

Culture Vulture

- 1 Compare and contrast these three paintings. Say which you like best and which you like least.
- 2 Do you know the names of the artists who painted them?
- 3 Which painting is
 - a) Impressionist in style,
 - b) Cubist in style?
- 4 Would you recognise other works by the same artists if you saw them?



Skills

1 Reading for gist

Read the text quickly and find out what experiments connected with art were carried out and what the results showed.

2 Matching statements to content

From statements 1–8, choose four which reflect the content of the text.

- 1 It is generally thought that pigeons are stupid.
- 2 Birds are very discerning about what they eat.
- 3 Scientists can assess pigeons' intelligence by rewarding them with food.
- 4 Pigeons appear to be able to recognise different artistic styles.
- 5 Pigeons can tell one Impressionist artist from another.
- 6 The test with students proved that pigeons could be trained to do anything.
- 7 The students probably failed the tests because they approached them in a different way.
- 8 Pigeons apparently enjoy appearing on TV.

3 Writing a summary

Discuss these questions with a partner, then write answers to form a summary of what you have read in the text.

- 1 What did the pigeons have to do in the first experiment?
- 2 What were the results?
- 3 What could the pigeons not do?
- 4 What did the British study consist of?
- 5 What were the results?
- 6 What did the TV programme show?

Art-loving pigeons are not so dumb after all!

1 Pigeons are not as daft as they appear. In fact, they are so discerning that they can tell a Picasso from a Monet. For years, we have assumed that the flocks at Trafalgar Square were not capable of doing anything but waiting to scrounge food from gullible tourists. But new research suggests that they are probably just resting after taking in the art at the National Gallery.

2 Scientists in Japan have shown that pigeons can outperform art students in telling Picassos from Monets while in Britain pigeons have beaten university students in a race to work out where food is hidden. The Japanese researchers repeatedly showed pigeons in individual cages 30 different paintings by Picasso and Monet. The pictures were flashed up in the birds' cages on a screen below which was a full container of seed.

3 The birds rapidly learned that if they pecked at a Picasso, they were rewarded with food while Monets brought no reward at all. When they began to enjoy near-perfect scores, the scientists thought this was because the birds had perfect memories. So they showed them new, unseen Picassos and Monets and found the pigeons were able to identify the right artists again, showing they had a visual concept of style. They could tell the difference between Monet's dappled light and vivid colours and Picasso's surreal angular figures. But when work by artists who painted in the same Impressionist or Cubist art style were brought in, the birds became confused – just like some art students.



4 In the British study, town pigeons beat 200 university students in a contest to work out which of 60 coloured bar charts showed where food was. Slides showing three red columns of varying heights on a white background were projected on to a wall. The pigeons, who had learned earlier they would get the right food if they pecked the right images, got it right every time. Only two students in 200 worked out that the food lay under the graphs with the smallest coloured areas. The kindest explanation is that the students were searching for a more complicated answer. However, the pigeons no doubt feel that it's time their human rivals tried a little bit harder in future.

5 The pigeons' amazing brainpower was revealed in a three-part TV documentary called *Animal Minds*. Producer Paul Reddish said: 'When it comes to visual concepts, the brain of the art student and the pigeon may be very similar.' The programme also arrived at these rather startling conclusions: certain monkeys in the jungle suffer from the same levels of stress as office workers; bees teach each other not only where to find food but whether it is of a high quality, and most animals can show some emotion.

The Express

Vocabulary

4 Word search

Find words or phrases in the text which mean:

- Paragraph 1
a unintelligent b take or accept as being true
c easily persuaded or deceived
- Paragraph 2
d do better than e again and again
- Paragraph 3
f strike or bite with a beak g a general or abstract idea
h unable to make a decision
- Paragraph 4
i difficult j competitors
- Paragraph 5
k shown l very surprising

5 What's the difference?

Many of these words appear in the text. Use the correct alternatives to complete sentences a and b in 1–5.

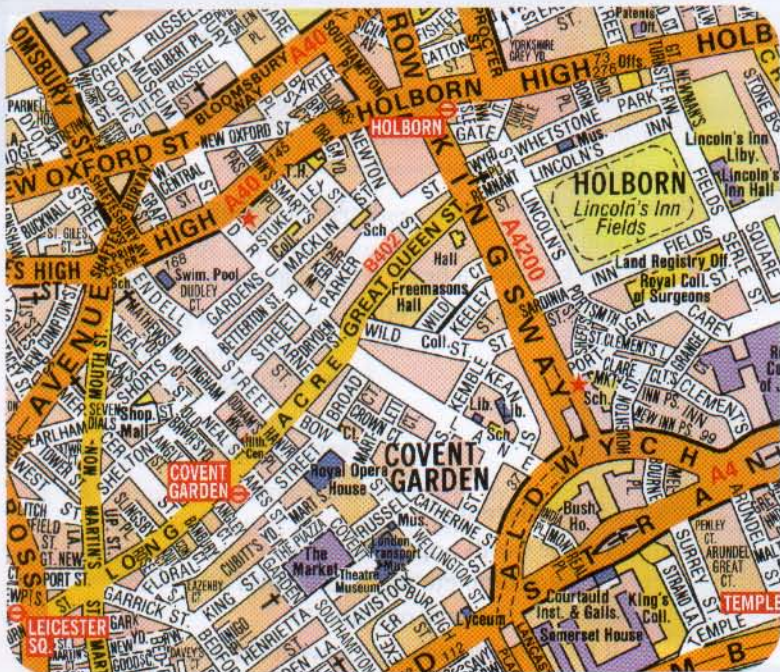
- 1 take in (line 6) / work out (line 11)
 - a It took me ages to _____ what the answer to the question was.
 - b The teacher speaks so quickly that I find it difficult to _____ everything she says.
- 2 tell the difference between (line 23) / mistake one for another
 - a The twins look so similar that most people _____
 - b Can you _____ a Monet and a Picasso painting?
- 3 vivid (line 24) / surreal (line 25)
 - a I really like wearing _____ colours like red and orange.
 - b The woman's face in that painting is so strange that it looks _____
- 4 win / beat (line 29)
 - a Did England ever _____ the World Cup?
 - b Our local baseball team always seems to _____ its opponents.
- 5 contest (line 30) / context
 - a You can't always understand the meaning of a word from its _____
 - b The tennis champion's victory was so easy there was really no _____

Time to talk!

Discuss these statements about human beings and animals. Say why you agree or disagree with them.

- Humans are just animals who can talk.
- Animals have feelings just like humans.
- Pets are always more reliable than people.
- Humans should leave animals in the wild where they belong.

Good for the brain?



Look quickly at the map of Central London and try to memorise it. Close your books, then see if you can answer the questions the teacher asks you.

Listening skills

1 Completing notes

Listen to part of a radio programme about London taxi drivers, or cabbies, and complete the notes.



- Name of test taken: _____
- What research shows: drivers _____
- Difference in brain capacity: _____
- Type of memory increased: _____
- What cabbies are famous for: _____

2 Listening for detailed information

Listen to the tape again and answer these questions.

- What do London taxi drivers do as part of their training?
- The speaker calls the taxi drivers a 'rare breed'. Why?
- Who did the researchers compare the taxi drivers to?
- What do the cabbies have to do to pass the knowledge test?

3 Statements the speaker makes

Listen to another part of the programme. Eleanor Maguire, a researcher from University College, London, is talking about the hippocampus, the part of the brain where we store the things we consciously remember. Tick (✓) the statements she makes and put a cross (X) beside those she does not.

- Researchers already knew about the power of an animal's hippocampus.
- The human hippocampus is different from an animal's.
- A damaged hippocampus makes life difficult for creatures.
- Taxi drivers who knew more places had a larger hippocampus.
- Taxi drivers are difficult people to study.
- This study could have been done in any city in the world.
- The researchers used two completely different methods of testing cabbies.
- Experienced taxi drivers were more willing to spend time being tested.

4 Words and meanings

These words appear on the tape. Choose the correct meaning according to how they were used.

- | | |
|-----------------------------|-----------------------------|
| 1 navigation | a finding the way somewhere |
| | b sailing a boat |
| 2 intimately | a loosely |
| | b closely |
| 3 ordinary mortals | a rather boring people |
| | b normal human beings |
| 4 acquired | a obtained |
| | b developed |
| 5 elsewhere | a in other places |
| | b in another situation |
| 6 a significant correlation | a an important connection |
| | b a related sign |

Speaking skills

5 Sentence pauses

- A Look at this sentence from the tape and decide where there would be a pause and where the voice would fall in spoken English. This is sometimes indicated by a comma in writing. Can you put a comma where you think it is necessary in this sentence?

As part of that we could include navigation.

- B** Mark the pauses in these sentences from the tape with /.

Example

In animals / navigation and the hippocampus are intimately linked.

- 1 So it would seem now is the human hippocampus.
- 2 If any part of a creature's hippocampus was damaged the animal could no longer find its way around.
- 3 They are an excellent group to study.
- 4 What we did was look at the amount of time spent as a taxi driver.
- 5 The longer you had been a taxi driver the bigger the brain got.

- C** Now listen to check your answers.

6 Silent letters

Some of the words in 1–7 contain letters which are silent, others do not. Read the words out loud and circle the letters which are silent.

Example

Knowledge knock kind

- | | | |
|-------------|---------|--------|
| 1 write | worried | wrong |
| 2 when | which | why |
| 3 house | honest | hour |
| 4 ignore | signal | sign |
| 5 racial | crucial | trial |
| 6 conscious | science | scream |
| 7 built | bullet | guilt |

7 Brainstorming a presentation

You are preparing a presentation on the following topic: 'To what extent does children's upbringing affect their achievements in life?' In small groups, brainstorm what kind of information you will need for your presentation and where you might find it. Think about the different meanings of 'upbringing' and how you might interpret the word 'achievements'.

8 Organising your information

In the same groups, decide what information for your presentation you might put under these headings.

- Introducing your project
- Arguments supporting the topic
- Arguments against the topic
- Conclusions

9 Presenting your information

Look at the ways of presenting information in *How can I...?* Divide them into the following categories:

- A Introduce a topic
- B Support an argument
- C Introduce a contradictory argument
- D Support your opinion
- E Conclude an argument

How can I...?

Present information

On the other hand, ...
To sum up, ...
In my opinion, this is a result of ...
Overall, it would seem that ...
Research has shown that ...
I, personally, feel this is true because ...
Most people would agree that ...
However, ...
This would appear to be true because ...

10 Giving a presentation

You have prepared the presentation in 7. Give a presentation (4–5 minutes) using the outline plan in 9. The presentation checklist below will help you.

Presentation checklist

- Stick to the organisation of your presentation. This will help you to present your ideas clearly.
- Demonstrate your knowledge of the topic. This will show you have done some research.
- Present more than one point of view. This will show that your information is not one-sided.
- Be prepared to defend your opinion quoting examples. This will show your ideas are based on evidence, not imagination.
- Speak clearly and watch your grammar. Incorrect grammar can interfere with the communication of your message.
- Practise your delivery and timing before your presentation. This will help you to build up your confidence.

11 Answering questions about your presentation

What answers might you give if you were asked the following questions about the presentation in an examination?

- Why did you choose this topic?
- Where did you find your information?
- Were you surprised by any of the information you found?
- What conclusions have you drawn from your research?
- What action could be taken to improve the situation?

Vocabulary

1 Word formation

- A Complete the table with the correct form of the words. Use a dictionary to help you if necessary.

verb	noun	adjective
1 X	intelligence	_____
2 to think	_____	thoughtful
3 to memorise	_____	_____
4 _____	_____	knowledgeable
5 _____	imagination	_____
6 to inform	_____	_____
7 _____	_____	concentrated
8 _____	_____	confusing

- B Complete these sentences with a suitable word from the table above.

- The experiment seemed to show that pigeons were more _____ about art than art students.
- Can you turn the radio off? I'm finding it difficult _____.
- Have you ever tried _____ a 20-digit number?
- Mark is very _____ about computers. He helped me fix my PC.
- It was _____ of you to buy Heather a birthday present.
- You need a lot of _____ to write a good adventure story.
- Rob must be very _____. He can speak three languages.
- The book on how to improve your memory was very _____. There was a lot of practical advice.

2 Phrasal verbs with take

- A Match the phrasal verbs in *italic* with their meanings a–f.

- It didn't take long for Sue to *take in* the equation. She was very good at maths.
 - Rachel *took to* Tim immediately. They had the same hobbies and interests.
 - Zoe said Gareth was useless at hockey. She had to *take back* her words when he scored a goal.
 - When he missed the football match, Matt *took it out on* his girlfriend. It was her fault they arrived late.
 - Luke was keen to *take on* more work and earn his promotion.
 - Lisa is really good at sciences. She *takes after* her father.
- a admit you are wrong
b look or behave like a member of your family
c take responsibility for something
d behave badly towards someone because you are upset
e like something / someone
f understand something

- B Answer these questions so they are true for you.

- When was the last time you had to take something you said back?
- Do you like taking on extra responsibilities at school?
- Do you find English grammar easy to take in?
- Who do you take after most in your family?

3 Prepositions

Complete these sentences with the correct preposition.

• at • out • from • with • for • of

- If the pigeons choose the correct answer, they were rewarded _____ food.
- Scientists are searching _____ an explanation of why the pigeons did so well.
- The amount _____ time the experiment took was longer than expected.
- Researchers looked _____ all the evidence, then came to a conclusion.
- Michelle was suffering _____ a terrible headache. She'd spent hours in front of her computer.
- It took Daniel a long time to work _____ a solution to the problem.
- Dominic O'Brien is famous _____ his phenomenal memory.

Speaking

4 Talking about memories

- A Make notes about three or four memorable events in your life. They can be positive or negative experiences. Use this list to help you.

- a memorable birthday party
- a journey somewhere
- a concert, match or film you saw
- a special festival, e.g. Christmas
- a holiday
- an accident
- your first date with your boyfriend / girlfriend
- passing a test or an exam

- B Work in pairs. Talk about your memories. See if you can find any similar memories.

5 The right word

Choose the correct option, a, b or c to complete the text.

How to have a perfect memory

Dominic O'Brien is one of that ¹ _____ breed of people who can memorise a whole deck of cards in 35 seconds. But how does he do it? In an extract from his new book, *Learn To Remember*, he ² _____ the secrets of his amazing ³ _____.

'In 1988 I was watching a television programme called *Record Breakers*, when a man called Creighton Carvello came on. His challenge was to ⁴ _____ a pack of 52 cards. He did it in two minutes and 59 seconds without ⁵ _____ a mistake.'

'I was fascinated, but I couldn't ⁶ _____ how he managed to do it. Either he had a special brain, or he knew a good technique. So I ⁷ _____ a lot of time trying to discover my own technique and, about three months later, I had begun to perfect one.'

'The way I remembered was to give each card a personality. I started with the court cards. I ⁸ _____ their faces, and they ⁹ _____ me of friends and family or famous people. I then had to come up ¹⁰ _____ a system that would make me remember the number cards as people as well. For example, I would think of the six of spades as Sylvester Stallone because the initials of both are "S.S.". I then put each person in a location using a journey that was familiar to me. At various stages, I would ¹¹ _____ meeting the different people.'

'Four years after seeing Creighton Carvello perform his feat on *Record Breakers*, I ¹² _____ a risk and gave up my job. I'd decided to ¹³ _____ a career as a memory man. Since then I have won the World Memory Championships six times and I'm able to memorise a 2,000-digit number.'

'Some people are surprised that, at 42, I can still be a champion, but it's not true that memory fades with age. As we get older, we think our memory is ¹⁴ _____ worse, but in truth we are just getting lazy. We are able to ¹⁵ _____ as much information as before. The secret is to keep your mind active. I'm hoping I'll still be memory champion of the world when I'm 90!'

The Express

- | | | |
|-----------------|--------------|---------------|
| 1 a different | b rare | c alone |
| 2 a says | b exposes | c reveals |
| 3 a thought | b memory | c imagination |
| 4 a memorise | b know | c concentrate |
| 5 a doing | b having | c making |
| 6 a work out | b work over | c work up |
| 7 a spent | b did | c had |
| 8 a looked over | b looked for | c looked at |
| 9 a remembered | b reminded | c recollected |
| 10 a with | b against | c for |
| 11 a invent | b imagine | c think |
| 12 a made | b had | c took |
| 13 a make | b take up | c do |
| 14 a being | b making | c getting |
| 15 a take up | b take in | c take on |

Factfile

A Read the factfile and complete the notes.

Number of participants:
Men and women both good at:
Men better at:
Women better at:
Possible reason for bad memory:

The Memory Machine

If someone recites a telephone number to you, can you repeat it without thinking? Or are you the kind of person who steps out to buy some bread and milk and forgets the milk? A recent memory experiment at the Science Museum has analysed the memory of thousands of volunteers with some interesting results. Over three thousand people participated in the experiment which revealed whether men or women are better when it comes to remembering things. While men and women showed little difference in their ability to remember numbers, men turned out to have better spatial skills. Researchers looked at map reading in particular, and found that women rotate their maps more than men because they are not as good at visualising their surroundings. However, women outshone men when it came to tests of verbal memory, such as learning a foreign language.

Some participants felt that their memory was deteriorating. Scientists speculated that computers and personal organisers, which store information for us, may have made our memories worse.

B Discuss these questions with a partner.

- 1 What type of things do you find easy / difficult to remember? Think of telephone numbers, languages, directions, etc.
- 2 Do you think you have a stronger spatial memory or a stronger visual memory?
- 3 Do you agree that computers are making our memories worse?

Let's focus on the third conditional, wishes and regrets

Quick quiz

Match 1–4 with a–d to complete the rules.

- 1 We use the zero conditional to talk about _____
 - 2 We use the first conditional to talk about _____
 - 3 We use the second conditional to talk about _____
 - 4 When expressing wishes with *would* we do not use _____
- a something which is unlikely to happen.
 - b something which is always true.
 - c something which may happen in the future.
 - d the pronouns *I* and *we*.

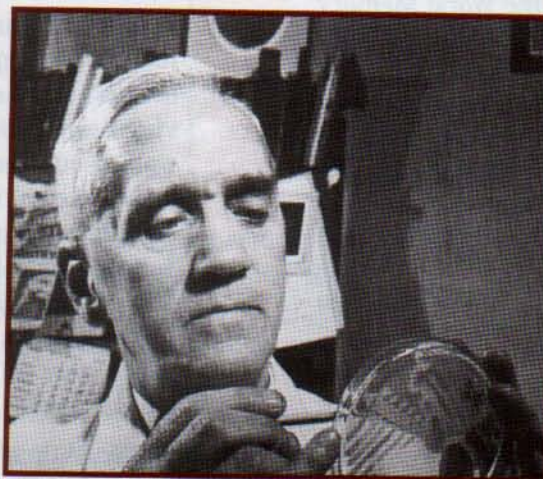
1 Grammar in context

Read the text and complete the details.

- 1 Discovery: _____
- 2 Significance of discovery: _____
- 3 Discoverer: _____
- 4 Born: _____
- 5 Died: _____
- 6 Date of discovery: _____
- 7 Accident: _____
- 8 In 1945: _____

ACCIDENTS OF SCIENCE

Sir Alexander Fleming (1881–1955) had a colleague who until quite recently still worked at St. Mary's Hospital, London. According to this colleague, the discovery of penicillin would never have happened if one day in 1928 a piece of mould had not floated in through an open window (possibly from the pub opposite) and landed on a glass plate Fleming was using in an experiment. The plate was covered with a nasty bacterium called *staphylococcus*.



A less observant scientist might have dumped it straight in the bin, but Fleming noticed there were no bacteria near the green mould. In tests, he discovered that the mould also killed other bacteria, yet could be given to animals with no obvious side-effects. The discovery, which became known as penicillin, was the first antibiotic, and was able to combat a host of fatal bacterial diseases. Finally, in 1945, Fleming and two other scientists shared a Nobel prize for the discovery that was to save millions of lives.

2 The third conditional

- A Complete the sentence about Fleming's discovery and answer the questions below.
If a piece of mould _____ through the open window, Fleming _____ penicillin.

- 1 Did a piece of mould float in through the window?
- 2 Was penicillin discovered because of this?

- B Read these two sentences and answer the questions below.

If Fleming had been careless, he would have dumped the plate in the bin.

If Fleming hadn't been so observant, he might not have noticed what was on the plate.

- 1 Which tense is used after *if*?
- 2 Which form of the verb is used in the other part of the sentence?
- 3 Which sentence means '*But he wasn't*', and which means '*But he was, so he did*'?

- C Complete the information about the third conditional using the words in *italic*.

had or hadn't done would / wouldn't have done

To form the third conditional we use:

- a *If* + _____, + _____
- b _____, + *if* _____

3 The right form

Read the factfile about Greenwich. Rewrite sentences 1–5 beginning with the word 'If ...'.

Example

If the Greenwich Observatory hadn't been set up in 1675 to solve the problem of fixing longitude at sea, it would never have become the centre of world time.

How did Greenwich become the centre of world time?

- 1 The Greenwich Observatory was set up in 1675 to solve the problem of fixing longitude at sea, and it became the centre of world time.
- 2 One of the Observatory's first jobs was to check the rotation of the earth, so Greenwich astronomers brought in two newly-invented pendulum clocks.
- 3 Time-keeping began at Greenwich Observatory when these clocks were introduced.
- 4 Scientists then started to produce almanacs of the stars – charts relating back to the Greenwich meridian, and these charts were used by most of the world's navigators.
- 5 Because they produced these almanacs, Greenwich was chosen as the prime meridian of the world, in other words the starting point of both longitude and time.

4 Expressing wishes and regrets about the past

A One of these wishes and regrets about the past is stronger than the other. Which one, a or b?

- 1 a I wish I had gone to university.
b If only I hadn't dropped out of school.
- 2 a I wish I had won the jackpot!
b If only I hadn't lost my lottery ticket!

B Write two sentences about what you wish or regret about the past.

- 1 I wish I had(n't) _____
- 2 If only I had(n't) _____

C Write sentences expressing wishes and regrets about the past using the ideas in 1–6. Add a reason or explanation for the wish or regret.

Example

Paul doesn't like working in his new office.



*Paul wishes he had stayed in his old office. His new one is too crowded.
If only Paul hadn't moved from his old office. His new one is too noisy.*

- 1 I have never won anything in my whole life.
- 2 Sam went on a camping trip to Canada last year.
- 3 The students didn't study hard enough for the test on Monday.
- 4 You weren't able to go the party last Friday night.
- 5 The teacher gave you a lot of homework last weekend.
- 6 You have never had the opportunity to travel abroad.

Let's activate!

5 A world of difference!

In small groups, try to imagine what the world would have been like if some of these things had never happened. Try to use the third conditional where possible.

Example

If fire hadn't been discovered, humans wouldn't have been able to cook their meat, so they might not have developed in the same way. They might have had a very different type of diet. Also, they wouldn't have been able to keep warm.

- 1 the discovery of fire
- 2 the development of the power of speech
- 3 the invention of boats and ships
- 4 the development of atomic energy
- 5 the building of towns and cities
- 6 the invention of the microchip

6 Every student's worst nightmare!

Imagine that your worst nightmare has become reality. Tell a partner what it is, then say what you wish you had or hadn't done before it happened.

Example

If only I'd done more revision for my exam! I can't answer a single question!



Academic attitudes

Which school subjects are the most popular in your class?

Which subjects do you find the most difficult? the easiest? Why?

Which subjects do you do better in when you take examinations?



Studying the sample

1 Understanding the task

Read about a survey carried out in England for an educational newspaper and fill in the missing information in 1–10 in the table. Ignore the missing headings in the text. Do any of these statistics surprise you? Why (not)?

2 Using headings

A Which paragraph of the survey report focuses on the following points? Write a–e as headings in the appropriate place 1–5.

- a Encouraging an interest in science
- b Jobs which appear to attract students
- c Reactions to the findings of the survey
- d Subjects which interest students
- e What students had to say

B Why do you think the writer included section e in the report?

3 Vocabulary

Explain the following phrases from the report in your own words.

- 1 there was a twist to all this (line 7)
- 2 a wide range of (line 11)
- 3 rather negative in their tone (line 12)
- 4 dead boring (line 13)
- 5 not in the least surprised (line 18)
- 6 as it tended to be (line 26)

Report on Science Survey conducted at the National Space Science Centre, Leicester

Results obtained:	
1 _____:	1,026
2 _____:	secondary school students
3 _____:	four out of five
4 _____:	15%
5 _____:	90%
6 _____:	only one in 14
7 _____:	43%
8 _____:	23%
9 _____:	20%
10 _____:	65%

1 _____

Last week, a survey of 1,026 secondary school students was conducted by the National Space Science Centre in Leicester. Four out of five thought science at school was boring, 15% thought biology the only subject of any interest, and 90% criticised the way they had been taught science. Only one student in 14 wanted to take up a career in science.

2 _____

However, there was a twist to all this: 43% of the students would like to be astronauts, compared with 23% who wanted to be footballers and 20% who would prefer to be fashion models. Some 65% wanted to see some form of space science introduced into the classroom.

3 _____

The students who were questioned in the survey produced a wide range of comments, some rather negative in their tone. Examples include: 'The experiments are good but the rest is dead boring'; 'I don't mind experiments but I hate recording results'. However, one comment was much more encouraging: 'I want to be an astronaut, so I need to get all the knowledge I can because astronauts must have lots of qualifications.'

4 _____

Researchers at the Space Centre were not in the least surprised by the findings. They confirmed what had been suspected for a long time – that astronomy, space, and the origin of the universe are the most important subjects when it comes to attracting young people into science and maintaining their interest.

5 _____

It seems that a passion for science can be maintained by enthusiastic teachers who highlight the relevance of the subject in a modern world and who can overcome the idea that science is represented by white-coated academics, as it tended to be in the past.

Steps to better writing

4 Presenting statistics and information

Complete the gaps in these sentences with suitable words.

- 1 A survey _____ 2,000 students was _____ in Leicester.
- 2 Only one student _____ 12 was interested _____ taking _____ science as a career.
- 3 _____ expressed an interest _____ art, compared _____ 15% who were more attracted _____ history.
- 4 Five students _____ of ten said they thought geography was interesting.
- 5 20% _____ the students who were _____ in the survey produced rather negative comments.
- 6 It _____ that most students are interested in space travel.
- 7 The survey _____ that biology is the only aspect _____ any interest.
- 8 A quarter _____ students said that science was boring.
- 9 The minority _____ that science would be useful.
- 10 The results _____ what had been suspected.

5 Using the passive

A There are six examples of the passive in the report. Can you find and underline them? What tenses are the passive verbs in? Why is the passive suitable for a report of this kind?

B Rewrite these sentences in the passive form. Use the beginnings given.

- 1 People carried out a survey. A survey ...
- 2 Enthusiastic teachers had greatly motivated students. Students ...
- 3 They will publish the findings of the survey next week. The findings ...
- 4 We can encourage students to take more interest in scientific subjects. Students ...
- 5 People often think science is boring. It is ...
- 6 People often thought science was difficult. Science ...

Writing your report

6 Understanding the task

You are going to carry out a class survey to find out what kind of jobs students would like to do when they leave school, then write a report on your findings.

Exam training

Writing for a particular reader *Think carefully who your report is for and what information might be useful to your readers. This will help you focus on the important issues when you plan your writing.*

7 Designing a questionnaire and conducting your survey

- A** In small groups, brainstorm what information you will need to know, then design a questionnaire to find the information. You will need space for both questions and results. Use the ideas from each group to design your final questionnaire.
- B** Record your findings by asking students to raise their hands when the survey questions are asked, then calculate the percentages of students for each question.
- C** Ask individual students for some personal comments. Make a note of them.

8 Planning

- 1 Decide how many paragraphs your report will have.
- 2 Decide what to include in each paragraph.
- 3 Decide which student comments to include in your report. Try to choose at least two different kinds of comments.

9 Writing

Write your report (250–300 words).

10 Checking

As you write your report, check that you have:

- presented statistics clearly and logically.
- shown negative and positive attitudes.
- included some personal comments.
- mentioned your reaction(s) to the findings.
- suggested an overall conclusion.
- given sections headings.
- used the correct number of words.

Vocabulary

1 Words that go together

Choose the correct words or phrase to complete the sentences.

- Joe accepted the job offer. It was a golden _____ for him.
a chance b opportunity c fortune
- _____ a fortune wasn't important to the scientist. All he wanted was recognition for his work.
a Doing b Creating c Making
- The company _____ a survey on the popularity of science subjects.
a carried on b carried off c carried out
- Is there a connection _____ a good memory and intelligence?
a between b across c with
- Alexander Fleming _____ penicillin by accident.
a discovered b invented c found
- When she was in Florida, Fiona _____ the opportunity to visit the Kennedy Space Center.
a gave b won c had
- Researchers interviewed a _____ range of students before they wrote their report.
a large b wide c width

Grammar

2 Third conditional

Rewrite these sentences in the third conditional.

- Maria didn't go on holiday because she didn't have enough money.
If Maria ...
- We didn't see the concert because we didn't book tickets in advance.
If we ...
- The police didn't catch the thief so he didn't go to jail.
If ...
- I was able to watch the film because I found my glasses.
If ...
- Matt didn't buy the car because it was too expensive.
Matt ...
- They had an accident because they weren't driving carefully.
If ...

3 Speculating about the past

Expand the halves of these sentences using the prompts and the modal verbs in brackets.

- If you had told Matt about your problem, he / offer / help. (might)

- They / catch / the train if they had got up earlier. (might)
- If you had invited Jess to the party, she / come. (would)
- If you wanted to pass your exam, you / revise more. (should)
- If they didn't want to miss the show, they / arrive earlier. (ought to)
- The athlete / win / the race if he hadn't injured himself. (could)
- Clare / be / a good violin player if she hadn't given it up. (could)

4 Expressing wishes and regrets about the past

Rewrite these sentences with *I wish* or *If only*.

- Bryan was sorry that he left school at 16.
He wishes ...
- Jenny forgot to lock the door of her flat.
If only ...
- Unfortunately Tina broke her leg when she was skiing.
She wishes ...
- I feel awful about forgetting Pam's birthday.
I wish ...
- I regret not travelling abroad when I was younger.
If only ...
- It's a shame that we couldn't go to the mountains last weekend.
I wish ...
- Martin missed the bus and was late for school.
He wishes ...
- It's unfortunate that Ben didn't get the job.
If only ...

5 Using *had better*

We use *had better (not)* to say what is the best thing to do in a situation.

*It's started to rain. You **had better** open your umbrella.*

*The train is leaving in ten minutes. You'd **better not** be late.*

We could also use *should (not)* or *ought (not)* in these sentences, but *had better (not)* is stronger.

Read these situations and write a sentence with *had better (not)*.

- You and your friend are lost in a strange town. You see a policeman walking along the street.
- You're travelling on a plane when the person next to you lights a cigarette. It's a no smoking flight.
- Andy wants to go trekking, but he hasn't got any walking boots.
- Michelle has had her wallet stolen. It had her all her money in it.
- Karl wants to go swimming, but the sea looks rough.

Writing

6 Factual information

Quickly read the report and complete the notes.

Number of students interviewed: _____
Number of sixth formers interviewed: _____
Average cost of accommodation: _____
Average cost of food: _____
Average cost of clothes: _____
Percentage of students with part-time jobs: _____
Average student debt: _____
Number of sixth formers worried about costs: _____

7 Matching headings

Now match these headings to paragraphs 1–5 in the report.

- a Reactions to the findings of the survey
- b Things which were cheaper
- c What students had to say
- d Aim of the report
- e Things which were more expensive

8 Word search

Find words and phrases in the report which mean:

- 1 as stated by
- 2 carried out by
- 3 most
- 4 a standard amount
- 5 guess that the amount of something will be less than it actually is
- 6 say what you think or feel about something
- 7 information discovered as the result of research

9 Discussion

Discuss these questions in groups.

What type of problems do university students face in your country? Are they similar or different to the problems in the report? How do students deal with them?

REPORT ON THE COST OF UNIVERSITY LIFE

1 According to a recent survey, many sixth-formers* could experience money trouble by underestimating the cost of life at university. The survey which interviewed over 500 sixth-formers and 1,700 university undergraduates was
5 conducted by NatWest Bank. It found that sixth-formers had no idea about the real costs of college life.

2 Areas where sixth-formers underestimated costs included going out with friends and accommodation. The majority of sixth-formers expect to pay an average of £97 per month in
10 rent, while students already at university say the average rent is £173.

3 However, although sixth-formers underestimated costs in some areas, they overestimated spending on books, food and clothes. For example, undergraduates said they spent
15 £55 a month on food, compared to sixth-formers' expectation of £74, and £28 on clothes compared with £54.

4 Undergraduates who were questioned commented on the ways they managed their money. 'Most of the books I need for my course are in the university library, so I don't usually
20 buy them,' said one student. 'I try to cut down on the cost of transport by cycling to university,' said another. And 36% of university students had part-time jobs to help them pay for their studies.

5 All in all, researchers were surprised by the findings. The
25 survey showed that nearly four out of ten of this year's sixth-formers had considered not going to university because of the costs involved. One researcher commented: 'The results are quite worrying. Many students don't seem to be prepared for the financial realities of life at college.
30 The average student debt at the end of their studies is £4,300. This is putting some sixth-formers off going to university at all.'

*sixth-formers = students in the final two years of secondary school.