

READING PRACTICE 1

Reading: True / False / Not given • Summary completion (from a list)

True / False / Not given

1 Discuss these questions in pairs.

- 1 How common is it to speak more than one language in your country?
- 2 Was the situation different in the past? If so, in what way?
- 3 What do you think might be the advantages of being bilingual? Can you think of any disadvantages?

2 Read the title of the article below and answer these questions. Then read the whole article to check your answers.

- 1 What do you think the article is about?
- 2 Do you think the writer has a positive or negative view on the topic?
- 3 What ideas do you think the writer will include?

3 Read paragraph 1 of the text. Do the statements (1–3) below agree with the information in the paragraph? Find information in the text to support your answers and write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 In the 20th century, bilinguals represented only a small minority.
- 2 Specialists believed that speaking another language made you less clever.
- 3 The negative effects of bilingualism were thought to apply exclusively to schooling.

4 Read paragraphs 1–5 and complete this exam task.

Do the following statements agree with the information given in the text?

Write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 Until recently, using the mother tongue at home was considered damaging for children.
- 2 The results of a Canadian study backed up pre-existing beliefs on bilingualism.
- 3 Later studies revealed that linguistic and analytical skills were better refined in bilinguals.
- 4 When speaking, bilinguals can activate two different language systems at the same time.
- 5 Bilinguals are far less likely to suffer from mental illnesses than monolinguals.

The joys and benefits of bilingualism

by Tobias Jones

- 1 Until recent decades, bilingualism was deeply discouraged and considered harmful to development. As one journal study put it in 1926: 'The use of a foreign language in the home is one of the chief factors in producing mental retardation as measured by intelligence tests.' The choice to avoid the mother tongue wasn't simply educational, but also social – the home language was invariably considered a source of shame, a sign of poverty or difference that would almost certainly lead to being left out and bullied.
- 2 The pendulum began to swing back when an academic study was conducted into monoglot French speakers and English–French bilinguals in Montreal. The authors, Elizabeth Peal and Wallace E. Lambert, had expected a variety of tests to prove that the monoglots were more able than the bilinguals, but the exact opposite was the case. 'Intellectually,' they said, '[the bilingual child's] experience with two language systems seems to have left him [or her]

with a more diversified set of mental abilities.' For the first time, academics were suggesting that, far from being an obstacle, exposure to more than one language could offer a distinct advantage.

- 3 Over the next two decades, various academics kept pushing that pendulum, devising aptitude tests that revealed that bilinguals were marginally more competent at problem solving, linguistic awareness and symbol manipulation. The more tests were done, the more neurologists and cognitive scientists focused on 'executive control,' the cognitive skills in the brain's frontal lobes that support high-level thought, memory, attention and multitasking.
- 4 The effects of bilingualism on neuroplasticity (the modification of brain structure and function) seemed clear, so researchers needed to understand how the brain accessed the two (or more) languages. What emerged, through hundreds of experiments, was the notion that rather than having two different 'pockets' containing two languages, the bilingual's brain had one huge pocket for both. In any linguistic setting, bilinguals' brains would begin 'joint activation,' searching for the right words in the appropriate language. That requires, of course, immediate inhibition and activation, stopping the wrong language and authorising the right one. The result is what's called 'enhanced attentional control,' with obvious implications for concentration, memory and so on.
- 5 At the other end of the life spectrum, there appear to be positive consequences of bilingualism. One of the leading researchers into the subject, the Canadian psychologist Ellen Bialystok, analysed the medical records of patients diagnosed with dementia and discovered that symptoms were diagnosed between three and four years later in bilinguals (on average at 78.6 years old, compared to 75.4 years for monoglots).
- 6 The research does suggest that bilingualism, like other mentally challenging activities such as playing the piano or chess, can slow down age-related decline. However, there are clear drawbacks as well as advantages. The verbal expertise of bilinguals in each language is generally less than that of monolingual speakers; the vocabulary size is smaller; and there is a slower response time among bilinguals for the understanding and producing of words. It's as if some bilinguals can speak, say, 95% of two languages, rather than 100% of one. For those who want their children to be articulate and sophisticated language users, that missing 5% is a major hole, especially if you want them fully to appreciate, say, Dante or Shakespeare. But as the French psycholinguist François Grosjean said, a bilingual is not 'two monolinguals in one' and shouldn't necessarily be judged according to monolingual parameters.
- 7 In November last year, St Stephens in East Ham, London, became the first non-independent school to top the *Sunday Times* school league table. What made it remarkable was the fact that 96% of students spoke English as an additional language. This seemed proof of what academic research had been saying for years: that the maintenance of a 'home language' may be beneficial for learning the 'community language,' that proficiency in that first tongue enables proficiency in the next. Antonella Sorace is the director of Bilingualism Matters, a research and information centre at the University of Edinburgh that promotes multilingualism in Scotland and across the globe. 'For decades,' she says, 'there was this notion that learning two languages together, or too soon, would affect children. It would cause problems at school. That's always the message that parents got, but there's absolutely no evidence of that; in fact, quite the opposite.'
- 8 The research that finally put that prejudice to bed was conducted by Jim Cummins and Virginia Collier at the University of Toronto. They discovered that students who were competent in their first language would display 'cognitive academic language proficiency' (CALP) in a secondary language far sooner than those who didn't have a strong native language. The implication was that it's far more advantageous for immigrant children to hear an eloquent, grammatically correct, richly nuanced language at home than be exposed to low-level pidgin English. They can then transfer those language skills – the concepts, diction and sophisticated structures – to their new language.
- 9 It shouldn't come as a surprise that so much cutting-edge research into bilingualism, from Cummins and Collier to Bialystok, comes from Toronto, a city in which half the inhabitants are estimated to be bilingual. But those figures are now the norm: 56% of European citizens and 60% of Los Angeles residents are functionally bilingual. Globally, the figure for bi- and multilingualism is thought to be over 50% and rising, meaning that being monolingual is no longer (if it ever was) the default to which polyglots are an odd exception.
- 10 It remains to be seen if bilingualism will continue to grow. It now seems clear, nonetheless, that it should be encouraged whenever possible.

Summary completion (from a list)

i For information on 'Summary completion (from a list)' tasks, see page 151.

- 1 Read the summary of paragraphs 6–10 in the exam task below. What type of word do you need in each of the gaps (e.g. noun, adverb)? Can you guess which word from the text might fit each gap?**

Complete the summary using the list of words, **A–J**, below.

Although it has been suggested that bilinguals present a more limited vocabulary range and seem to be less efficient at grasping or finding words, they seem to fare much better than monolinguals when it comes to ¹ ____ deterioration. However, the same ² ____ that apply to monolingual speakers might not be valid when determining the benefits and/or drawbacks of bilingualism. One thing that has been confirmed recently, in fact, is that the ability to speak one language well increases the chances of also acquiring ³ ____ in another language. Despite the lack of evidence, some people continue to support the unfounded ⁴ ____ that bilinguals are at higher risk of being academically unsuccessful. Another Canadian study, however, seems to have finally proved that bilinguals who are ⁵ ____ to accurate discourse in one language may also have an additional advantage of achieving better academic results.

- | | |
|---------------------|----------------------|
| A notion | F estimated |
| B beneficial | G judged |
| C response | H age-related |
| D parameters | I proficiency |
| E exposed | J pidgin |

- 2 Look at the summary in Exercise 1 again and underline the key words/phrases before and/or after each gap. Find synonyms or near-synonyms (i.e. similar words) for these in the text.**

1 deterioration = decline

- 3**  **Read paragraphs 6–10 of the article on pages 112–113 again and complete the exam task in Exercise 1. Remember that you will NOT need all the words.**

- 4 Look at the photos below and discuss these questions in pairs.**

- Where do you think each of the photos was taken?
- What languages do they show?
- What do you think is the purpose of each of the signs?
- Why do you think they are written in more than one language?

A



B



C



D



E



F



READING PRACTICE 2

Reading: Multiple choice (multiple answers) •

Summary completion • True / False / Not given



- 1 Read the title of the article on page 45. What do you think 'interoception' is? Then read the first paragraph to check your ideas.
- 2 Read the first paragraph of the article again and predict what other information the writer will mention in the rest of the article. Then read the whole article to check if your predictions were correct.

Multiple choice (multiple answers)



For information on 'Multiple-choice' tasks with multiple answers, see page 150.

1 Look at the exam task below and answer these questions.

- 1 How many questions do you need to answer?
- 2 How many correct answers do you have to find for each question?
- 3 What is the difference between this multiple-choice task and the one you saw in Unit 1?
- 4 How many points do you think you will get for each correct answer in this task?
- 5 What strategies can you use to tackle this type of task?

Choose **TWO** letters, **A–E**.

- 1 What **TWO** things does the writer imply in section A of the article?
A We could use our interoception to change our mood.
B Interoception could be used to treat mental disorders.
C Senses such as smell and taste contribute to our interoception.
D Bodily signals can only be detected when we assume a still position.
E Understanding our bodily signals can have a direct impact on our health.
- 2 What **TWO** pieces of information is Professor Manos Tsakiris reported as saying?
A Interoception is a conscious process.
B Our organs can detect feelings and emotions.
C Some bodily signals cannot be detected at all.
D Each bodily signal affects the brain in a different way.
E Our brain is capable of detecting and interpreting physiological changes.

2 Answer the two questions in the exam task above.

Interoception: the hidden sense that shapes well-being

by David Robson

- A** If you're sitting in a safe and comfortable position, close your eyes and try to feel your heart beating in your chest. Can you, without moving your hands to take your pulse, feel each movement and count its rhythm? Or do you struggle to detect anything at all? This simple test is just one way to assess your 'interoception' – your brain's perception of your body's state, transmitted from receptors on all your internal organs.

Interoception may be less well known than the 'outward-facing' senses such as sight, hearing, taste, touch and smell, but it has enormous consequences for our well-being. Scientists have shown that our sensitivity to interoceptive signals can determine our capacity to regulate our emotions, and our subsequent susceptibility to mental health problems such as anxiety and depression. It is now one of the fastest-moving areas in neuroscience and psychology, with academic conferences devoted to the subject and a wealth of new papers emerging every month. 'We are seeing an exponential growth in interoceptive research,' says Professor Manos Tsakiris, a psychologist at Royal Holloway, University of London.

Interoception includes all the signals from your internal organs, including your cardiovascular system, your lungs, your gut, your bladder and your kidneys. 'There's a constant communication dialogue between the brain and the viscera,' says Tsakiris. Much of the processing of these signals takes place below conscious awareness: 'You won't be aware of the automatic feedback between brain and body that helps to keep your blood pressure level, for instance, or the signals that help to stabilise your blood sugar levels. But many of these sensations' – such as tension in your muscles, the clenching of your stomach or the beating of your heart – 'should be available to the conscious mind, at least some of the time.' And the ways you read and interpret those feelings will have important consequences for your well-being. 'Researchers and clinicians are recognising interoception as a key mechanism to mental and physical health, where understanding our body's signals helps us understand and regulate emotional and physical states,' says Dr Helen Weng at the University of California, San Francisco.

- B** This idea stems from the pioneering work of Professor Antonio Damasio at the University of Southern California in the 1990s. He proposed that emotional events begin with non-conscious changes in bodily states, called 'somatic markers': when you see an angry dog, for instance, and your muscles tense or your heart begins to race. This physiological reaction occurs before you are even aware of the emotion, and it is only when the brain detects the alteration to the body's internal state, through interoception, that we actually experience the feeling and allow it to shape our behaviour. Without the back-and-forth between the brain and the body, the feelings of happiness, sadness or excitement wouldn't exist.

As evidence, Damasio described the decision-making of patients who had suffered damage to areas such as the ventromedial prefrontal cortex, which disrupted the creation of those unconscious bodily reactions. If they saw a photo of a horrific car crash, for example, they did not have the slightest physiological response – and this was accompanied by a lack of any emotional feeling either. They reported knowing that they *should* feel shocked or disgusted, but they didn't actually experience the feelings. Importantly, the impaired interoception and emotional awareness also disrupted their decision-making, meaning that they struggled to cope with the simplest choices, such as what meal to pick on a dinner menu. This suggests that our interoception lies behind our sense of intuition, when something just feels 'right' or 'wrong' without us being able to explain why.

- C** We now know that many other people – without any kind of brain damage – struggle to tune in to their interoceptive signals, and this can be measured through various exercises. You can ask subjects to count their heartbeat over a minute, for example, and then compare that with the actual reading. Or you can play recordings of a regular beat, and ask the participants to say whether it is in sync with their own heart or not. You can also measure interoceptive awareness with questionnaires that ask people how often they notice their body's signals. In each case, individuals show a spectrum of responses, which seem to be related to their ability to recognise and regulate their emotions. It makes sense: if you are more adept at accurately detecting your bodily signals, you will be able to form more nuanced interpretations of your feelings about a situation, and this in turn should help you to make wiser choices about the best ways to respond.

Interoception, it seems, is one of our most important senses. And by paying a little bit more attention to the signals it sends you, you may be healthier in body and mind.

© The Guardian, 2021

Summary completion



For information on 'Summary completion' tasks, see page 151.

1 Look at the exam task below and answer these questions.

- 1 Which section of the article does the task focus on?
- 2 How many words are you allowed to write? Do you think you will have to write two words in each gap?
- 3 What words do you need in each gap (e.g. adjectives, verbs, etc.)?
- 4 What strategies can you use to tackle this type of task?

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage.

According to Professor Antonio Damasio, our body's physiological responses activate ³____, which in turn define our behaviour. This indicates that a lack of physiological response may lead to a lack of ⁴____. Scientists seem to have found evidence of this by studying different types of neurological ⁵____, some of which may cause people to experience no emotional reaction. Moreover, a lack of interoception – and therefore a lack of emotional awareness – seems to lead to poorer ⁶____ and therefore choices. Finally, some people believe that interoception could even be the cause of our ⁷____.

2 Compare the information in the summary and the corresponding information in the text. Is the information in the summary in the same order as in the text?

3 In the summary, underline one key word or phrase relating to each of the gaps.

4 Look at Section B of the article. What synonyms or near synonyms (words that have almost the same meaning as other words) has the writer used for the five words and phrases you identified in Exercise 3?

5 Complete the exam task in Exercise 1.

True / False / Not given

1 Read the exam task below and answer these questions.

- 1 Which section of the article do the statements focus on?
- 2 What is the difference between the options you can choose from (i.e. True, False and Not given)?

Do the following statements agree with the information given in the text?

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

- 8 Research now shows that there is a large number of people with impaired interoception.
- 9 Interoception test results do not correlate with the way the person taking the test copes with their feelings.
- 10 People who are more in tune with their internal body's signals can better understand their own emotions.

2 Complete the exam task in Exercise 1.

LISTENING PRACTICE

Listening 1: preparing to listen

- A** Check that you understand the words and phrases in the box. Then, in pairs, explain the connection between the two pictures below.

rainforest deforestation logging soil erosion mudslide

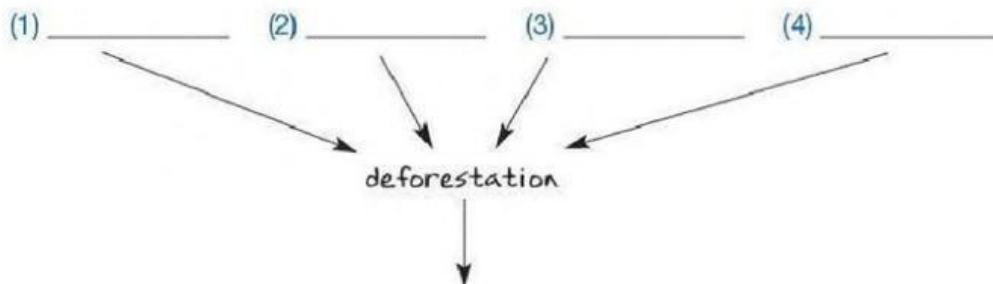


- B** Listen to the first part of a lecture about how deforestation can cause mudslides. Check your ideas in Exercise A.

- C** Listen again and note down some of the other effects of deforestation that were mentioned.

Listening 2: listening to complete a flow chart

- A** Listen to the next part of the lecture and complete the first part of a flow chart.



- B** Talk in pairs. What have you previously learnt about completing a flow chart?

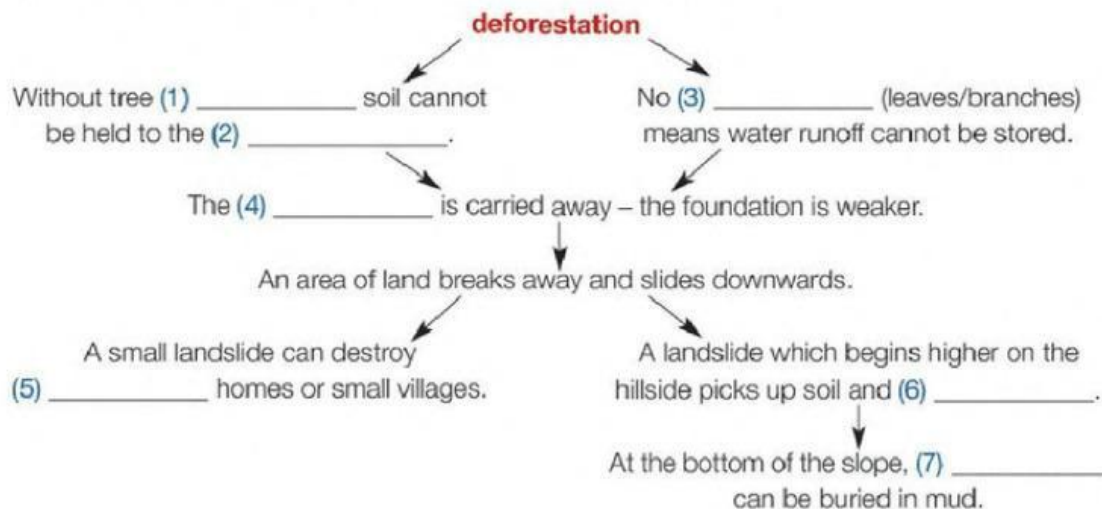


Question-type tip: A flow chart shows a series of events or actions and their possible results. In the Listening test, you will sometimes need to complete information shown on a flow chart. Having a chart like this helps you because you can predict how the talk will be organized and divided into parts. You know when the speaker is going to move on from one point to the next.

LISTENING PRACTICE

Listening 3: practise listening to complete a flow chart

A Listen to the rest of the lecture and complete the flow chart below.



B Check the key on page 267. How many questions did you answer correctly?

C Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

- ☐ 1. Looking at the flow chart helped me make predictions about what I would hear.
- ☐ 2. Looking at the flow chart as I listened helped me follow what the speaker said.
- ☐ 3. I could guess how to spell words and phrases specific to the topic.

D Can you remember why the following items were mentioned during the lecture?

Panama Venezuela cars the Philippines

Key vocabulary in context

A Match words 1–4 with words a–d to form common compound nouns.

- | | |
|---------------|------------|
| 1. indigenous | a. metals |
| 2. natural | b. tribes |
| 3. precious | c. matter |
| 4. solid | d. habitat |

B Match verbs 1–6 with their definitions a–f.

- | | |
|-------------------|---------------------|
| 1. deprive ... of | a. go faster |
| 2. weaken | b. collect |
| 3. destabilize | c. make less secure |
| 4. accelerate | d. disappear |
| 5. gather | e. make less strong |
| 6. vanish | f. take from |

C Listen and mark the main stress on the words from the lecture. Then, in pairs, practise saying them.

1. indigenous 2. precious 3. accelerate 4. catastrophe 5. catastrophic

WB See Vocabulary development on Workbook page 246.

GRAMMAR & WRITING PRACTICE

the | a/an | zero article

The definite article (*the*): *The* is used:

- 1 When the listener or reader knows which noun we are talking about either because it has been mentioned before or it is clear which one

There is a new employment law on retirement ages. In my opinion, the law is unfair.

I think the government needs to renew its economic policy.

- 2 When the speaker or writer qualifies a noun with information to make it definite

You know the minister who was sacked because he was taking bribes.

- 3 When there is only one of something

The world is suffering from this economic downturn.

- 4 With '... of...' and '... of a...' (for definite noun phrases)

The rate of inflation is rising.

I noticed the papers of a fellow commuter on the train.

- 5 With superlatives, with geographical features and weather, and with well-defined groups

He is the hardest working employee in the company.

I couldn't get to work because of the fog.

The bankers have put this country into a state of crisis.

The indefinite article (*a/an*): *A/an* is used:

- 1 When the listener or reader does not know the person or thing we are referring to because this is mentioned for the first time or is unspecific or unimportant

There is a new employment law on retirement ages.

We need an assistant.

- 2 When an adjective comes before a singular noun

High taxation on the rich is a very unfair system.

- 3 When mentioning a quantity such as a fraction or a number to mean 'one'

a third, a million, a hundred

- 4 When we talk about one member of a group or class

An employer must be aware of employment law. (Any employer)

He's a banker. (One of a job type)

The zero article: Zero article is used:

- 1 When we refer to a noun in general (this is common in academic writing). Usually, the noun is in the plural form.

Jobs are essential if you want to make money.

- 2 With uncountable nouns, when the noun is not a specific group

Jobs are essential if you want to make money. Economics is an essential part of politics.

- 3 With most proper nouns (names)

She works for Google. I have another bank account in Switzerland.

Note: These rules cover most article usage, but as so often in grammar, there are exceptions.

Practice exercises

- 1 Complete each space with *the*, *a*, *an* or zero article (–) and write the rule number(s).

- 1 Economic advisors to _____ government warned against not regulating larger businesses.

Rule number: _____

- 2 I believe that there should be _____ system to manage economic instability.

Rule number: _____

- 3 _____ inflation is a constant worry for _____ employers. Rule number: _____

Rule number: _____

- 4 _____ Toyota has one of _____ highest revenues for any company in Japan.

Rule number: _____ Rule number: _____

- 5 Every company needs _____ good staff. Rule number: _____

- 6 My father is _____ employment lawyer. Rule number: _____

- 7 _____ world economy, although presently unstable, will soon recover.

Rule number: _____

Grammar tip: Proper nouns or names can sometimes take articles. The best way to decide is to think of whether the proper noun is a group of people, nations, or places. If it is, then it may take *the*, e.g. *the UN* (a group of nations), *the United States* (a group of states), *the Seychelles* (a group of islands).

- 2 Complete each space in the text below with *the*, *a*, *an* or zero article (–).

(1) _____ third of all employees in (2) _____ UK see 'taking a sickie' as an acceptable part of (3) _____ work, nothing more than light-hearted flexibility with working hours, yet taking days off when not actually sick is costing (4) _____ economy (5) _____ billions of pounds (6) _____ year in (7) _____ UK alone. As such, (8) _____ reasons for these days off of work need to be addressed to counteract (9) _____ 'sick culture' embracing society.

The reasons for these 'sick' days are quite complex. One of (10) _____ main reasons for this kind of absence is 'work fatigue', (11) _____ fact that (12) _____ people are bored with their jobs. As one leading professor states, 'jobs have become more fragmented and as such,

people cannot give meaning to their work and feel alienated from their main roles. This can be seen by (13) _____ masses of people who are sitting at (14) _____ workstation every day for seven or eight hours doing a job which is only one small part of a process.' Bringing back this kind of meaning into work could be (15) _____ difficult task, one which may not even be possible.

However, (16) _____ most cited reason for taking 'sick' days is (17) _____ family commitments, such as childcare or illness within (18) _____ family. This is an issue which can be addressed with such things as (19) _____ flexible working hours and home working. Perhaps, if employers can be a bit more forward thinking in these areas, they will, in the long run, be (20) _____ ones to benefit the most.

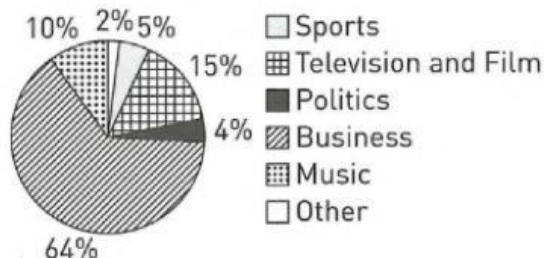
Exam tip: Articles can give you a clue to answers in sentence completion or summary completion questions.

3 Complete the sentences below using words from the text in Exercise 2.

- 1 Billions of pounds are lost through unjustified 'sick' days, and _____ for this need to be looked at.
- 2 As many as a _____ of workers see these 'sick' days as acceptable.
- 3 Work fatigue is when _____ with their work.
- 4 Changing people's perspectives on their jobs might be a _____.
- 5 Problems within _____ are the most common reason for this kind of leave-taking.

4 Find and correct the mistakes in the following Writing Part 1 sample. There are eight mistakes in the use of articles.

Millionaires in the USA, by main profession



The pie chart shows the main careers of millionaires in the United States in percentages. We can see that a majority of millionaires are businesspeople, while other jobs in the entertainment or the politics only represent small proportion of the total. However, it could be said that millionaires are mostly people in the business and entertainment industries. In the USA, people who work in a business account for just under two thirds of millionaires. Next largest group of millionaires on the chart is people who work in film and television. They account for 15% of the total. This group is closely followed by people who work in music. This sector accounts for the tenth of all millionaires in the USA. The smaller groups all make up fewer than 10% of millionaires when combined. These people are sportspeople, politicians, and people in other careers. The smallest group is an 'other' group with 2%.