

LISTENING PRACTICE

Match Words and Phrases

STRATEGY Read the list to make an assumption about the topic of the discussion. Paraphrase the items in the list to be prepared for similar words in the discussion.

TIP Some items in the list may not be mentioned in the discussion or they may be mentioned in a different order.

Track
18

PRACTICE 3 (answers on page 226)

Paraphrase each of the options in the box. Then listen to the audio and answer the questions.

Conversation 1

Which statement applies to each of the jobs Jim is considering? Choose your answers from the box.

- A It requires weekend hours.
- B The salary is too low.
- C It's far from his home.
- D It's already been filled.

Paraphrases:

- A
- B
- C
- D

- 1 office assistant
- 2 cafeteria server
- 3 bookstore cashier

Conversation 2

What does Elizabeth do in each one of her classes? Choose your answers from the box.

- A Write papers.
- B Give a presentation.
- C Go on field trips.
- D Read a lot.

Paraphrases:

- A
- B
- C
- D

- 1 Economics
- 2 Sociology
- 3 Geology

Conversation 3

What does the man say about each of the colors used in ancient Egyptian art? Choose your answers from the box.

- A Represented rage
- B Used for objects in a line
- C Used in pictures of the gods
- D Represented stones

Paraphrases:

- A
- B
- C
- D

- 1 blue
- 2 red
- 3 alternating colors

Conversation 4

What does the woman say about each of the Hawaiian Islands? Choose your answers from the box.

- A It's the most urban island.
- B It has the most volcanoes.
- C It's the oldest island.
- D It continues to grow.

Paraphrases:

- A
 - B
 - C
 - D
-
- 1 The Big Island
 - 2 Oahu
 - 3 Kauai

Conversation 5

What does the professor say about each of the class assignments? Choose your answers from the box.

- A It is not required.
- B It is the most important assignment.
- C It is due at the end of next month.
- D It should be done with a study partner.

Paraphrases:

- A
 - B
 - C
 - D
-
- 1 the final exam
 - 2 the research paper
 - 3 the textbook articles

READING 1

Reading Section 3

- ① Read through the article briefly and look at the second task, Questions 5–9.

In which paragraphs of the text will you find the information that you require to do this task?

- ② Now read the article carefully and answer Questions 1–14.

STRICTLY ENGLISH

British newspaper columnist Simon Heffer talks about his new book, 'Strictly English: the Correct Way to Write ... and Why It Matters', aimed at native speakers

For the last couple of years I have sent a round-robin email to my colleagues at this newspaper every few weeks pointing out to them mistakes that we make in our use of the English language. Happily, these are reasonably rare. The emails have been circulated on the Internet – and are now available on the paper's website – and one of them ended up in the inbox of a publisher at Random House about this time last year. He asked me whether I would write a book not just on what constituted correct English, but also why it matters. The former is relatively easy to do, once one has armed oneself with the *Oxford English Dictionary (OED)* and some reputable grammar books by way of research materials. The latter, being a matter for debate, is less straightforward.

I suppose my own interest in language started at school. Having studied French, Latin and Greek, I saw clearly how those languages had exported words into our own. When I studied German later on, I could see even more clearly why it was the sister tongue and what an enormous impact it had had on English. I saw that words had specific meanings and that, for the avoidance of doubt, it was best to use them in the correct way. Most of all, I became fascinated by grammar, and especially by the logic that drove it and that was common to all the other languages I knew. I did not intend in those days to earn a living by writing; but I was keen to ensure that my use of English was, as far as possible, correct.

Studying English at university forced me to focus even more intently on what words actually meant: why would a writer choose that noun rather than another and why that adjective – or, in George Orwell's case, often no adjective at all. Was the ambiguity in a certain order of words deliberate or accidental? The whole question of communication is rooted in such things. For the second part of my degree I specialised in the history



of the English language, studying how words had changed their meaning and how grammar had evolved. Language had become not just a tool for me, but something of a hobby.

Can English, though, ever be fixed? Of course not: if you read a passage from Chaucer you will see that the meaning of words and the framework of grammar has shifted over the centuries, and both will continue to evolve. But we have had a standard dictionary now ever since the OED was completed in 1928, and learned men, many of whom contributed to the OED, wrote grammars a century ago that settled a pattern of language that was logical and free from the danger of ambiguity.

It is to these standards that I hope *Strictly English* is looking. Our language is to a great extent settled and codified, and to a standard that people recognise and are comfortable with. All my book does is describe and commend that standard, and help people towards a capable grasp of the English tongue. We shall always need new words to describe new things; but we don't need the wrong word to describe the right thing, when the right word exists. Also, English grammar shouldn't be a matter for debate. It has a coherent and logical structure and we should stick to it.

Some groups of people – state officials, academics, lawyers, certain breeds of scientist – talk to each other in a private language. Some official documents make little sense to lay people because they have to be written in a language that combines avoidance of the politically incorrect with constant use of the contemporary jargon of the profession. Some articles written by academics in particular are almost incomprehensible to those outside their circle. This is not because the outsiders are stupid. It is because the academics feel they have to write in a certain stilted, dense way in order to be taken seriously by their peers.

Many officials seem to have lost the knack of communicating with people outside their closed world.

Some academics, however, are bilingual. If asked to write for a publication outside the circle – such as a newspaper – they can rediscover the knack of writing reasonably plain English. They do not indulge themselves in such a fashion when they write for learned journals. It is almost as though the purpose of such writing is not to be clear: that the writer is recording research in order to prove to peers or superiors that he has discovered something. It does not seem to bother such people that their style is considered ugly and barbaric by anyone of discernment. It is repetitious, long-winded, abstract and abstruse. Those who write in such a way probably will not easily be discouraged, unless what is considered acceptable within their disciplines changes.

The ideal style is one comprehensible to any intelligent person. If you make a conscious decision to communicate with a select group, so be it: but in trying to appeal to a large audience, or even a small one that you wish to be sure will understand your meaning, writing of the sort mentioned above will not do. This sort of writing used to be kept from the general public thanks to the need to find someone to publish it. The advent of the Internet means that it is now much more widespread than it used to be; and the fact that it is now so common and so accessible means that this sort of writing is having a harmful effect on the language and causing it to be corrupted.

Questions 1–4

Do the following statements agree with the views of the writer in the reading passage?

Write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- The mistakes made by his colleagues are minor ones.
- It is difficult to explain why using correct English is important.
- English grammar has a different function from the grammar of other languages.
- Word order may be as important as the choice of words used.

Questions 5–9

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

The rules of English

According to the writer, the English language should not be considered something 5, and this will always be the case. However, there have been accepted reference books for over a century that were produced by 6 people, and these have established a system for the language that enables people to express themselves in a completely clear way.

In his own book, the writer aims to describe and support the established rules of the language that are in 7 use and that people are accustomed to. He also wants his book to be 8 as a way of improving people's ability at the language. He believes that there is no reason why someone's use of vocabulary should not be correct and that grammar should not be a 9 subject. In his view, a system of grammar rules exists and people should always obey those rules.

- | | |
|-----------------|-----------------|
| A simple | E knowledgeable |
| B general | F compulsory |
| C controversial | G historic |
| D permanent | H useful |

Questions 10–14

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

10 The writer says that some groups of people use a 'private language' because

- they do not want outsiders to be able to understand them.
- they want to show their superiority over other groups.
- they want to impress other members of their group.
- they do not want to use the same language as other groups.

11 According to the writer, some academics are capable of

- making sense to people outside their group.
- writing very clearly for learned journals.
- changing the way they communicate within their own group.
- explaining other people's work to the general public.

- 12 When discussing the writing of academics about their research, the writer emphasises
- A his own lack of knowledge of the academic world.
 - B his desire to understand what they describe.
 - C his sympathy for some of the academics.
 - D his dislike for the style used in their writing.
- 13 The writer says that the kind of language used by academics in journals
- A is becoming more widely understood by non-academics.
 - B is attracting a lot of criticism from other academics.
 - C will only change if they are forced to change it.
 - D appeals only to highly intelligent people.
- 14 The writer's opinion of the Internet is that
- A it is making people more aware of the poor use of language.
 - B it is encouraging standards of language use to fall.
 - C it is enabling people to compare good and poor use of language.
 - D it is making it harder for good writing to get published.

READING 2

Different forms of hospitality

As a British woman social anthropologist, I once spent a year in Moldova, in eastern Europe, studying everyday life in the country. I stayed with a Moldovan family, to see from the inside how people managed their lives. I had a wonderful time, and made many new friends. What I observed is of course based on my own experience, at a particular place and time.

I often found it surprisingly difficult to see life there through the eyes of a Moldovan. This was because the people I met were extremely hospitable and I was treated as an honoured guest at all times. As my hosts, they wanted me to enjoy myself, and not to get involved in shopping, cooking, or other domestic chores. Most mornings I was encouraged to go out to explore the city, or carry out my research, and I returned later to find that my elderly landlady and her sister had travelled across the city on buses to the central market to bring back heavy loads of potatoes, a whole lamb, or other large quantities of produce.

I was often invited to people's homes, and was always offered food on entering. Most of the adults I met enjoyed inviting friends, family, neighbours, colleagues and even

strangers into their homes, where they treated them to food, drink, and a lively, hospitable atmosphere. Hosts hurried to serve guests as well and as quickly as possible. When a household was expecting guests, large amounts of food were prepared in advance, usually by the women. Wine had already been made, generally by the men, who were also responsible for pouring it. Unexpected visitors were still offered as much food and drink as the household could provide in the circumstances.

At the time of my visit, it was not always easy to buy food. Grocery stores tended to be rather expensive and difficult to find, and so people usually shopped in markets instead. Because few of the people I knew owned cars, most had to make frequent trips to the market on foot or crowded buses. People regularly travelled to several locations to purchase food and other necessities. City inhabitants were also involved in complex food exchanges with their home villages.

There were many similarities to my experience of Russia during visits in the 1990s. Here too, I found that people often put enormous effort into providing very generous meals for guests. In fact, my Russian hosts seemed to

3 Questions 1–8

Complete the summary below using words from the box.

A year in Moldova

The writer spent a year in Moldova as a member of a local 0 household, and studied the 1 of daily life. As a 2, she was not expected to help with domestic 3 She found that making and serving 4 was seen as men's work, while women were responsible for other aspects of providing 5 Buying 6 generally required long journeys to 7 by 8

bus	car	customs	duties	groceries	guest	homes
host	household	markets	meals	people	problems	
resident	shops	villages	wine			

Question 9

What does the writer say about hospitality in Russia?

- A People see it as their duty to invite guests, even if they do not enjoy being a host.
- B Certain food is kept for special occasions when guests are present.
- C Foreign visitors are likely to be treated differently from Russian guests.
- D Hospitality is seen as an occasion for guests to eat more than usual.

Questions 10–13

Which **FOUR** of the following activities by guests in England are mentioned by the writer?

- A bringing food or drink
- B helping to prepare food
- C eating a small amount
- D praising the host's cooking
- E refusing food
- F helping to wash up
- G inviting hosts to their home

feel that they could only succeed in 45
their role as host if their guests tried
all the courses of the meal, and
consumed far more than they would
normally.

My impression was that there 50
was a clear, generally accepted
understanding of how hosts should
behave. They were expected to
provide large amounts of food, and to
ensure that guests ate a great deal. 55
All the chores – the shopping,
preparation, washing up – were the
responsibility of the hosts, and a
guest's offer to help was usually
politely refused. Guests were unlikely 60
to be allowed into the kitchen.

In England the roles of host and guest
tend to present a different picture, in
ways that some might welcome and
others regret. The two roles are less 65
strictly defined as the English move
towards more casual notions of
hospitality than in the past. Perhaps
to make guests feel at home, they
may be invited into the kitchen to talk, 70
and an offer to help with the cooking
may well be accepted. Although
traditionally cooking was women's
work, nowadays far more men either
help with or take charge of the food 75
preparation.

In general, guests are expected to
eat as much, or as little, as they like
– so many people are on a diet that
this is accepted as an adequate 80
reason for not eating much. Hosts
usually don't feel that their food,
cooking skills or hospitality are being
criticised if a guest refuses second
helpings. And after the meal, a guest 85
who offers to help with the washing
up may be disappointed to find that
their offer is accepted! Unexpected
visitors will probably be offered a cup
of tea or coffee, and perhaps a 90
biscuit, but an offer of food is not
regarded as essential.

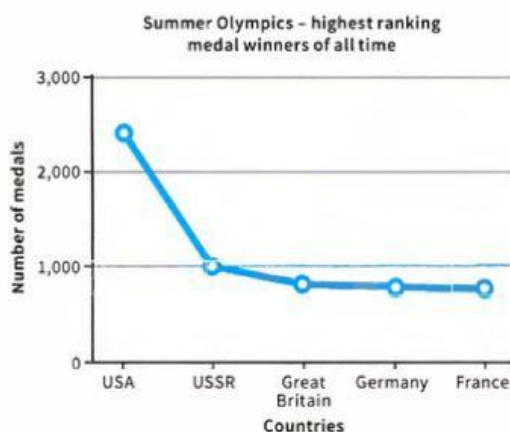
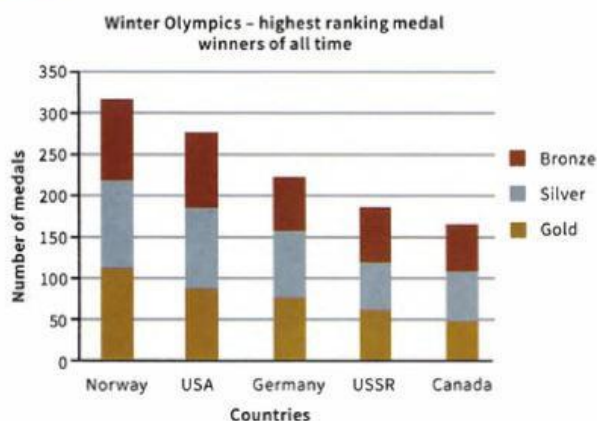
WRITING PRACTICE

LEAD-IN

01 Discuss these questions with a partner.

- 1 Have you ever watched the Olympic Games, either live or on television? If so, which sports did you enjoy watching the most?
- 2 Do you prefer the winter or summer Olympics? Give reasons for your answers.

02 Study the chart and graph and answer the questions which follow.



- 1 Which countries (or former countries) were successful in both the winter and summer Olympics?
- 2 Which country (or former country) won the most gold medals in the winter Olympics?
- 3 Which country (or former country) won the fewest medals in the summer Olympics?

STRUCTURING YOUR ANSWER

03 Read this sample answer, which describes the chart and graph in exercise 2.

SAMPLE ANSWER

The bar chart shows which countries have won the most medals in the winter Olympics. It also states how many gold, silver and bronze medals each country has achieved. In contrast, the line graph shows which nations have won the most medals in the summer Olympics.

Overall, the bar chart shows that in the winter Olympics, Norway has gained the most medals, winning an equal number of gold, silver and bronze medals. It has won just over three hundred medals, whereas Canada, in fifth place, has won approximately 150 medals.

The results of the summer Olympics are quite different, however, with the USA having won the most medals. Overall, the USA has won just under 2,500 medals, a much higher number than the other four countries on the graph. The USSR is the second highest, winning approximately a thousand medals.

To summarise, the bar chart and the graph illustrate how many medals the highest-ranking countries have won in the summer and winter Olympics. The results of each Olympics are very different, with the USA, the USSR and Germany being successful in both.

1 _____

2 _____

3 _____

4 _____

04 Label the paragraphs of the sample answer 'Summary', 'Main body' or 'Introduction'.

05 Answer these questions, which deal with some minor differences between discussing one graph and comparing two or more graphs.

- 1 Did the writer introduce both graphs in the introduction?
- 2 Did the writer discuss the details (main body) of both graphs in the same paragraph or separate paragraphs?
- 3 Did the summary include both the bar chart and the graph or just one?

06 Complete the gaps with 'main body', 'summary' or 'introduction'.

The 1 _____ should state what the graph is about. Do not copy the wording of the question. You should paraphrase the question using synonyms, e.g. *illustrates* / *shows*.

The 2 _____ should discuss the general trends in the graph, supported by the relevant data, e.g. dates or numbers. Identify the most important features – do not try to include everything.

The 3 _____ should provide an overview of the key points made in the 'Main body'. Do not include new information or your own opinion.



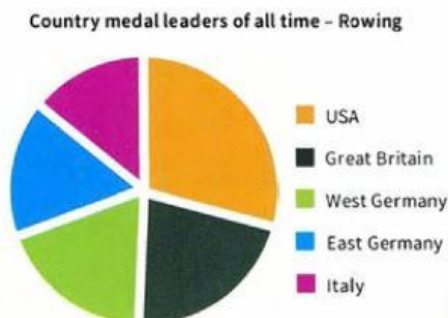
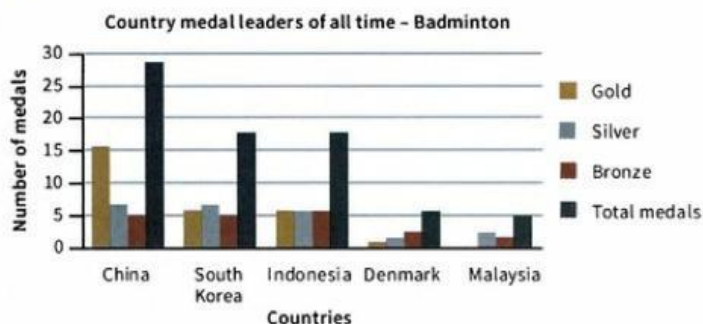
The sample answer describes a graph and a chart, as you may be asked to do in the Writing test. Although this may look difficult, the structure is similar to describing just one graph.

TIP

06

Sentences should be simple and easy to understand, not long and complicated.

07 Study these two charts.



08 Read and order the sample answer describing the two charts.

SAMPLE ANSWER

A ☐ Looking at the bar chart it is easily apparent that China has been significantly more successful than any other country in badminton. They have achieved far more gold medals than other countries but have gained only slightly more silver and bronze medals.

B ☐ To summarise therefore, both charts illustrate the countries (or former countries) with the greatest number of medals. The bar chart indicates that China is the most successful country in badminton and the pie chart shows that the USA is the most successful in rowing.

C ☐ The bar chart illustrates the country medal leaders in badminton and also the number of gold, silver and bronze medals won by each country. The pie chart, however, shows which countries are the most successful in rowing.

D ☐ The pie chart, on the other hand, shows that the USA won the most medals in rowing. They were a little more successful than Great Britain, however. The other three countries represented won roughly the same number of medals each.

GRAMMAR FOCUS: COMPARATIVES

- 09** Read this sentence from the sample answer and underline the comparative form.

Looking at the bar chart it is easily apparent that China has been significantly more successful than any other country in badminton.

- 10** Underline all the comparative forms in the sample answer.



Comparative forms are often needed when comparing data, either in one graph or two, so it is important to become familiar with their structure.

- 11** Complete the sentences with the correct comparative form of an adjective or adverb from the box.

cold far gracefully interesting often old slow successful well

- In the triathlon he swam much _____ than he cycled.
- In the ski-jumping event, participants were required to go much _____ than ever before.
- Generally, countries with a _____ climate are _____ in the Winter Olympics.
- Spectators found this ice-hockey game _____ than the last one.
- He ran well: _____ than last year.
- Before the Games she practised _____ than her team mates.
- The oldest recorded male medallist was 72 years old, making him 62 years _____ than the youngest-ever medallist.
- He accepted defeat with grace: _____ than the rest of his team.

- 12** The sample answer includes the sentence 'China has been significantly more successful than any other country in badminton.' What other modifiers are used in the answer?

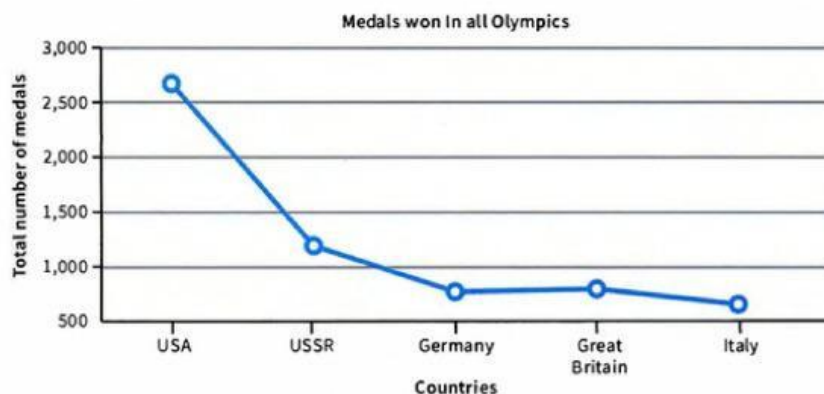


In this sentence from the sample answer the word *significantly* is used to modify the comparative. In other words, to say how big or small the comparison is. Here, the word *significantly* is called a 'modifier'.

COMPARING DATA: CHOOSING THE RELEVANT INFORMATION

- 13** Study this table and graph, then answer the question which follows.

Top medal winners of all time - athletes			
Athlete	Country	Sport	Total
Michael Phelps	USA	Swimming	22
Larysa Latynina	USSR	Gymnastics	18
Nikolai Andrianov	USSR	Gymnastics	15
Ole Einar Bjoerndalen	Norway	Biathlon	13
Borys Shakhlin	USSR	Gymnastics	13



Which of this information would you include in your answer?

- 1 The most successful athlete is Michael Phelps from the USA, who has won the most medals for swimming.
- 2 The chart also shows that three of the top five athletes were gymnasts from the USSR.
- 3 Michael Phelps won 22 medals, Larysa Latynina 18, Nikolai Andrianov 15, Ole Einar Bjoerndalen 13 and Borys Shakhlin 13.
- 4 The sports which the athletes achieved medals in were swimming, gymnastics and the biathlon.
- 5 In summary, both charts illustrate that the two most successful countries in the Olympics were the USA and the USSR.

14 Now, study the line graph again and write three statements similar to those in exercise 13.

TIP

13 14

Try to group important information together.

EXAM SKILLS

15 Use the information and language from this lesson to answer this Writing Part 1 task. You should spend about 20 minutes on this task.

The chart and graph below give information about participants who have entered the Olympics since it began.

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

Write at least 150 words.

