

# 4

# Information

## 4A

## Too much of a good thing?

### Vocabulary development 1

► CB pp. 58–59

#### News and points of view

##### 1 Complete each sentence with a word from the box.

bias censorship editorial expose mindset  
objectivity scrutinise sensationalise

- 1 The newspaper expresses fairly conservative views which reflect its readers \_\_\_\_\_.
- 2 Some editors routinely \_\_\_\_\_ news items in order to make them more appealing to the public.
- 3 The decision to \_\_\_\_\_ the scandal was taken only after the story had been thoroughly investigated.
- 4 A certain amount of \_\_\_\_\_ on the internet is necessary if children are to be protected from unsuitable content.
- 5 It is virtually impossible for news articles to be totally free from \_\_\_\_\_.
- 6 It is the sub-editor's responsibility to \_\_\_\_\_ all articles for spelling and grammatical errors.
- 7 People who post comments online in response to an article frequently complain about the lack of \_\_\_\_\_.
- 8 It was once widely accepted that political views and other opinions of the newspaper owners or editor should be confined to the \_\_\_\_\_ pages.

##### 2 Rewrite each sentence using the correct form of the phrase in brackets. Make any other changes that are necessary.

- 1 How do you feel about the government's proposal to raise the retirement age further?  
\_\_\_\_\_ (your position on)
- 2 The journalist believes that there needs to be greater freedom of the press.  
\_\_\_\_\_ (hold the view)
- 3 Party members fiercely disagree over what the policy on climate change should be.  
\_\_\_\_\_ (be deeply divided on)
- 4 I totally disagree with the reporter's conclusion that the riot was caused by students.  
\_\_\_\_\_ (take issue with)
- 5 The government has decided to crack down on football hooliganism.  
\_\_\_\_\_ (adopt a tough stance on)
- 6 People get worked up about the dangers of children playing computer games but we should try and look at the issue more realistically.  
\_\_\_\_\_ (keep things in perspective)

#### Word formation

##### 3 Complete the sentences with different forms of the word given in bold.

###### 1 inform

- a The company website is interesting and very \_\_\_\_\_.

- b The journalist paid an \_\_\_\_\_ to provide him with details of the company's business activities in the area.

- c It is advisable to read more than one newspaper in order to have an \_\_\_\_\_ view of current affairs.

- d I'm afraid your reporter has been \_\_\_\_\_ about the company's policy. You will have to retract that comment in the article immediately.

###### 2 represent

- a Many people think women should have greater \_\_\_\_\_ in Parliament.

- b The demonstration was \_\_\_\_\_ of a broader feeling of dissatisfaction among the labour force.

- c The artist's \_\_\_\_\_ drawing gives us a detailed view of life in the eighteenth century.

###### 3 invent

- a Leonardo Da Vinci had one of the most \_\_\_\_\_ minds the world has ever known.

- b Journalists were subsequently forced to admit that the story was pure \_\_\_\_\_.

- c Konrad Zuse is credited with being the \_\_\_\_\_ of the first working programmable computer.

###### 4 mind

- a Eva and Paul are just two of a growing number of \_\_\_\_\_ people who believe we need to develop a community website.

- b \_\_\_\_\_ of the potential repercussions involved in commenting on controversial matters, many bloggers take steps to disguise their identity.

- c Robots have taken over many of the repetitive, \_\_\_\_\_ jobs on the production line.

###### 5 investigate

- a The \_\_\_\_\_ journalist is trying to discover the truth behind the allegations that the MP has been accepting bribes.

- b The police are to launch a full-scale \_\_\_\_\_ into the cause of the crash.

- c Accident \_\_\_\_\_ have been at the scene this morning trying to piece together what happened.

## Use of English (Paper 1 Part 1)

## Multiple-choice cloze

- 1 Look at the title of the text. What might *teething problems* be?
- 2 Read the whole text quickly to get the general meaning. Then read again carefully, choosing the best option A–D to fit each gap. Use the Help clues if necessary.

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

## Touchscreen teething problems

The (0) a of touchscreen typing didn't suit everyone initially. Some people who had grown (1) u to using a conventional keyboard, missed the physical feedback on whether they had hit the correct key or not. They found the touchscreen slow to use, whilst the text they produced was (2) u with errors, a situation that was (3) u if the text was produced on the (4) u using a smartphone.

Researchers at Maryland University found that many of these errors resulted from (5) u in each individual's typing style. For example, a user might be (6) u

to hitting the bottom of a key rather than the centre, increasing the likelihood that they would also hit the key below by mistake, (7) u producing so-called 'fat finger' errors. They also found that if typing and walking simultaneously, there was a tendency for people to hit a different part of the key if the tap coincided with their foot striking the ground. The data produced by the team eventually allowed designers to (8) u these very human characteristics into account in the next generation of touchscreen keyboards.

## HELP

- Q4 The word you need is part of a phrase with *on the*, which means you are travelling.
- Q6 Only one of these words can be followed by *to* plus a gerund.
- Q7 The word you need means 'in this way'.
- Q8 The correct answer collocates with *into account* to form verb phrase that means 'to consider something'.

0 A advent	B onset	C input	D upshot
1 A familiar	B accustomed	C comfortable	D proficient
2 A strewn	B caked	C stashed	D clogged
3 A amplified	B deteriorated	C exacerbated	D incensed
4 A haste	B transit	C foot	D move
5 A whims	B kinks	C glitches	D quirks
6 A prone	B apt	C inclined	D liable
7 A therein	B otherwise	C thereby	D likewise
8 A hold	B take	C put	D bring

- 3 Find words and expressions in the text that mean:

- 1 information about how you do something \_\_\_\_\_
- 2 probability \_\_\_\_\_
- 3 when two things happen at the same time \_\_\_\_\_

- 4 Which prepositions precede each of the options in Question 4?

- 5 Complete each sentence with one of the options from Question 6.

- 1 My internet connection is \_\_\_\_\_ to be rather slow in the evening.
- 2 The road is \_\_\_\_\_ to flooding in wet weather.
- 3 The site is rather \_\_\_\_\_ to attack by hackers.
- 4 Sally is \_\_\_\_\_ to make mistakes if she tries to type too fast.

## EXPERT LANGUAGE

Look back at the text. Find three adverbs that tell us when something happened.



## Language development 1

► CB, p. 61, GR pp. 177–178

### Modals: obligation and necessity

- 1 Complete each sentence by circling the correct word or phrase from each pair in italics. In some cases, both options may be possible.

- 1 You *mustn't* / *needn't* interrupt me while I'm playing *League of Legends!*
- 2 I simply *have to* / *must* work out a better system for dealing with my daily emails.
- 3 I *needn't* / *feel obliged* to answer my emails as soon as they come in.
- 4 We *have to* / *must* send this information to the lab right away, according to Professor Plum's instructions.
- 5 You *mustn't* / *don't have to* phone me, just send me a text.
- 6 You *needn't* / *mustn't* have bought me such an expensive ipod. I hardly ever use it.
- 7 Fortunately, I *needn't have revealed* / *didn't need to reveal* the identity of my source to the police, as they found evidence to back up my story.
- 8 Mobile phones *are* / *need* to be switched off in the library.

### Modals: advice and criticism

- 2 Complete each sentence by crossing out the modal verb which doesn't fit.

- 1 I think it *should* / *would* / *could* / *might* be a good idea to install a tool to filter your incoming emails more carefully.
- 2 It *could* / *would* / *should* / *might* be worth talking to John Brooks about the problem; he knows a lot about computers.
- 3 You *should* / *would* / *might* have told me you'd won the Young Journalist of the Year award; we could have gone out to celebrate!
- 4 One thing you *should* / *could* / *would* / *might* do is join the open science project, and share your ideas online. Someone may be able to help.
- 5 You *could* / *would* / *might* have let me know the information was wrong! I looked such a fool in class today!
- 6 The conference is going to be packed this year, so you *ought to* / *should* / *would* book your tickets well in advance.
- 7 I *should* / *would* / *could* do a search for open research sites, if I were you.
- 8 You *might* / *would* / *could* do worse than set up your own blog, if you want to draw attention to your research.

### Modals: other ways of expressing obligation, necessity and advice

- 3 Rewrite each sentence with the word or phrase in brackets so that it means the same as the first sentence. Make any other changes that are necessary.

- 1 You're responsible for making sure you list all your sources when you send in that report. \_\_\_\_\_ (up to)
- 2 Sally should have made sure she downloaded all the notes of the lecture she missed before going to see the professor. \_\_\_\_\_ (onus)
- 3 It might be better to browse several travel websites in order to find the best holiday deals. \_\_\_\_\_ (if I were you)
- 4 I don't think you should upload that photo on your Facebook™ wall. \_\_\_\_\_ (better not)
- 5 It's not necessary to reveal all your personal information when you sign up for a social networking site. \_\_\_\_\_ (not need)
- 6 All students must wear protective glasses during the experiment. \_\_\_\_\_ (are to be)

- 4 Complete the dialogue with suitable words.

Anna: Here you go, Tim. I've written up our proposal.  
 Tim: Oh no, Anna! You (1) \_\_\_\_\_ have bothered, because management have ditched the project.  
 Anna: What? Well, they (2) \_\_\_\_\_ better have a good excuse, after all our hard work! When did they tell you this, then?  
 Tim: On Friday evening. They said they had no choice with all the cutbacks they've (3) \_\_\_\_\_ to make.  
 Anna: Well, you (4) \_\_\_\_\_ have told me! I (5) \_\_\_\_\_ have wasted all my weekend working!  
 Tim: Yes, you're right. I (6) \_\_\_\_\_ have called you straightaway. I'm sorry, but I (7) \_\_\_\_\_ to rush off to that Future Technologies conference, and it kind of slipped my mind. You (8) \_\_\_\_\_ be too angry with me, though, because I made some useful contacts there, and a guy from Logitech expressed interest in our idea!  
 Anna: Tell me more!

## Use of English (Paper 1 Part 3)

## Word formation

## EXPERT STRATEGY

For this task, remember to write one word only and to check that it has been spelled correctly.

## HELP

- Q1 This word means the date by which something must be done.
- Q2 Add a negative prefix and make the word into a past participle.
- Q3 Add two suffixes – one to make an adjective, then another to make an adverb.
- Q8 There are two adjectives which can be formed from the verb *sense* but which one fits the meaning here?

## EXPERT LANGUAGE

Look back at the text. Find:

- a modal verb that expresses probability
- a modal verb that expresses obligation

- 1 Read the title of the text. What does the word *mania* in *Informania* suggest about the topic?
- 2 Read the whole text quickly to get the general meaning, then read again carefully and complete the gaps. Use the Help clues if necessary.
- 3 Read through the text again. Does it make complete sense?

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the space in the same line. There is an example at the beginning (0).

## Informania

Does this sound like a familiar (0) SCENARIO? I'm at my desk trying to meet the (1) \_\_\_\_\_ on a college assignment when I hear that little popping noise. It tells me that somebody, somewhere wants to get hold of me. Unable to resist the temptation, I have a quick look to see who it is. Before I know it, I've wasted hours idly chatting, and my urgent assignment remains (2) \_\_\_\_\_. Annoyed with myself, I wonder how I manage to (3) \_\_\_\_\_ fall into the same trap. The answer may be that I'm an 'informaniac'. That's the new term for people whose use of text messages, emails and social networking sites has become (4) \_\_\_\_\_ to the point where it dominates their lives. Another symptom is (5) \_\_\_\_\_ checking your phone in case somebody you know has (6) \_\_\_\_\_ their status. To say I spend a lot of time looking at my phone and my tablet would be an (7) \_\_\_\_\_. I urgently need to get a grip on myself and do the (8) \_\_\_\_\_ thing – ration my use of them

SCENE  
LINEDO  
REPEAT

COMPULSION

CONTINUE  
DATE

STATE

SENSE

- 4 Find words and expressions in the text that mean:

- 1 a piece of written work \_\_\_\_\_
- 2 to contact \_\_\_\_\_
- 3 with no real purpose \_\_\_\_\_
- 4 take control of one's actions \_\_\_\_\_
- 6 use less of something \_\_\_\_\_

- 5 What is the difference in meaning between each pair / group of words?

- 1 repeatedly / continuously / continually
- 2 update / up-to-date
- 3 state / status
- 4 sensible / sensitive

## Listening (Paper 3 Part 4)

### Multiple matching

#### EXPERT STRATEGY

Some people like to do Task One on the first listening and Task Two on the second listening. Other people prefer to do both tasks at the same time. Practise both ways to see which is best for you.

- 1 Read the instructions for the task. Think about the vocabulary and expressions you would expect to hear when people discuss buying things online.
- 2 Read both tasks carefully and highlight key words in the options A–H. Can you predict what kind of problems somebody might have when buying things like this online?
- 3 Now listen and do the tasks. Use the Help clues if necessary.

You will hear five short extracts in which different collectors are talking about buying a valuable object online.

#### Task One

For questions 1 – 5, choose from the list (A – H) what led each speaker to buy the object online.

- A a heavy work schedule
- B a remote location
- C a shortage of funds
- D a recommendation
- E an attractive website
- F a temporary disability
- G limited availability
- H the chance to get a second opinion

#### Task Two

For questions 6 – 10, choose from the list (A – H) what aspect of the purchase caused a problem for each speaker.

While you listen, you must complete both tasks.

- |           |                                |           |                                 |
|-----------|--------------------------------|-----------|---------------------------------|
| Speaker 1 | <input type="text" value="1"/> | Speaker 1 | <input type="text" value="6"/>  |
| Speaker 2 | <input type="text" value="2"/> | Speaker 2 | <input type="text" value="7"/>  |
| Speaker 3 | <input type="text" value="3"/> | Speaker 3 | <input type="text" value="8"/>  |
| Speaker 4 | <input type="text" value="4"/> | Speaker 4 | <input type="text" value="9"/>  |
| Speaker 5 | <input type="text" value="5"/> | Speaker 5 | <input type="text" value="10"/> |
- A the delivery arrangements
  - B the packaging charges
  - C damage to the item in transit
  - D delay in receiving the item
  - E arranging the payment
  - F obtaining insurance
  - G the seller's returns policy
  - H the condition of the item

#### HELP

- Q1 Listen for what the speaker says about her colleague.
- Q2 Why did this speaker do something he wouldn't usually do?
- Q3 Why couldn't this speaker drive? This tells you the answer.
- Q9 What did this speaker get into a lengthy argument about?
- Q10 Listen out for the problem that wasn't resolved successfully.

- 4 Match the expressions from the recordings (1–10) with their definitions (A–J).

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1 the small print (Speaker 1)       | A a long distance to travel          |
| 2 quite a hike (Speaker 2)          | B with nothing much to do            |
| 3 with a fine toothcomb (Speaker 2) | C rather expensive                   |
| 4 crumpled (Speaker 3)              | D cheated or overcharged             |
| 5 at a loose end (Speaker 3)        | E to blame for an error              |
| 6 ripped off (Speaker 4)            | F with spare cash to spend           |
| 7 at fault (Speaker 4)              | G slightly damaged from being folded |
| 8 in funds (Speaker 5)              | H in great detail                    |
| 9 a bit steep (Speaker 5)           | I edges slightly damaged from use    |
| 10 dog-eared (Speaker 5)            | J the detailed terms and conditions  |

#### EXPERT WORD CHECK

brooch    courier    depot    in transit  
 garment    wrist    invoice    figurine  
 costs an arm and a leg    memorabilia

## Reading (Paper 1 Part 5)

## Multiple choice

## EXPERT STRATEGY

In this task you need to distinguish between similar viewpoints or reasons in the options. Read the question and study the text to find your own answer before comparing the options.

## HELP

- Q1 The writer uses the phrase *I cannot share this view* to show disagreement. What does this phrase refer to?
- Q2 This question is testing your understanding of the whole second paragraph. Why are blogs and bloggers mentioned?
- Q3 Find the name in the text. You have to read the whole paragraph in order to answer the question.
- Q6 The first sentence of the paragraph summarises the main idea of the paragraph. You can find the answer there.

## EXPERT LANGUAGE

Look back at the text. Underline all the uses of the words *so* and *such*. Which instances indicate:

- a degree of something?
- a reference to something already mentioned?
- a conclusion?

## EXPERT WORD CHECK

*dubbed on the fringes mainstream by the dozen incongruent dig their heels in fixed in stone seminal cocoon banter*

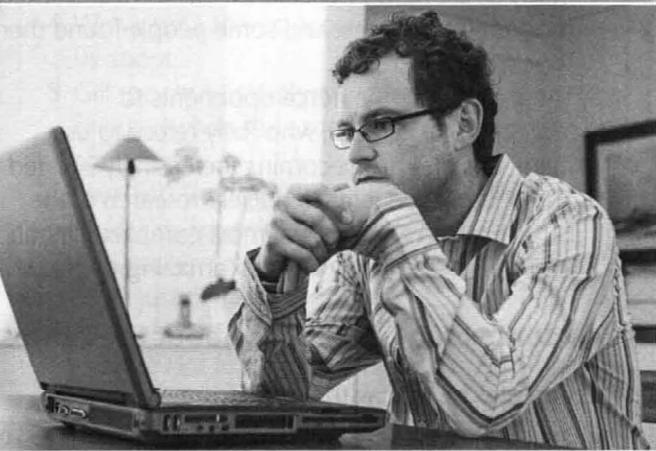
- 1 Read the title and subtitle of the text. What do you think *pro-science bloggers* are? Why do you think they are *defending reason*?
- 2 Read the text quickly to see whether your predictions were correct.
- 3 Then read carefully and answer the Questions 1–6. Use the Help clues if necessary.
- 4 When you have chosen the best option (A, B, C or D), read again carefully to check why the other options are wrong.

You are going to read an article about science on the internet. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In the first paragraph, the writer disagrees with scientists who
  - continue to see alternative medicine as insignificant.
  - have themselves embraced the ideas of alternative medicine.
  - use pejorative language when referring to alternative medicine.
  - feel it's no longer worth challenging claims made by alternative medicine.
- 2 What point does the writer make about scientific discussions on blogs?
  - It has meant more laypeople are joining scientific debates.
  - It has weakened the position of those who would defend science.
  - It has tended to give too much credence to unscientific viewpoints.
  - It has encouraged people to become too passionate about scientific issues.
- 3 The quote from Fahad Manjoo illustrates the point that the Internet
  - attracts people with very fixed points of view.
  - can reinforce people's existing beliefs and prejudices.
  - causes people to take the beliefs of others more seriously.
  - allows people to check out the facts behind accepted theories.
- 4 The writer suggests that proponents of discredited ideas in alternative medicines
  - are not always consistent in the arguments they bring forward.
  - feel that they are treated unfairly by the scientific community.
  - remain keen to gain the approval of the scientific community.
  - tend to ignore the contrary evidence produced by scientists.
- 5 The writer mentions the work of Cole Campbell to support his view that
  - there are very few absolute truths in the world of science.
  - reasoned arguments have the power to change people's opinions.
  - scientists themselves can learn from informed debate with lay people.
  - certain groups of people will never be convinced by scientific theories.
- 6 In the final paragraph, the writer stresses the need for pro-scientists to
  - relate any discussions on the internet to relevant research data.
  - follow up lively discussions on the internet with formal written reports.
  - avoid getting into heated discussions with non-scientists on the internet.
  - maintain the integrity and exposure of scientific viewpoints on the internet.

# A popular enlightenment

*Pro-science bloggers are doing a better job than scientists of defending reason*



Alternative medicine has never enjoyed such popularity and respect as it does today. Therapies once dubbed 'pseudoscience' or 'quackery' are now typically referred to as 'alternative', 'complementary' or 'holistic'. Practices that used to circulate on the fringes are now accepted as mainstream. But the rise of alternative medicine poses a problem for defenders of science. Many see the fight-back as a lost cause, but I cannot share this view because the factors that allow quackery to prosper can and are being harnessed for a counter-revolution in defence of science itself.

In the past, those exploring alternative lifestyles joined groups of like-minded people and subscribed to counter-cultural magazines. They now participate in online communities and surf the Internet, where they encounter alternative websites and blogs by the dozen, but also come across mainstream scientific viewpoints. In other words, the defence of science is also increasingly being undertaken by members of the public because the web has proved to be a crucial mobilising instrument for pro-science activists. Such defence was once conducted primarily by scholars; today the battle is often fought at an individual level via cut-and-thrust debate in blog postings. This social phenomenon of 'angry nerds' and 'guerrilla bloggers', dedicated to defending evidence-based medicine and challenging quackery, is important. Rather than relying on scientists to defend the boundaries of science, we are seeing a much more socially embedded struggle – a popular enlightenment project. Can such a project work? Reasserting goals of progress through reason and evidence is one thing, but whether it has any effect remains an open question. How easy is it to persuade people through factual corrections?

The answer seems to depend a great deal on the individual. For example, according to recent research, providing people who are ideologically committed to a

particular view with incongruent information can backfire by causing them to dig their heels in and support their original argument even more strongly. This problem is a general one. A substantial body of psychological research suggests that humans tend to seek out and evaluate information that reinforces their existing views. The digital revolution has exacerbated the problem because, as journalist Farhad Manjoo writes, you can now 'watch, listen to and read what you want, whenever you want; seek out and discuss, in exhaustive and insular detail, the kind of news that pleases you; and indulge your political, social or scientific theories ... among people who feel exactly the same way'.

I believe such pessimism goes too far, though. The boundary between mainstream and alternative knowledge may have become more permeable but the world has yet to enter what political scientist Michael Barkun of Syracuse University in New York calls 'complete epistemological pluralism'. The fact that quacks keep trying to get the imprimatur of science for their discredited ideas, by trying to publish their work in peer-reviewed journals, for example, speaks to the continued public prestige and power of science. Furthermore, their support base is far from fixed in stone. Some people are so committed to unorthodox views that they cannot be moved, but they are the exception. People motivated to explore the 'cultic milieu' – that fluid countercultural space in which alternative therapies and conspiracy theories flourish – are open to changing their minds.

In his seminal work on the cultic milieu, sociologist Colin Campbell of York University in the UK, stresses that it is not a space where firm opinions are held but rather a 'society of seekers' – people who 'do not necessarily cease seeking when a revealed truth is offered to them'. This creates the space for pro-science activists to compete for attention. When they do so, the internet becomes a tougher place for people to sequester themselves in a comfortable cocoon of the like-minded. This is good news for the enlightenment project. People may be biased in favour of interpretations that align with their prejudices but this does not mean that they just believe what they like. Faced with information of sufficient quantity or clarity, people do change their minds.

So the challenge for the pro-science movement is to keep an active and credible online presence. The web is an anarchic space where defence of science ranges from ridicule and banter to serious discussion about findings along with links to scientific articles and reports. It looks, in other words, like the space that used to be the preserve of the cultic milieu – but with greater informational depth. The weapons of science and reason are still very much in contention.

## Vocabulary development 2

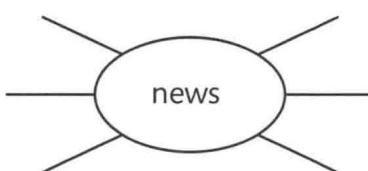
### Words connected with working together

- 1 Complete each sentence by choosing the correct option.

- 1 If space exploration is to move on in the twenty-first century, we need to think       and create bolder visions of a sustainable research station in space.  
 A beyond the pale    B outside the box  
 C in the open
- 2 Researchers from two reputable universities are       to work on the project.  
 A joining forces    B combining  
 C rooting together
- 3 The professional network website LinkedIn operates on the       that making contact with other professionals helps you broaden your horizons in the business world.  
 A foundation    B thought    C premise
- 4 The Open Science movement is a global       to make scientific data accessible to the general public, allowing more widespread involvement in scientific research.  
 A scheme    B process    C initiative
- 5 The CERN Institute is a shining example of successful international scientific      , with 20 European member countries conducting research into particle physics.  
 A collaboration    B combination  
 C collusion
- 6 In the 1980s, the United Nations Environment Programme       with the World Meteorological Organisation to identify and communicate the seriousness of the threat to the ozone layer.  
 A got in    B teamed up    C took up
- 7 Through the college's online student network, students can       resources to facilitate access to information and advice on anything from course work to finding a part-time job.  
 A join    B pool    C connect
- 8 All in all, the internet has managed to       barriers in several areas of research, by facilitating the sharing of information free from corporate restraints.  
 A break down    B bring out  
 C force through

### Compound words

- 2 Complete the spidergram with words that combine with *news* to form compound nouns. Add as many as you can think of.



- 3 Replace the words and phrases in bold with a compound word from the box.

*avant-garde   breakthrough   cutting-edge  
diehard   mind-boggling   mind-blowing*

- 1 The complexity of the computer data that appeared on the screen in front of me was **very confusing**.
- 2 Jenny's discovery marked a major **step forward** in genetic research.
- 3 The university's department of technology has contributed to a number of the **latest** technological developments.
- 4 Many of Leonardo Da Vinci's ideas were **extremely modern** for the time, and some people found them **shocking**.
- 5 There are still some **fierce** opponents to technological gadgets, who flatly refuse to use them, but they are becoming increasingly isolated.
- 6 The potential benefits to nuclear research of the Large Hadron Collider, the most complex scientific instrument ever built, are truly **amazing**.

### Words connected with ideas about the future

- 4 Complete the text with words from the box.

*alternative   bleak   blueprint   conceived  
generate   inject   innovative   inspiration  
realise   stagnating*

### The role of science fiction in technological innovation

Science fiction has often been cited as a source of (1)       for technological developments, and fine examples abound. Jules Verne (2)       the idea of submarines in *Twenty Thousand Leagues Under the Sea* and Neal Stephenson's 1992 novel *Snow Crash* helped Philip Rosedale (3)       his dream of creating the virtual community *Second Life*.

Yet Stephenson himself believes that the genre is currently (4)       and in need of a shake-up. He criticises contemporary science fiction writers for their tendency to paint a rather (5)       picture of the future. 'They need to (6)       some optimism into their stories,' he says, 'and come up with big visions that make sense, so that scientists can be inspired to build them into reality.' Science fiction should not only motivate young people to study science but at its best, it should provide scientists with a (7)       for an (8)       world, in which new technologies work, and illustrate how (9)       ideas can be applied to daily life. With this in mind, Stephenson has created *Project Hieroglyph*, an online platform for writers and innovators to exchange ideas, publish stories and (10)       discussion in the hope of inspiring a more positive vision of the future.

## Language development 2

► CB p. 66, GR pp. 178–179

### Modals: ability

- 1 Tick (✓) the correct sentences. Correct those which contain mistakes.

- 1 Students can access the internet from their room, as the halls of residence have Wi-Fi facilities.
- 2 You might not use your mobile phone here, as there's no signal.
- 3 May you lend me a flash drive?
- 4 We weren't able to access that website you told us about.
- 5 Gill may not help checking her emails every five minutes when she's supposed to be working on something.
- 6 Hey, Sal! I'm not able to find the earphones for my iPod. You haven't taken them, have you?
- 7 Anil couldn't resist buying the new smartphone that's just come onto the market.
- 8 I'd appreciate it if you can send me an email with all the relevant information.

### Modals: possibility and probability

- 2 Complete each sentence with the correct form of *can*, *could*, *should* or *might* and the verb in brackets. In some cases, more than one answer may be possible.

- 1 I \_\_\_\_\_ (buy) some new apps for my smartphone when I go into town today; I'll see what's available.
- 2 They \_\_\_\_\_ (receive) the survey report by now, as Karen told me she sent it through this morning.
- 3 We're surrounded by mountains here, so you \_\_\_\_\_ (not get) a signal for your phone.
- 4 Professor Daniels assured me she posted the notes from the seminar yesterday, so you \_\_\_\_\_ (have) no trouble accessing them.
- 5 When she sent the email, it \_\_\_\_\_ (be) that she forgot to copy you in on it.
- 6 Rosie \_\_\_\_\_ (be) a little absent-minded sometimes, so she \_\_\_\_\_ (forget) to attach the file to the email. It happens all the time!
- 7 It \_\_\_\_\_ (not be) Mike who posted that photo of you on Facebook™. He doesn't have an account any more.
- 8 At this time of day, Stephen has usually had his break, so he \_\_\_\_\_ (be) in the canteen.
- 9 The accident \_\_\_\_\_ (not happen) if he hadn't been feeling so tired after studying all night, but who knows?

- 3 Complete the text by circling the correct word or phrase from each pair in italics.

### Dispelling the myths about video games ...



Contrary to popular belief, playing video games (1) *can* / *will* be good for you. So let's lay some misconceptions to rest.

**Myth 1:** Computer games isolate people. With the development of online interactive games, people (2) *would* / *may* now play together, and chat via Skype or MSN. Location is no longer a barrier, so friends (3) *are able to* / *should* team up and play against other people from anywhere in the world. Through the games, people (4) *can* / *must* form new friendships, and (5) *should* / *are able to* maintain old ones with people who have moved away.

**Myth 2:** Individuals who play from a young age become socially inept. The reality is that many games involve problem-solving and strategy-planning through teamwork. A code of fair play also means that players (6) *may* / *couldn't* report someone who repeatedly breaks the rules. So, gamers (7) *would* / *are likely to* be well-adjusted.

**Myth 3:** Habitual gamers don't get enough exercise and (8) *are able to* / *can* become obese. While this (9) *may* / *would* be true of some people, it does not apply to everyone. A lot of gamers also play sport, or go to a gym. Someone who spends all their time reading books (10) *might* / *should* also become overweight, yet they are rarely criticised for it. As with any activity, there is a need for balance.

**Myth 4:** Video games with violent content fuel aggressive behaviour in real life. The same (11) *should* / *could* be said for TV cartoons such as *Tom and Jerry*, and gory stories such as Shakespeare's *Macbeth*, not to mention most of Greek mythology. Video games (12) *are not likely to* / *are no more likely to* trigger violent acts than any of these forms of entertainment.

So, suppressed gamers, take heart!

### Modals: deduction

- 4 Rewrite each sentence with *must*, *can't* or *couldn't* so that it means the same as the first sentence. Make any other changes that are necessary.

- 1 The only possible explanation is that I deleted the file by mistake.
- 2 The figures don't add up, so that answer isn't possible.
- 3 Your email isn't anywhere in my inbox, so in all likelihood it's in my spam folder.
- 4 Charlie's on holiday in the Bahamas, so it definitely wasn't him you saw at the conference.
- 5 Your contribution was instrumental in helping us make the breakthrough. Without you, we'd still be struggling to find a solution.
- 6 I'm certain it was Christine I saw secretly copying the project files onto a memory stick.

## Use of English (Paper 1 Part 4)

## Key word transformations

## EXPERT STRATEGY

Don't forget that you must not change the key word in any way. You also have to include all the information from the first sentence in your answer, so check that nothing has been left out.

## HELP

- Q2 The phrase you need includes the word *mind*.
- Q6 You need to use the phrase *a clear distinction* as part of your answer.
- Q7 Use *in* + gerund after *alone*.
- Q8 You need to use a collocation with *make* that means 'decide'.
- Q10 You need to use the word *never*.

## EXPERT LANGUAGE

Look back at the sentences. Find examples of single words which are compound nouns.

- 1 Look at the key word. How can this word be used to make the second sentence mean the same as the first sentence?
- 2 Now answer Questions 1–10, using the Help clues if necessary.

For questions 1 – 10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

- 1 Simon's friends persuaded him to buy the latest smartphone.  
**talked**  
It was \_\_\_\_\_ the latest smartphone.
- 2 It never occurred to me that I might be able to fix the computer myself.  
**crossed**  
The idea that I might be capable \_\_\_\_\_ mind.
- 3 According to rumours, the company is about to make a big technological breakthrough.  
**verge**  
The company is \_\_\_\_\_ making a big technological breakthrough.
- 4 When buying a laptop, the choice of software package is left to the customer.  
**up**  
It is \_\_\_\_\_ the software package when buying a laptop.
- 5 The new laboratory is unlikely to be ready for the start of the new term.  
**chances**  
The \_\_\_\_\_ the start of the new term are slim.
- 6 The lecturer was pointing out clearly that science and technology were different things.  
**drawing**  
The lecturer \_\_\_\_\_ between science and technology.
- 7 Peter wasn't the only person who found the blogger's comments offensive.  
**alone**  
Peter \_\_\_\_\_ offence at the blogger's comments.
- 8 Sally really should have come to a decision about her future career before now.  
**mind**  
It's high \_\_\_\_\_ about her future career.
- 9 People can only access the database if they have a password.  
**restricted**  
Access \_\_\_\_\_ password holders.
- 10 Dennis could play computer games all day long.  
**tires**  
Dennis \_\_\_\_\_ computer games.

## Writing: report (Paper 2 Part 2)

► CB pp. 62 and 68–69, WR p. 198 and p.200

### EXPERT STRATEGY

To write a report, use the question to help you organise your paragraphs. There is no underlining in actual exam questions. So, underline the key points you need to address and use these to help you form your paragraph headings. Keep headings to two to three words.

### Analysing the task

- 1 Read the exam task below and think about the following questions.
  - a Who is your target reader?
  - b What register will you use?
  - c What information should you include in your report?
  - d What recommendations can you make?

Your tutor has asked you to write a report on the benefits and drawbacks of your college website. You should consider the visual appeal of the website, the quality and relevance of news and information it provides to students, and how easy it is for students to find what they are looking for. Make recommendations for improvement.

Write your answer in 280 – 320 words.

### Developing ideas

- 2 Consider a college website you use, or know of. If possible, look at it critically and add to the following notes.
  - 1 **Visual appeal:** use of colour, artwork and photographs  
Good points: Home page visually attractive, photos and bright colours  
Weak points: little colour or interesting artwork on other pages of the website
  - 2 **Quality and relevance of information:** news, events, advice, useful information about college services, etc.  
Good points: Useful help page for new students, advice on student finance  
Weak points: information pages rather wordy, with long sections of text, difficult to read. No personal student stories
  - 3 **Ease of navigation:** how easy is it to access specific pages or information?  
Good points:  
Weak points:

- 3a** Complete these sentences using information from your notes in Exercise 2.

- 1 Generally speaking, the home page of the website ...
- 2 A major drawback, however, is that ...
- 3 One particularly positive aspect of the site is that it offers ...
- 4 Furthermore, there is a really useful section on ...
- 5 Nevertheless, the information pages are in need of improvement, due to the fact that ...
- 6 Another area which needs improvement is ...

- b** Add to the sentences you wrote in Exercise 3a to create the three paragraphs that will form the main body of your report. Use the headings (1–3) from Exercise 2 or create your own.

### Making recommendations

- 4 Your final paragraph should include recommendations for improvement. Complete these sentences to create an opening for your final paragraph.

- 1 In light of the observations made above, it would be a good idea to ....
- 2 Those responsible for the website could do a number of things to improve its appeal ....
- 3 In view of the observations made above, there are several things that could be done to ....

### Writing task

- 5 Now do the task in Exercise 1.

