, luckily, interestingly, naturally, surprisingly*):  
*Frankly, I'd be totally bored staying at home all day.*  
*But, unfortunately, schools do seem to be more overcrowded and less well-funded these days.*  
In speech we often use *actually* to correct someone or to show that we disagree with something that has been said:  
*Actually, she believes that she received a better education as a result.*
- ◆ adverbial phrases that express the speaker's view of a generalization (e.g. *broadly speaking, by and large, in general, overall, on the whole, to a great extent*):  
*But, in general, I don't think it is a good idea.*
- ◆ adverbial phrases of opinion (e.g. *in my/our view, in my opinion*):  
*In my opinion that's a disadvantage.*

To soften the tone of an argument we can use adverbs of possibility (e.g. *certainly, definitely, maybe, perhaps, possibly, presumably, probably*):

- Well, that's certainly the way my friend felt.*  
*Perhaps she had enough of them as a child!*  
*So, maybe that's a result of her education experience.*

To show that the information has come from somewhere/someone else, we can use adverbial phrases that report the views of other people (e.g. *apparently, according to (somebody), evidently*):

- According to my friend they did fun things like going out for walks.*  
*Apparently there is a network of parents who teach at home. (someone else told me this)*

### Position of adverbs

Comment adverbs often come at the beginning or the end of a clause (e.g. *according to, fortunately, interestingly, luckily, surprisingly, unfortunately*):

*Interestingly, she doesn't have a great relationship with her parents these days.  
She doesn't have a great relationship with her parents these days, interestingly.*

Many adverbs can also come before the main verb or after *be*:

*It is probably best.*

*He would possibly feel quite differently.*

▲ *Definitely* is not usually used at the beginning of a clause:

*I am definitely coming to the party. (not Definitely I am coming to the party.)*

### 3 Verbs

To show our opinion or feelings we can use verbs such as *think, suppose, believe, feel, guess, see*:

*I think that's a good point.*

*I can see that being educated at home would be good for some children. (= I can understand)*

When the subject is *I*, it is sometimes preceded by *personally*:

*Personally, I feel the teachers did a really good job.*

To show that we are expressing our ideas rather than facts or to sound more cautious we can use modal verbs of possibility (e.g. *may, might, could, must, can*) and verbs like *seem* or *appear*:

*I think he must look back at his school days and feel really bad.*

*Schools seem to be more overcrowded and less well-funded these days.*

### 4 Adjectives

We can use adjectives

- ◆ to show our feelings (e.g. *glad, delighted, overwhelmed*):

*Anyway, I'm glad that my parents didn't educate me at home.*

- ◆ with *it + be + adjective + that* to show possibility and opinion (e.g. *clear, possible, probable, likely*):

*Yes, but it is likely that those people will be very similar.*

## C Grammar exercises

### 1 Underline the correct word or phrase in the sentences below.

- 1 I'm very worried about the plans to build a new shopping centre here. According to / Apparently my friend they want to knock down some of the houses.
- 2 Apparently, / Personally, I believe that we will live longer in the future.
- 3 Joshua is working this weekend so presumably / actually he will have some time off at a later date.
- 4 We cannot say for sure but definitely / perhaps an advertising campaign would encourage people to recycle their waste more.
- 5 Overall, / Luckily, we can see that the experiments done by the early scientists have had a great effect on our lives today.
- 6 We should probably / personally all reflect on the way we live our lives and try to be more environmentally aware.
- 7 Certainly, / Surprisingly, John agreed to come when I invited him – I hadn't expected that!
- 8 In my opinion / Unfortunately the number of students leaving university without completing their degrees is rising.

### 2 Put the words in brackets into the sentences below in a suitable place. There may be more than one possible answer.

certainly

- 1 I believe she is the right person for the job, but I feel she may need some further training. (certainly)
- 2 The start of the course has been delayed because the tutor is ill. (apparently)
- 3 I want to go to university when I leave school. (definitely)
- 4 I was late for the exam because my bus didn't come, but the exam hadn't started on time so I only missed a few minutes. (luckily)
- 5 The university has decided to close the music department. (unfortunately)
- 6 It is time to reorganise our company structure. (perhaps)
- 7 My tutor was impressed with the effort I had put into my assignment, but suggested a few changes. (On the whole)
- 8 It is true that people are living longer today than in the past. (probably)

**3** Replace the underlined part of each sentence with an adverb from the box.

actually   ~~apparently~~   evidently   frankly  
on the whole   possibly   surprisingly   unfortunately

- 1 I've heard that he is a teacher. Apparently.
- 2 To be honest I don't really like this kind of literature. ....
- 3 I found it unexpected that the survey revealed that university students today spend longer on their work than in the past. ....
- 4 I'm not happy about it but I can't come to your party because I'm working. ....
- 5 To sum it up, it seems that people prefer to spend festivals with their families or friends rather than alone. ....
- 6 From what I have read in the journal, it seems that scientists believe the new drug will work. ....
- 7 I am not absolutely certain about this but if we reduce the amount we consume, we will become happier. ....
- 8 As a matter of fact I think this is the best piece of work you've done so far. ....

**4** Put the words or expressions in brackets into a suitable place in the model answer and make any other necessary changes.

**Many people have changed from a mainly meat-based diet to a vegetarian one in recent years. What are the possible reasons for this and to what extent do you consider it a sensible option?**

There are many reasons why people follow a vegetarian diet. Firstly, it is because <sup>they believe that</sup> it is wrong to kill <sup>may be</sup> animals. This <sup>is</sup> due to religious beliefs or it is their own personal philosophy. (they believe that; may be; could be)

Another motivation for stopping eating meat is health. The high fibre content of a vegetarian diet reduces the likelihood of suffering from some bowel problems and heart disease. In addition, fewer vegetarians ~~than~~ meat-eaters are overweight. A further advantage is that a vegetarian diet is cheaper than eating meat. (it is possible that; according to research; seems to; can be)

Nevertheless, there are some disadvantages. Vegetarians lack a lot of the vitamins and minerals that are present in meat, such as iron or vitamin B12, or calcium if you do not include dairy products in your diet. There is also the social problem of not being able to eat food available at parties and restaurants. However, in terms of health a vegetarian is more likely to be healthy than a non-vegetarian and the advantages outweigh the disadvantages. (it is clear that; can; overall; personally I feel that)



## D Test practice

### Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

***School children are becoming far too dependent on computers. This is having an alarming effect on reading and writing skills. Teachers need to avoid using computers in the classroom at all costs and go back to teaching basic study skills.***

***Do you agree or disagree?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

### Grammar focus task

Look at the sentences from a model answer to the question above. Fill in the gaps using the words in the box.

actually    definitely    frankly    I believe    in my opinion

- 1 Modern technology does a lot of our thinking for us and as a result ..... we are losing our ability to work things out for ourselves.
- 2 Rather than holding students back, I believe modern technology has ..... improved standards of education considerably.
- 3 ..... handwriting and spelling skills have ..... deteriorated in recent years.
- 4 ....., I find some notes or texts which are handwritten impossible to read.

Now write your own answer.