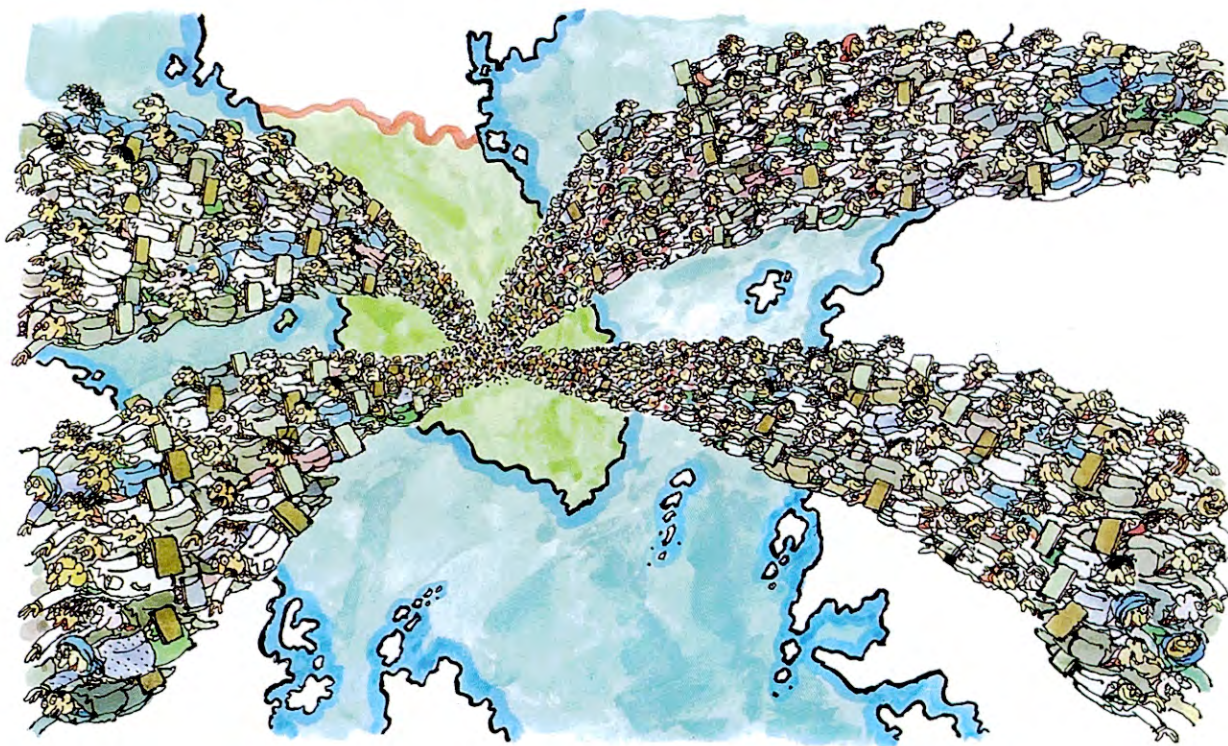


**TASK 1** Using adverbs  
Using adverbs to evaluate data  
Avoiding irrelevance

**TASK 2** Discussing other people's opinions  
Hypothesizing

## Task 1 Using adverbs

1 Describe the cartoon and think about the meaning.



2 Read these conflicting views about scientists moving to rich countries. Answer questions a–c.

The 'brain drain' of skilled workers like scientists and technicians to rich economies is morally wrong.

People should have greater freedom to work where they want. Surely, it's a personal matter.

- Which view do you most agree with?
- Is this 'brain drain' a new phenomenon, or has it been around for a long time?
- Should something be done about the situation or is it unstoppable?

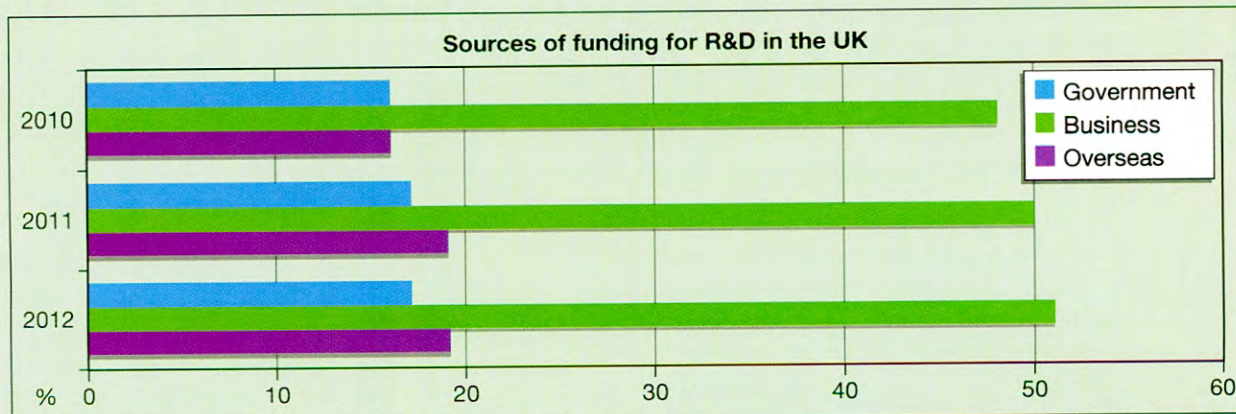


### 3 Read the Task 1 question below. Answer questions a–e.

#### Task 1

The chart shows sources of funding for research and development (R&D) in the UK from 2010 to 2012. The table below shows the percentage of national income spent on R&D for a range of countries.

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



**Proportion of national income allocated to R&D (2012)**

UK	USA	Germany	France	Italy	Japan	EU average
1.82%	2.75%	2.4%	2.3%	1.1%	2.9%	1.81%

- What general trend can you see in the chart?
- What general pattern can you see in the table?
- Which is clearly the main source of funding in the bar chart?
- Which piece of data in the table can you use as a standard for comparison?
- Which pieces of information in the table are significant?

### 4 Complete the text below with verbs from the box. The first one has been done for you.

rose ■ contributed (x 2) ■ was ■ overtook ■ was spent ■ is shown ■ came ■ shows

#### Technique

Use adverbs to describe adjectives and verbs. They help to make your answer clearer. Record useful collocations with verb-adverb and adverb-adjective.

The chart 1 shows information about the main sources of funding for scientific research and development (R&D) in the UK. The proportion of national income spent on R&D by country 2 \_\_\_\_\_ in the table.

Between 2010 and 2012, the amount of funding allocated from each source 3 \_\_\_\_\_ very slightly. Approximately half of all investment throughout the period 4 \_\_\_\_\_ from business, while the government consistently 5 \_\_\_\_\_ around seventeen per cent. It is also noticeable that in 2010 overseas spending on R&D in the UK was comparable to the government's, at around 17 per cent. But for the last two years it 6 \_\_\_\_\_ government spending in this area.

As regards the proportion of national income allocated to R&D, the highest percentage (2.9 per cent) 7 \_\_\_\_\_ by Japan, followed closely by the USA (2.75 per cent). By contrast, Italy 8 \_\_\_\_\_ the smallest amount of national income to R&D, only 1.1 per cent, significantly below the EU average of 1.81 per cent.

It is worth noting that, although the UK's spending on R&D 9 \_\_\_\_\_ above the EU average in 2012, it is considerably behind other close trading partners France and Germany.



**5** Find examples of adverbs ending in *-ly* used in the text in exercise 4.

**6** Choose the most suitable adverb in sentences a–h.

*Examples*

The trend for other countries was *completely/well* different.

Government investment rose *significantly/highly*.

- a The government's spending for the past year was *significantly/well* higher than before.
- b Women have been *consistently/deeply* under-represented in science jobs.
- c Workers in *highly/lowly/considerably* paid jobs are generally healthier.
- d The company's sales are *slightly/much* behind its competitors.
- e Sales were *marginally/deeply* up on the previous quarter.
- f Investment in the arts rose quite *considerably/slightly/seriously*.
- g *Slightly/Approximately/Well* half the spending was from the private sector.
- h The income for the arts centre was *substantially/much/highly* down on the previous year.

**7** Match the adverbs a–g below with their opposites 1–7.

- |                 |                |
|-----------------|----------------|
| a well          | 1 rapidly      |
| b marginally    | 2 slightly     |
| c approximately | 3 exactly      |
| d constantly    | 4 badly        |
| e slowly        | 5 considerably |
| f significantly | 6 partially    |
| g completely    | 7 erratically  |

**Using adverbs to evaluate data**

**1** Look again at the text in exercise 4 on page 55. Which phrases are used to introduce sentences instead of *noticeably*?

**2** Rewrite each sentence a–g using an adverb or starting with *It*.

*Example*

*Clearly*, the trend is upward.

*It is clear that* the trend is upward.

- a It is significant that the number of scientists per head of population has declined in recent years.

\_\_\_\_\_

- b Obviously, the sales failed to recover.

It \_\_\_\_\_

- c It is probable that numbers will continue to fall over the period.

\_\_\_\_\_

- d Clearly, there were skill shortages in the chemical industry.

It \_\_\_\_\_

- e Evidently, investment needs to be increased.

It \_\_\_\_\_

- f Noticeably, the pattern for investment in the arts is the reverse.

It \_\_\_\_\_

- g More importantly, the cost of plasma screens is set to fall.

It \_\_\_\_\_

**3** Different adverbs can be put in different places in sentences. Which sentences a–d are possible?

- a *Considerably*, sales fell.
- b Sales fell *considerably*.
- c *Clearly*, the trend was downward.
- d The trend was *clearly* downward.

**4** Put the adverb in brackets in the correct place in the sentence. Some can be used in more than one place.

- a The number of science graduates fell. (significantly)
- b The number of technical staff in hospitals is falling. (evidently)
- c The cost of training scientists is increasing year by year. (noticeably)
- d Investment in capital equipment like specialist machinery is down on last year. (considerably)
- e Sales of new televisions soared before the World Cup. (clearly)
- f The trend is now upward. (obviously)

**5** Write your own sentences about the data in exercise 3 on page 55.

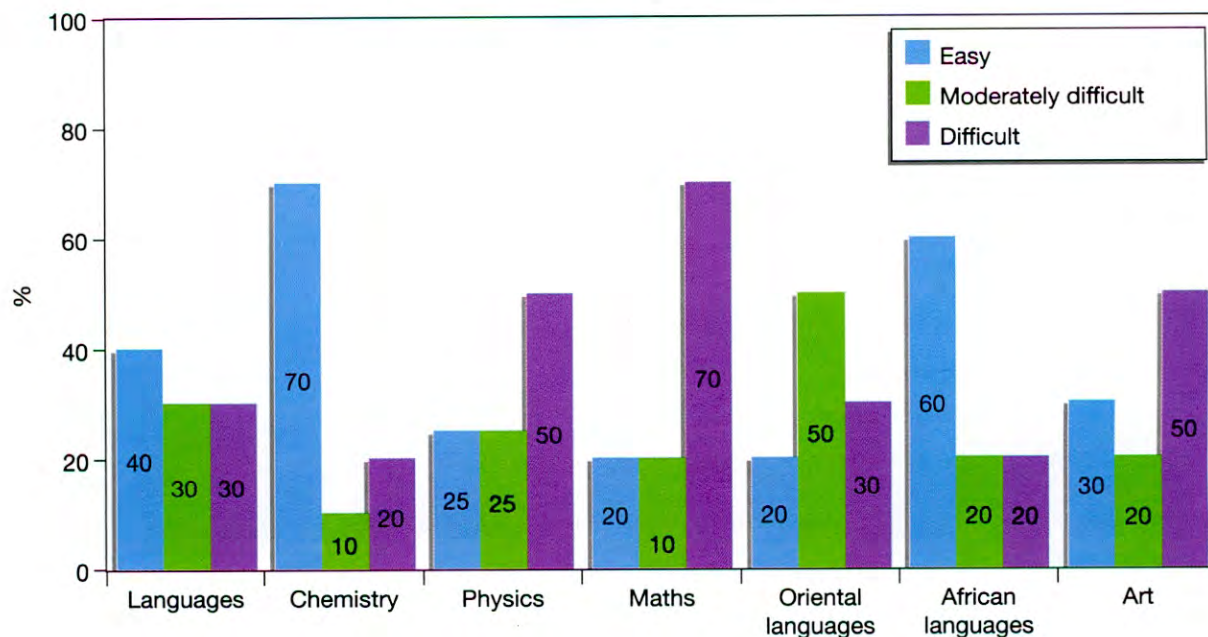
- a Describe the bar chart, using *marginally*, *approximately* and *slowly*.
- b Describe the table, using *considerably*, *evidently*, *noticeably* and *slightly*.

### Technique

Use at least one adverb or adverbial phrase as an overview to help you evaluate the data. Put adverbs which comment on the whole idea at the beginning of the sentence. Put adverbs which only modify the verb before the main verb or after the verb to be.

### Avoiding irrelevance

**1** Look at the chart below which shows how students on all courses at an Australian university viewed different subjects on a scale of easy to difficult. Answer questions a–f.



- a Whose opinions does the chart show?
- b How many subjects does the chart show?
- c Which subject was rated as 'difficult' by the highest percentage of students?
- d Which other subjects were judged 'difficult' or 'moderately difficult' by over 70 per cent of students?
- e Which subject was rated as 'easy' by the highest percentage of students?
- f Is there a clear correspondence between the type of subject and whether it was rated as easy or difficult? Give examples to show why/why not.



- 2** Decide whether the statements a–f are relevant or irrelevant, and explain why. Irrelevant statements may contain an unnecessary opinion, too much data or unnecessary speculation.
- a** The subject which was rated as difficult by the highest percentage of students (70 per cent) was mathematics, mainly because I think it is complex for many students.
  - b** By contrast, the subject which was most often judged as easy was chemistry.
  - c** The chart shows the opinions of Australian students on whether different subjects were easy or difficult.
  - d** African languages were seen as easy, which is somewhat surprising when you consider the range of languages in Africa.
  - e** Oriental languages were ranked as easy by only about 20 per cent.
  - f** The Y axis shows the percentages, and the bars contain the numbers about the legend at the bottom.
- 3** Describe the chart in exercise 1 in your own words.

### Technique

Do not speculate or give opinions when you describe data. Avoid going into too much detail.

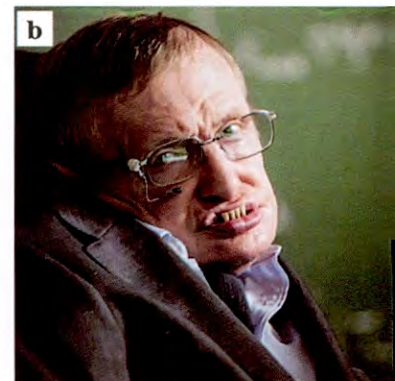
## Task 2 Discussing other people's opinions

- 1** Identify the people in the pictures.
- 2** Complete the list below with a famous artist and scientist from your country. Then answer the questions.

Leonardo da Vinci  
 Albert Einstein  
 Sir Isaac Newton  
 Nicolaus Copernicus

- a** Are the people in the list famous in your country?
- b** What do you know about them?
- c** What benefit do artists and scientists bring to society?
- d** Do artists and scientists in your society have a high or low status?

- 3** Read the Task 2 question below and say which part of the question relates to:
- a** People's opinions about the arts.
  - b** People's opinions about sciences.
  - c** Your own opinion.



*Some people believe that the arts should receive money from government and big companies. Others feel such spending is a luxury and that it would be better if it were invested in scientific projects.*

*Discuss both views and give your own opinion. Provide reasons for your answer and include any relevant examples from your own knowledge or experience.*



#### 4 Complete the paragraph with sentences a–c.

- a So supporters of arts groups feel that the company's travel and accommodation costs ought to receive more money.
- b Touring theatre groups or dance companies are a case in point.
- c Many people feel strongly that arts projects like exhibitions of photography, sculpture or paintings should be helped financially by government and big companies.

1 \_\_\_\_\_ They argue that such projects enrich people's lives, often simply because they are new and show a different way of doing things. 2 \_\_\_\_\_ National companies, for example, can take plays to provincial areas that don't have their own facilities. This, however, requires considerable amounts of money. 3 \_\_\_\_\_ If this were done by the government and commercial organizations donated funds, then the arts could be brought to a wider public.

#### 5 Which sentences are used in exercise 4 to indicate someone else's opinion?

#### 6 Match the statements a–h with the best explanations 1–8.

*Example a 4*

- a Amateur arts groups should be given financial support.
  - b The wealth of a nation is connected with scientific development.
  - c Science is now playing a more important role in our lives than in the past.
  - d The work of artists should be censored.
  - e Scientists should have some involvement with artists, and vice versa.
  - f Science is dull and boring.
  - g Many scientific experiments are dangerous to society.
  - h The work of scientists should not be tightly regulated by society.
- 1 Modern economies cannot advance without a strong scientific base.
  - 2 Bringing these two groups together would be better for society as a whole.
  - 3 It has an effect on everything we do from eating to travelling.
  - 4 Such groups help to develop talent and bring people together.
  - 5 Certain works of art that are produced are offensive and should be banned.
  - 6 By limiting scientific work, we might stop certain beneficial developments.
  - 7 There are many examples where serious mistakes have been made.
  - 8 Spending time alone in laboratories without much human contact is not very interesting.

#### 7 Read the example and then join your answers in exercise 6 using the phrases in the list below or similar phrases.

*Example*

*Some people think* that amateur arts groups should be given financial support.

*They argue that* such groups help to develop talent and bring people together.

It is argued by some people that  
Yet others believe that  
Many people think that  
A commonly held belief is that  
Some people feel that

They claim that  
They feel that  
They maintain that  
They argue that

*Note* You can also contradict the opinion: Some people think that amateur arts groups should be given financial support. *However*, I feel that ...



#### Technique

Give opinions of others in order to support your opinion and also to introduce an opinion you want to contradict later.



- 8 Use the expressions in the box below to develop the explanations in exercise 6.

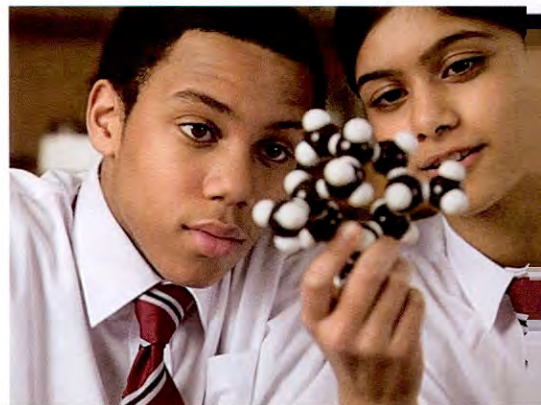
**Example**

*They argue that* such groups help to develop talent and bring people together. *A good example here is* where a young artist joins a local group and progresses on to TV work.

For example, ■ For instance, ■ A case in point is/are ... which  
A very good example here is ■ Take ... , for example. It/They

## Hypothesizing

- 1 Match the sentence halves a–e with the endings 1–5.
- a Personally, I would argue that science need not be
  - b However, it could possibly be a requirement for the first two or three years,
  - c During this time, children can do exciting experiments,
  - d If trips to places of scientific interest are also arranged,
  - e Above all, I think it is better for science classes to be optional
- 1 this might motivate some children to take up a science subject.
  - 2 obligatory at this level.
  - 3 because not all pupils are good at such subjects.
  - 4 like making basic chemical compounds or collecting plants.
  - 5 as it would give pupils a taster.



- 2 The sentences in exercise 1 form a paragraph. Why has the writer chosen to use words such as *would*, *could* and *might*? Which sentence asks the reader to imagine a situation and its consequence?

- 3 The linking devices *if*, *providing*, *provided*, *as long as* and *unless* can all be used to hypothesize. Read the example. Then rewrite sentences a–d using the linking device given.

**Example**

A nation should nurture the talents of its people. It will then reap many benefits.

*If a nation nurtures the talents of its people, it will reap many benefits.*

- a Without being encouraged by parents and teachers, aspiring musicians will not develop.  
Unless \_\_\_\_\_
- b Science may one day stop the ageing process in humans, but will this benefit mankind?  
If \_\_\_\_\_
- c If there is no effort made to keep traditional farming methods alive, they will disappear.  
Unless \_\_\_\_\_
- d If innovation is encouraged, many new jobs will be created.  
As long as \_\_\_\_\_

- 4 Complete the following sentences using your own ideas.

- a Provided parents have an interest in music, \_\_\_\_\_
- b If government support for arts projects is not available, \_\_\_\_\_
- c Unless entrance to museums and art galleries is free, \_\_\_\_\_
- d Providing young scientists are given the right opportunities, \_\_\_\_\_

### Technique

Use linking phrases like *if* and *unless* in your answers to Task 2 questions in order to hypothesize about effects.



## Practice Test 7

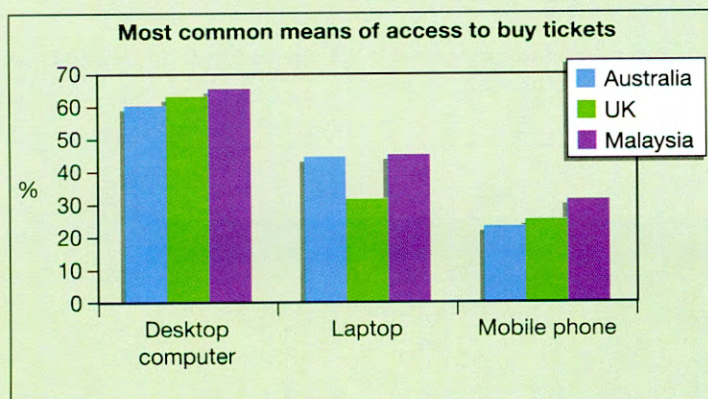
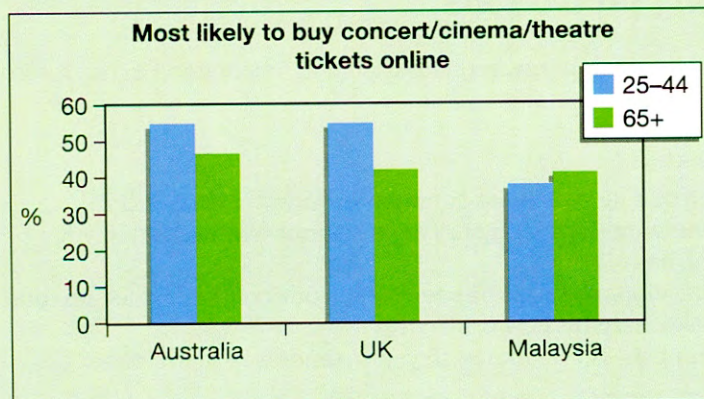
### Task 1

You should spend about 20 minutes on this task.

The charts below show how selected age groups bought concert, cinema and theatre tickets online over the first three months of 2013 in three countries and how the Internet was accessed.

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

Write at least 150 words.



#### Task 1 Checklist

- 1 Paraphrase the rubric for both charts.
- 2 Write an overview for the first chart beginning with an adverb or adverbial phrase like *Clearly* or *It is clear that*.
- 3 Support the overview by adding specific details to form a paragraph.
- 4 Do the same for the second chart to form another paragraph.
- 5 Summarize the two charts in one or two sentences beginning with an adverbial phrase.

### Task 2

You should spend about 40 minutes on this task. Write about the following topic:

**The money spent on space research has brought enormous benefits to mankind, but it could be more usefully applied. To what extent do you agree or disagree?**

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

Write at least 250 words.