

Stage

A

Task 1

Formality in academic writing

- 1.1 1. b 2. a 3. a
- 1.2 1a. 1a 1b. 2b 1c. 3b
2a. people/their 2b. there are

1.3

Beijing, the capital city of China, **is located** in the north-east of the country. **There are** many new offices, factories and shops. The cities are polluted because **people** use **their** cars to go to work every day. **There are not** many trees, and some rivers do not have clear water. Air and water pollution is becoming more serious.

Diet is also changing. **People** are wealthier than a generation ago, and **they** now always have enough to eat. **They** also understand more about which food is healthy, which means **they** eat more fish and chicken and less red meat than before. **There are** more supermarkets now, so food shopping is easier.

1.4

Subject	Verb	
The supermarket	is	closed.
Orangutans	are	intelligent animals.
They	walk	slowly.
She	studies	every day.

Task 2

Using the present simple to describe permanent events

- 2.1 2. a 3. b 4. a 5. a
- 2.2 2. does not reach 3. have 4. are 5. have 6. understand 7. do not eat

Task 3 Present simple tense – form

3.1

Positive statements				
Subject			Verb	
Students			learn	English.
He/She			learns	English.
Negative statements				
Subject	Auxiliary verb	not	Bare infinitive	
Students	do	not	learn	Science.
He/She	does	not	learn	Science.
Questions				
Auxiliary verb	Subject		Bare infinitive	
Do	the students		learn	English?
Does	he/she		learn	English?

- 3.2
2. The university library opens on Sundays.
 3. Do many students go home in the holidays?
 4. The government does not usually pay for childcare.
 5. The committee discusses new projects every month.
 6. Do shoppers spend more money in summer?
 7. International students do not like English food.

3.3

Positive statements			
Subject	Verb		
Students	are		young.
He/She	is		young.
Negative statements			
Subject	Verb	not	
Students	are	not	young.
He/She	is	not	young.
Questions			
Verb	Subject		
Are	the students		young?
Is	he/she		young?

- 3.4
2. Are they interested in English?
 3. Developing countries depend on aid from charities.
 4. Dubai has many cinemas.
 5. The population of Tokyo is high.
 6. Many people in Oman speak English.
 7. Do students cook for themselves every day?
 8. People do not seem to be interested.
 9. IT skills not only benefit children but adults too.
 10. Nowadays, developing countries need help from developed countries.
 11. Accidents happen frequently on this road.
 12. Most animals die if there is insufficient water.

Task 4 Using plural nouns to describe situations in general

4.1

A wide gap still exists between **women and men**. For example, job **opportunities** for **women** are fewer. **Employers claim** that if **women have** enough ability, **they** will get **jobs**. However, statistics show this is not true. The government should prosecute **employers** who **do** not follow the equal opportunities law.

There are many benefits to travel. When **travellers visit new countries**, **they find** many interesting differences such as **houses, shops** and **religious buildings**. Travel is also good for practising **foreign languages** and understanding more about **different cultures**. It also broadens **people's** minds.

Task 5 Using *there is/there are* to present new information

- 5.1
2. In China, there are many different types of food.
 3. In Qatar, there are many new buildings.
 4. At university, there are three problems.
 5. In London, there is a lot of pollution.
 6. In the UK, there are many elderly people who live alone.
 7. There is a famous underground system called 'the Metro' in Paris.
 8. In the city centre, there is an area where cars and buses cannot go.
 9. There are many universities in China.
 10. There are many reasons why international students want to study in an English-speaking university.
- 5.2
2. There are
 3. There is
 4. There are
 5. There is

Task 1

Quantity expressions – people and things

- 1.1 2. Most people in the UK have a television.
 3. Most people in Europe study English at school.
 4. Nearly everyone at university is worried about money.
- 1.2 2. have 3. feels 4. do not like 5. do not eat 6. think 7. are 8. are
- 1.3 2. arrive 3. have 4. arrive 5. are
- 1.4 2. **A few** students cook together.
 3. The way of life for **the majority of** people in Oman is farming, the oil industry and coconut planting.
 4. **Many** people in Oman are under the age of 15.
 5. **Most** people in Oman speak Arabic.
 6. China has **many** farmers.
 7. People in Taiwan **are** Han Chinese.
 8. Nearly everybody in the UAE **owns** a mobile phone.
 9. **Few** farmers in Eritrea own cars because they are so expensive.
 10. **Many people** in Qatar come from other countries.
- 1.5 1. It is an uncountable noun.
 2. It is a countable noun.

1.6

Noun	C	U
accommodation		✓
advice		✓
air		✓
behaviour		✓
book	✓	
computer	✓	
damage		✓
equipment		✓
essay	✓	
evidence		✓
food		✓
help		✓

Noun	C	U
homework		✓
information		✓
language	✓	
machinery		✓
meat		✓
minute	✓	
money		✓
news		✓
oil		✓
paper		✓
permission		✓
petrol		✓
pollution		✓
problem	✓	
progress		✓
question	✓	
research		✓
solution	✓	
student	✓	
time		✓
traffic		✓

1.7 2. behaviour 3. Paper was 4. Accommodation is 5. information 6. requires much research
7. was 8. is 9. some advice 10. much homework

1.8 2. time 3. research 4. books 5. pollution / traffic 6. money 7. evidence

1.9 2. much 3. any 4. a, some / many 5. some 6. any

1.10

Saudi Arabia has a population of 2 million. Nearly everyone there speaks Arabic, and a few people speak English. It is very family-oriented, and the majority of people live with their families. Jeddah is the second city of Saudi Arabia. In Jeddah, the summer is very hot and dry, and there is much pollution.

- 1.11
2. Solar power does not cause damage to the environment.
 3. The students require information about this topic.
 4. Scientific research seems to prove that poverty is an important factor.
 5. The Careers Service Unit at the university gives help to both British and international students.
 6. The government should give advice to young unemployed people.
 7. This essay will discuss progress in medical science.
 8. The children's behaviour is unacceptable.
 9. Other types of energy, such as wind power or wave power, should replace oil in the future.
 10. The department uses some very expensive equipment for the experiment.

Task 2 Using the present continuous

- 2.1 1. a 2. b 3. Perhaps *you* would prefer to live in Deansfield – a place which is dynamic and full of exciting prospects!

2.2 At the moment

- 2.3
1. Currently the Hyundai company is manufacturing more cars than before.
 2. People are becoming more interested in healthy eating nowadays.
 4. Mobile phone sales are growing at the moment.

2.4

Subject	Auxiliary verb		Bare infinitive + <i>-ing</i> (present participle)	
Positive statements				
Students	are		studying	English.
He/She	is		studying	English.
Negative statements				
Students	are	not	studying	Science.
He/She	is	not	studying	Science.
Questions				
Auxiliary verb	Subject		Bare infinitive + <i>-ing</i>	
Are	the students		studying	Science?
Is	he/she		studying	Science?

- 2.5 Choose from:
- Foreign investment and tourism are also increasing.
 - People are coming on holiday to Bindeen.
 - 8.2% of adults are now working in the tourist industry.
 - The cost of housing is increasing.
 - Many people are working longer hours.
 - Many people are spending more time travelling to work.

- 2.6 2. are becoming 3. are learning 4. are increasing 5. are teaching
6. are currently planning 7. are going
- 2.7 1. is becoming 2. choose 3. pay 4. shines, absorb
5. does not, build 6. is discouraging 7. has 8. do not grow
9. is increasing 10. is 11. drive

Stage

C

Task 1 Understanding clause structures

- 1.1 2. The economy is slowing down, so people are worried about their jobs.
3. Scientists do not completely understand why people sleep.
4. The students are studying hard for their exams.
5. Soil, air and water are all essential for daily life.
6. Running sometimes damages people's knees.
7. Some children play too many computer games, but their parents do not stop them.
Sentences 2 and 7 are not simple.

Task 2 The subject

- 2.1 b. Question: Which people usually feel relaxed?
Headword: people
Extra information: on holiday
d. Question: Which men sometimes drive badly?
Headword: men
Extra information: young
- 2.2 2. The library resources are excellent.
Question: Which resources are excellent? Answer: the *library* resources.
3. Students in the UK usually want to find a good job at the end of their course.
Question: Which students usually want to find a good job at the end of their course?
Answer: students *in the UK*.
4. The Sierra Leone government does not pay for children's education.
Question: Which government does not pay for children's education? Answer: the *Sierra Leone* government.
5. Sometimes, local people are not welcoming to immigrants.
Question: Which people are not very welcoming to immigrants? Answer: *local* people.
6. Heavy smoking is bad for people's health.
Question: Which (type of) smoking is bad for people's health? Answer: *heavy* smoking.
7. The people in Kang do not have hot water.
Question: Which people do not have hot water? Answer: the people in *Kang*.

Task 3 Analyzing the object

- 3.1 2. ^S Some criminals ^V sell ^O drugs.
Question: What do some criminals sell? Answer: drugs
3. ^S Many young people ^V like ^O computer games.
Question: What do many young people like? Answer: computer games
4. ^S The hospital ^V does not need ^O more administrators.
Question: What does the hospital not need? Answer: more administrators
5. ^S Playing football ^V improves ^O fitness levels.
Question: What does playing football improve? Answer: fitness levels
6. ^S Students ^V often download ^O journal articles.
Question: What do students download nowadays? Answer: journal articles

- 3.2 2. ^S Many young people ^V like ^O computer games.
Question: Which games do many young people like? Answer: computer games.
4. ^S The report ^V gives ^O simple solutions.
Question: Which solutions does the report give? Answer: simple solutions.
5. ^S Some criminals ^V sell ^O hard drugs.
Question: Which drugs do criminals sell? Answer: hard drugs.
6. ^S Students ^V always submit ^O written homework.
Question: Which homework do students always submit? Answer: written homework.
7. ^S Nowadays, more people ^V are driving ^O electric cars.
Question: Which cars are more people driving? Answer: electric cars.
8. ^S Playing football ^V improves ^O fitness levels.
Question: Which levels does football improve? Answer: fitness levels.

Task 4 Identifying and analyzing the complement

- 4.1 2. ^S The company ^V is developing ^O (new products).
3. ^S Mr Smith ^V is fast becoming ^C (a good leader).
4. ^S One of the reasons for climate change ^V is ^C (human activity).
5. ^S The charity ^V is using ^O (the money) wisely.
6. ^S The government ^V is changing ^O (the tax laws).

7. Internet crime ^S ^V ^C is (a serious problem in many countries.)

8. A 'hotspot' ^S ^V ^C is (a small area of intense activity within a bigger area of calm.)

- 4.2
2. new products
 3. a good leader
 4. One of the reasons for climate change is human activity
 5. -
 6. tax laws
 7. Internet crime / a serious problem
 8. A hotspot / a small area of intense activity within a bigger area of calm

Task 5 Review

5.1

At the moment, many people **move** from the countryside to Riyadh, the capital city of Saudi Arabia. It is generally true that people who move there never **return** to their hometown because **they** find everything easier in the city. The reason why people move is to improve their **lives**. They want better **schools** for their **children** or **jobs** for **themselves**. In addition, the government provides practical **help** to migrants, so this **encourages** even more people to move to the city.

There **are** many **facilities** in Riyadh: **universities**, modern markets, ministries, and embassies. However, Riyadh is **becoming** overcrowded nowadays and the city **is suffering** from **traffic** congestion and environmental **pollution**. The government **is** currently **trying** to solve the problem by providing more **services** in other towns and cities in Saudi Arabia.

5.2

Is it better to help developing countries to help themselves than to give them money, food and machinery?

Across the world, there **are** many developing nations which **depend** on developed countries. This essay will show how to help developing **countries** in a better way than by simply giving them **food**, money and machinery.

Firstly, **there is education**. **Many** industrialized countries offer **scholarships** for people in developing countries. **Scholarships** in **subjects** such as Engineering, Maths, Medicine and Computer Science are important as they enable **students** to improve life for themselves and for **their countries**. **Hospitals**, for example, need well-trained staff. So, if developing **countries** receive help to send a few **students** abroad every year to medical college, **their** healthcare service will improve.

Secondly, there **are** also some **organizations** nowadays which try to help developing countries through trade. The Fairtrade Foundation, for example, **always works** to help farmers and workers in developing countries. It **asks** companies to pay sustainable prices which must never fall lower than the market price. Divine Chocolate Ltd is one company which **promotes** fair trade. Cocoa farmers in Africa both **sell** their cocoa to Divine and **own** 45% of the Divine company.

Finally, there is the question of providing advanced **machinery** to developing countries. This may not be a good idea if local people **do** not know how to repair the equipment, if it **breaks** down. In this case, local people **lose** a lot of money while they wait for **engineers** to come from abroad and complete the repair. A better solution is to train local **people** to make their own machines using local sustainable resources.

In conclusion, it is best to help developing countries improve **themselves**. Other countries can offer help in many ways, such as by granting **scholarships**, training local people and promoting fairtrade **organizations**. These initiatives are more helpful than simply donating money, food or machinery.

- 5.3
1. At the moment, society is changing fast.
 2. Factories regularly release greenhouse gases.
 3. In Saudi Arabia, there are oil companies which offer well-paid jobs.
 4. Students often spend too much time surfing the Internet. (*spend* + gerund)
 5. China has the biggest population in the world.
 6. Currently, the quality of education is not improving.
 7. Nearly everyone in Qatar speaks Arabic.
 8. The majority of shops depend on advertisements to sell their products.
 9. Many teenagers do not like studying hard. (*like* + gerund)

5.4

1. At the moment, the government is encouraging businesses to give money to build new universities. However, there are not enough jobs for new graduates even now.

2. More young people are currently applying for university so that they can get better jobs.

3. The government always sets the salary according to the level of applicants' qualifications.

4. There is much pollution in China. Most air pollution comes from car fumes and from factories. The majority of cities have this problem.

Unit 1 Self-check

1. b 2. b 3. c 4. c 5. a 6. b 7. b 8. a 9. c 10. b

2 Information flow within a text

Stage

A

Task 1 Introduction to simple noun phrases

1.1 All nouns

Task 2 Information flow – Patterns of 'old' information to 'new' information

2.1

Discuss the reasons why people choose to live in Reading.

Reading is a large town in south-east England. It is located about halfway between London and Oxford, with a population of 147,300. Most inhabitants were born in the town, but a significant minority have relocated there for personal reasons. One reason is the wish to improve the quality of life. This includes issues such as finding a new job or moving closer to friends and family.

2.2

There are good leisure facilities in Reading. It has a library, many places of worship, a theatre, a concert hall, an art gallery, a museum, two cinemas, a football stadium, and many restaurants. These facilities mean that local people of all ages have places to go. Another attraction is the Oracle shopping centre. Its development has boosted the local economy.

Single noun	Determiner + noun	Pronoun
	These facilities Another attraction Its development	It

2.3

Discuss the reasons why people choose to live in Reading.

Reading is a large town in south-east England. It is located about halfway between London and Oxford, with a population of 147,300. Most inhabitants were born in the town, but a significant minority have relocated there for personal reasons. The most common reason is the wish to improve the quality of life. This includes issues such as finding a new job or moving closer to friends and family.

Since Reading is only 25 minutes away from central London by train, many residents travel to and from their work in the capital city from Mondays to Fridays. These commuters choose Reading because house prices are cheaper than in London, and there are better leisure opportunities for families. There are parks and pools in the town and the countryside is only a short car drive away. Shopping is also a growing attraction. The number of retail outlets has increased by one third since the opening of the 'Oracle', a new shopping complex, in 1999. The town also has a library, many places of worship, a theatre, a concert hall, an art gallery, a museum, two cinemas, a football stadium and many restaurants. These facilities mean that local people of all ages have places to go.

Many people also come to Reading to study at a language school or at the university. They may choose Reading because their course has a particularly good reputation. Alternatively, the reasons may be more practical. Transport is efficient; there is easy access to London and Heathrow Airport. Accommodation is fairly easy to find and cheaper than London. Job opportunities are also good. Many students take up part-time work, even if English is not their first language.

Single noun	Determiner + noun	Pronoun
Reading	These commuters	They
parks and pools	The town	
Shopping	These facilities	
Transport	the reasons	
	Many students	

2.4	Type of link	Noun phrase
	a.	parks and pools; Shopping;
	b.	The town;
	c.	These commuters; These facilities; the reasons; Transport; Many students
	d.	Reading; They

Task 3 Connected vocabulary

3.1 **Learning English in China**

Many people in China want to learn English because of its status as the international language. It is the *lingua franca* of business, politics, science, arts and even education. **Children** absorb new languages more easily than adults, and many schools offer English lessons at kindergarten. **Many adults** too try to learn English, or improve their level, through classes with a private teacher or in their workplace.

1. single noun
2. determiner + noun

Stage

B

Task 1 Adding an adjective or noun to form complex phrases

- 1.1 2. daily 3. swimming 4. open 5. multi-screen 6. convenient
7. young 8. Public 9. Rented 10. international

Task 2 Adding a prepositional phrase or relative clause to form complex noun phrases

- 2.1 2. who have well-paid jobs 3. in the town 4. from other countries
5. which interests them 6. who have money problems

Task 3 Review

- 3.1 **2.** Development projects help to combat illiteracy.
noun + headword
- 3.** The equipment in the building is insufficient.
determiner + headword + PP
- 4.** The price of bread is forcing people to protest on the streets.
determiner + headword + PP
- 5.** Bank loans seem to be effective in some parts of India.
noun + headword
- 6.** The group participants agree with the result.
determiner + noun + headword
- 7.** The farmers who own the fields do not allow people to walk through them.
determiner + headword + adjectival clause
- 8.** Their technical knowledge is often better than the lecturer's.
determiner + adjective + headword
- 3.2 **2.** This useful research **shows** that there are several important reasons for her success.
3. One of the most harmful habits of modern life **is** smoking.
4. Debt in the developing world **forces** countries to borrow more money from the World Bank.
5. The origins of public health education **lie** in the 19th century.
6. One of the solutions **is** to raise the price.
7. The number of tourists **is** increasing every year.
8. Unemployment **is** one of the most serious issues in the UK.
- 3.3 **1.** government **2.** family **3.** community **4.** Language
5. school **6.** research **7.** labour **8.** information
- 3.4 **1.** Developing **2.** Intensive **3.** fast-growing **4.** hard-working
5. deep **6.** low-cost **7.** cultural

Stage

C

Task 1 The present simple – passive voice

- 1.1 **1.** 1a and 2b
2. 1b and 2a
3. 1a and 2b
4. Because the information is not necessary; it is obvious that teachers teach lessons and testers set rules for tests.

Task 2 Present simple passive – form

2.1

Positive statements				
Subject	Auxiliary verb		Past participle	
Students	are		taught	in the computer room.
He/She	is		taught	in the computer room.
Negative statements				
Subject	Auxiliary verb	not	Past participle	
Students	are	not	taught	in the classroom.
He/She	is	not	taught	in the classroom.
Questions				
Auxiliary verb	Subject		Past participle	
Are	students		taught	in the classroom?
Is	he/she		taught	in the classroom?

- 2.2 2. are/P 3. speak/A 4. helps/A 5. is/P 6. are/P
7. have/A 8. do/A 9. are/P 10. live/A

- 2.3 1. Chinese food is sold here.
2. The river is not polluted.
3. Are these flowers imported?

2.4 You take the object of the sentence written in the active voice, and make this the subject of the sentence in the passive voice.

- 2.5 2. The best prices are found in discount stores.

Shoppers ^v find ^o the best prices in discount stores.

3. The roads are blocked by snow for several days.

Sometimes **the snow** ^v blocks ^o the roads for several days.

4. It is checked regularly.

The machinery works well because **somebody** ^v checks ^o it regularly.

5. This rubbish is recycled.

Waste-disposal operators ^v recycle ^o the rubbish!

6. Apples are grown in the south-east.

Farmers ^v grow ^o apples in the south-east.

7. Beans are imported from Africa.

People ^v import ^o beans from Africa.

8. Errors are corrected quickly.

However, people ^v correct ^o errors quickly.

9. New laws are not made quickly
The government does not make new laws quickly.
10. They are made more cheaply in developing countries.
Workers make them cheaply in developing countries.

2.6

Governments force some countries to accept imported goods, while **governments** protect domestic markets by tariffs and subsidies. In some countries, **the government** imposes tariffs on foreign goods which are therefore more expensive to buy. In this way, **the government** protects local industries because they do not have to compete against cheaper foreign imports. **The government** also protects local industry by the use of subsidies for producers. Because of these subsidies, production costs are lower and **people** sell products more cheaply.

- 2.7 2. domestic markets are protected 3. tariffs are imposed 4. local industries are protected
 5. Local industry is also protected through 6. products are sold
- 2.8 2. Businesses cannot grow if they are not given loans.
 3. Hospitals are provided with emergency generators.
 4. However, they are usually exploited for the benefit of foreign companies.
 5. If no spare parts are available, the machinery is not repaired for a long time.
 6. More eBooks than printed books are sold in the US.

Task 3 Review

- 3.1 1. d/suffer 2. c or g/do 3. c or g/struggle 4. b/are 5. e 6. a
 7. f 8. k 9. j 10. i 11. l 12. m
 13. his 14. o/are 15. p 16. q/make 17. n/passes

3.2

	Paragraph 1	
a.	33% of people in Africa	C
b.	new developments in mobile phone technology	C
c.	many of them	C
d.	many people in Africa	C
e.	mobile phone use	C
f.	this situation	S
g.	they	S

Paragraph 2		
h.	a further use of the mobile phone	C
i.	another interesting new development	C
j.	stall holders with produce to sell	C
k.	fishermen in villages who in the past just had to guess which fish were the most profitable to catch on a particular day	C
l.	a client	S
m.	the recipient	S

Paragraph 3		
n.	the government	S
o.	these new innovations in mobile phone use	C
p.	global telecommunications companies	C
q.	high government taxes on mobile phone use	C

3.2 Complex noun phrases are more common in academic writing.

3.3 If new tax laws are passed, the standard of living of more people will improve.

Unit 2 Self-check

1. b 2. a 3. a 4. a2, b1, c3

5. When interest rates are high, people want to save money.
 The word before the headword is a noun.

6. Small classes are helpful when students are learning to write.
 The word before the headword is an adjective.

7. Many aspects of traditional culture are worth saving.

8. Students who could only study in the evenings were interested in the course.

9. The restricted diet of the British population during the Second World War resulted in a nation that was generally healthier than nowadays. The shortage of sugar, chocolate and sweets meant that childhood obesity was not the problem which it is today. An everyday diet consisted of home-grown organic vegetables, small portions of meat, butter and cheese, apples in season and occasional desserts.

10. 45,000 tonnes of Jamaican bananas are imported into the UK every day.

Stage

A

Task 1

Introduction to past simple and present perfect

- 1.1
1. b/c
 2. At the beginning of the 19th century / in 1901
 3. a/d
 4. over the last ten years / this term.
 5. Computers are more common / much research is now complete.

1.2 Past simple: regular verb *to protest*

Positive statements				
Subject	Main verb			
Students	<u>protested</u>			at the economic cuts.
Negative statements				
Subject	Auxiliary verb	not	Bare infinitive	
Students	<u>did</u>	not	<u>protest</u>	at the economic cuts.
Questions				
Auxiliary verb	Subject	Bare infinitive		
<u>Did</u>	students	<u>protest</u>		at the economic cuts?

Past simple: *to be*

Positive statements				
Subject	Main verb			
Students	were			unhappy about the economic cuts.
Pollution	<u>was</u>			unacceptable in the city centre.
Negative statements				
Subject	Main verb	not		
Students	<u>were</u>	not	happy about the economic cuts.	
Pollution	<u>was</u>	<u>not</u>	acceptable in the city centre.	
Questions				
Main verb	Subject			
<u>Were</u>	students	happy about the economic cuts?		
<u>Was</u>	pollution	a problem in the city centre?		

- 1.3
2. Mobile phones were more expensive in the past.
 3. Did the university library open on time last week?
 4. Was the office open plan?
 5. Many students delayed their departure at the end of term.
 6. The government did not pass any business legislation last year.
 7. The workers discussed their strike plans yesterday.
 8. Did the luggage arrive on time?
 9. Electric cars were not in use 20 years ago.

1.4 **Present perfect: regular verb to provide**

Positive statements				
Subject	Auxiliary verb		Past participle	
These companies	have		provided	profit figures.
The government	has		provided	cycle lanes.
Negative statements				
Subject	Auxiliary verb	not	Past participle	
These companies	have	not	provided	profit figures.
The government	has	not	provided	cycle lanes.
Questions				
Auxiliary verb	Subject		Past participle	
Have	these companies		provided	profit figures?
Has	the government		provided	cycle lanes?

Present perfect: to be

Positive statements				
Subject	Auxiliary verb		Past participle	
These companies	have		been	successful.
This research	has		been	useful.
Negative statements				
Subject	Auxiliary verb	not	Past participle	
These companies	have	not	been	successful.
This research	has	not	been	useful.
Questions				
Auxiliary verb	Subject		Past participle	
Have	these companies		been	successful?
Has	this research		been	useful?

Task 2 The UK education system in the past

2.1 2. d 3. i 4. j 5. h 6. b 7. a 8. c 9. g 10. e

2.2 2. PP 3. PS 4. PS 5. PS 6. PS 7. PS 8. PS 9. PS 10. PS 11. PS
12. PS 13. PS 14. PS 15. PS 16. PS 17. PS 18. PS 19. PS 20. PS 21. PS 22. PP

2.3

Infinitive	Past simple	Past participle
2. take place	took place	taken place
3. go	went	gone
4. focus	focused	focused
5. involve	involved	involved
6. aim	aimed	aimed
7. begin	began	begun
8. end	ended	ended
9. have	had	had
10. be	was / were	been
11. learn	learned / learnt	learned
12. sit	sat	sat
13. be	was / were	been
14. be	was / were	been
15. leave	left	left
16. become	became	become
17. begin	began	begun
18. ban	banned	banned
19. change	changed	changed
20. have	had	had
21. teach	taught	taught
22. improve	improved	improved

Task 3 Time phrases used with the past simple

3.1 2. a 3. b 4. d

3.2	1. At the beginning of the 19 th century <u>PS</u>	11. In the last few years _____
	2. Frequently _____	12. In November 1983 <u>PS</u>
	3. Several years ago <u>PS</u>	13. In the 1990s _____
	4. Recently _____	14. Over this decade _____
	5. One year ago <u>PS</u>	15. Between 1914 and 1918 <u>PS</u>
	6. Always _____	16. For ten years _____
	7. Two days later <u>PS</u>	17. Already _____
	8. Since then _____	18. Between 1990 and 1995 <u>PS</u>
	9. Since the year 2000 _____	19. Never _____
	10. In the 20 th century <u>PS</u>	20. This year _____

- 3.3
2. The First World War took place between 1914 and 1918.
 3. In the 20th century cars became very popular.
 4. In July 2010, the football world cup took place in South Africa.
 5. In November 1983, Bill Gates launched Microsoft Windows.
 6. Many years ago, women traditionally worked inside the home.
 7. Mitt Romney did not win the US Presidential election in 2012.
 8. There was an economic crisis several years ago.

- 3.4
1. 2 – It began trading
 2. 5 – it introduced *and* did not have
 3. 7 – it ventured
 4. 10 – the company spent

- 3.5 Possible answers:
- When did Chompy begin trading?
- What did Chompy introduce in some of the poorest countries?
- When did it introduce very small packets of *Flexo*?
- Why did it introduce them?
- How much did the company spend two years ago?
- When did the company spend €17 million?

Stage

B

Task 1 Using the present perfect aspect

1.1 1. a 2. b 3. c

Task 2 Giving a reason for a current situation

2.1 1. a. Banga is a poor country because b. foreign companies have not invested**PAST:** ← ← ← (period of time) ← ← ← ↓c. foreign companies have not invested **NOW:** d. Banga is a poor country2. a. The workers are on strike because b. conditions in the factory have not improved**PAST:** ← ← ← (period of time) ← ← ← ↓c. conditions in the factory have not improved **NOW:** d. The workers are on strike

- 2.2 2. The number of unemployed people is high because there has been a deep recession in recent years.
3. Many people now live in cities because opportunities in the countryside have declined over the last few years.
4. The economic situation is critical because banks have made bad loans over the last decade.
5. Student applications are now low because tuition fees have risen this year.
6. The sewer system cannot cope with current demand because the government has never upgraded it.
7. Health care and education in the developing world are improving because awareness of human rights issues has increased.
8. People on low incomes pay less tax because the law has changed recently.
9. Many young people in villages want to leave because the standard of living has not risen over the last 20 years.
10. Foreign goods are often expensive because the government has imposed heavy taxes on imported food.

- 2.3 2. in recent years 3. over the last few years 4. over the last decade
 5. this year 6. never 7. no time phrase used
 8. recently 9. over the last 20 years 10. no time phrase used

Task 3

Showing how events from the past affect a current situation

- 3.1
2. The situation is not ideal, but the company has already taken action to resolve it.
 3. It is now clear that the government has frequently compromised its policies.
 4. Since then, research has continued, and there appears to be a direct link between obesity and diabetes.
 5. Over the last five years, there has been a banking crisis; it is more difficult to take out a loan in the current economic climate.
 6. Scholars have frequently debated the accuracy of Taylor's (2008) decision-making process model. They suggest that it does not fully apply to real-life situations.
 7. Smith (1987) has never agreed that the two planning approaches are distinct from each other.
- 3.2
2. Dongwoo (2012) has proved the theory that there is a relationship between the two variables.
 3. Behaviourists in Denmark have found new evidence, which may dramatically change current thinking (Zachman et al., 2012).
 4. Johns (2010) has published her research into the life expectancy of professional sports men and women. Her findings are surprising.
 5. Research over this decade has shown that stopping smoking increases life expectancy (Alan and Paige, 2003; Shen et al., 2013).
 6. Scientists have recently discovered that the complex structure of butterflies' wings enables the insects to regulate their level of heat absorption (Kovins, 2012; Marc et al., 2013).

Task 4

Describing the duration of time of a current situation

- 4.1
1. In London
 2. since 1915
 3. present perfect
- 4.2
1. since
 2. for
 3. since
- 4.3
1. many weeks; the technician left; January
 2. about 200 years; 1819; Bolívar defeated the Spanish
- 4.4
2. The equipment in this school has not improved for a long time.
 3. Farmers have cultivated sugar here since invaders colonized the country.
 4. Students at this school have not learned Latin for ten years.
 5. Local people have used this plant to make indigo since the 4th century BCE.
 6. Dr Macgregor has taught English since the 1980s.
 7. Ms Sweet has worked for Chompy since she finished her MBA.
 8. The education system has not changed since 1952.
 9. The school has had computers for over 15 years.
 10. Foreign languages have always been an important part of the curriculum.

- 4.5
2. Korea has had universities since 1500.
 3. The UK school system has been multicultural for 60 years.
 4. There has been free health care in the UK since the 1940s.
 5. The new laws on copyright have existed since 2001.
 6. Farmers have grown bananas fairly successfully for 600 years.
 7. Bankers have been under attack for five years.

- 4.6
1. reason
 2. events
 3. current situation
 4. *to have/past participle*

Stage

C

Task 1

Using the present perfect in introductions to essays

- 1.1
1. 1
 2. over the last ten years
 3. 2/3
 4. 1
 5. over the last 20 years
 6. 2/3
 7. 1
 8. for many years
 9. 2/3

1.2

2. Over the last 10 years, the study advice service **has improved**.
3. Obesity **has become** a very serious problem in recent years.
4. Poverty exists in many parts of the world, and in the last four decades many aid organizations **have raised** funds for poor nations.

1.3

Introduction 1 They have been the first means of communication for several years ...

Introduction 2 Mobile phones are widely used because they have given speedy access to social networking sites since the invention of the smartphone.

Introduction 3 ... because it has become cheap to make calls ...

Task 2

Practise choosing between the present perfect and past simple in an essay

- 2.1 1. since the 17th century
2. for approximately 100 years (from the beginning of the 1900s until now)
- 2.2 1. have supported 2. were 3. was 4. supported
5. wanted 6. rejected 7. added 8. has suggested
9. have always followed 10. have received 11. researched 12. has found
13. have shown
- (Note: the present tense can also be used for 8, 9 and 10).

Unit 3 Self-check

1. b 2. b 3. b 4. c 5. a 6. c 7. c 8. c 9. b 10. c

Stage

A

Task 1 Introduction to logical linking words

- 1.1
1. a has more sentences, which are short b has the same information, but in longer sentences.
 2. b is preferable because the links between the ideas are clear.
- 1.2
1. and
 2. However
 3. Because many health care workers were willing to pay the 'expensive' conference fees themselves.

Task 2 Short linking words

2.1	to link similar ideas	4, 6
	to contrast different ideas	2, 5
	to give another possibility	1, 3
	to show a result	7

2.2 2. C 3. C 4. S 5. S 6. C 7. C

- 2.3
1. Salt is lost through perspiration during very hot weather or vigorous exercise. *noun*
 2. The government ^S declared ^V a ceasefire, **but** the army ^S did not respect ^V it.
 3. The institute ^S needs ^V to increase student fees, **or** they ^S will ^V cut the number of courses.
 4. The organization is currently offering to inform, motivate, train **and** support people in rural areas. *verb*
 5. The work was hard **yet** rewarding. *adjective*
 6. This ^S is ^V the beginning of a worldwide epidemic, **and** the situation ^S is ^V very worrying.
 7. The project ^S has received ^V more funding, **so** the research ^S can continue ^V until the end of the year.

- 2.4
1. comma
 2. no
 3. commas in between the words but not before *and*
- 2.5
2. The course was excellent and inexpensive.
 3. There is a Redwood tree in the botanic garden and in the university gardens.
 4. Arab countries are hot in summer but warm in winter. / Arab countries are hot in summer and warm in winter.
 5. The solar cells are non-toxic, non-corrosive and low cost.
 6. Students can study independently or with a partner.
- 2.6
2. Arab people like travelling to European countries, but they do not always enjoy the food.
 3. Goods are delivered directly to the customer's home, or they are collected from the store.
 4. Many young people listen to pop music, and they play video games.
 5. Many people have elderly relatives with health problems, and they do not want to care for them in their own homes.
 6. In the past, there were not many good secondary schools, so the good ones were always full.
 7. Families in the UK can ask for financial help if they earn below a certain amount, or/and they can rent out a room in their house if they have the space.

Task 3 Using sentence-connecting words

3.1

	To give another possibility	To show a result	To contrast different ideas (something unexpected)	To link similar ideas	To build an argument	To build a contrasting argument
1. <i>However</i>			✓			
2. In addition/ also	✓					
3. <i>Alternatively</i>						
4. <i>As a result</i>		✓				✓
5. <i>Therefore</i>		✓				
6. <i>Moreover/ also</i>					✓	
7. <i>On the other hand</i>						✓

- 3.2
2. *In addition* – at the beginning of a sentence followed by a comma; or after the auxiliary verb and before the main verb, with a comma before and after it, to separate it from the rest of the sentence. *Also* – after the subject and before the main verb.
 3. *Alternatively* – at the beginning of a sentence followed by a comma.
 4. *As a result* – at the beginning of a sentence followed by a comma, or after the subject and after the auxiliary verb *to be* with a comma before and after to separate it from the rest of the sentence.
 5. *Therefore* – at the beginning of a sentence followed by a comma.

- 6. *Moreover* – at the beginning of a sentence followed by a comma. *Also* – after the subject and the auxiliary verb *to be*.
- 7. *On the other hand* – at the beginning of a sentence followed by a comma.

- 3.3
- 2. Therefore / As a result,
 - 3. However
 - 4. Alternatively
 - 5. However
 - 6. However
 - 7. In addition
 - 8. also / In addition
 - 9. As a result / Therefore
 - 10. Moreover / furthermore
 - 11. On the other hand

Stage

B

Task 1

both ... and

- 1.1 b
- 1.2
- 1. b
 - 2. a & c
 - 3. because the subject in the two clauses is the same.
- 1.3
- 2. In the early modern period, European companies gained both territorial and economic power.
 - 3. Unemployment results in both loss of output for the country and depression for individual people.
 - 4. This essay discusses both the films and the newspaper reviews from that period.
- 1.4
- 2. Most coffee bars both offer a welcoming atmosphere and attract customers with loyalty cards.
 - 3. These nationalized industries are both badly managed and poorly funded.
 - 4. The colleges are both raising money and attracting new students.
 - 5. The classrooms are both dirty and noisy.

Task 2 *not only ... but also*

- 2.1
1. for emphasis on the nouns, with more emphasis on the surprise at the use of the website as a dictionary and an image gallery.
 2. for emphasis on how the students use the website, with more emphasis on the surprise at the use of the website for creating puzzles and games.
 3. because it separates the two clauses in b. There is only one clause in a, so a comma is not necessary.
- 2.2
1. between the auxiliary verb and the main verb
 2. after the verb *to be*
 3. before the verb

2.3	Verb construction	Where do <i>not only ... but also</i> go?
	main verb = <i>to be</i>	in the middle
	main verb \neq <i>to be</i>	after
	auxiliary + main verb	before

- 2.4
2. Early humans not only painted on cave walls, but they also made tools out of flint.
 3. The new building is not only used by researchers and administrative staff, but it also provides accommodation for 300 students.
 4. The campaign is not only helping to tackle poverty, but it is also providing funds for education and health care.
 5. Researchers have not only understood more about the genes, but they have also successfully identified many thousands of genetic variants and their DNA structure.
 6. Laboratory experiments are not only time-consuming, but are also often costly and unreliable.

Task 3 *either ... or*

- 3.1
1. b & c
 2. because in c the subject is repeated
- 3.2
1. The illness is caused by either smoking or air pollution.
 2. Students have either paid in cash, or they have written a cheque.
 3. In the past, school children either went to a secondary modern school, or they attended a grammar school.
 4. In this company, employees either start at 8.00 and finish at 4.00 or start at 9.00 and finish at 5.00.

Task 4 *neither ... nor*

- 4.1
2. This product is neither well made, nor is the price reasonable.
 3. The grassland is neither in good condition, nor is it well protected from development.
 4. The visa application process was neither easy, nor was it completed on time.
- 4.2
2. In the worst affected areas, people neither care for their animals, nor do they water their crops.
 3. The company neither uses harmful chemicals, nor does it allow animal testing.
 4. The changes in religious custom neither occurred at the same time, nor did they follow the same pattern.
- 4.3
1. between the auxiliary and the main verb
 2. verb + subject
- 4.4
2. Some children at the age of five have neither watched television, nor have they played on the computer.
 3. People are neither spending money on goods, nor are they taking holidays abroad.
 4. Outside investors are neither putting money into local companies, nor are they creating work for local people.
- 4.5
2. The exercises are neither easy to understand, nor does the book have an answer key.
 3. The strike has neither improved the conditions of the workers nor increased their salaries.
 4. The rooms are neither equipped with computers, nor is the roof in good condition.
 5. The earthquake neither destroyed any buildings nor damaged the roads.

Task 1 Supporting evidence – writing paragraphs

- 1.1
- (1) Immigration brings economic benefits to the destination country. (2) Immigrants often accept unpleasant, low-paid jobs which are not wanted by local workers, and they pay taxes from their wages, which help everyone in society. (3) Others may be entrepreneurs who establish companies with links abroad. (4) In addition, Kanwal Rekhi, a businessman from India, moved to America and established his own company, Excelan, in 1982. (5) He is now a millionaire who supports poor university students both in India and America, and he is putting his wealth back into India's technology.

new information

example

detail

4. *in addition* is not needed before a sentence which gives further detail about a previous point.

- 1.2
- There are also disadvantages to migration for the receiving country. According to Rogers (2001), many migrants are unskilled workers from developing countries, which means that they do not have a work permit, and they work illegally for cash for their friends. On the other hand, governments in receiving countries may not receive any tax income from these migrants.

new information

4. *On the other hand* is wrong because here it is necessary to build on a previous point not suggest a contrast.

- 1.3
- Pupils at English secondary schools can choose the subjects they want to study at the age of 14. There are three core subjects: Maths, Science and English, and there is a wide range of non-compulsory subjects. For example, Religious Education is the study of comparative religions which also deals with philosophy; this provides useful knowledge for living in a multicultural society. However, pupils can study Citizenship to learn how to take a full part in society as adults.

example

detail

4. *However* is wrong because here it is necessary to link the subject 'Citizenship' with the other subjects previously mentioned. *However* introduces a surprise, so is incorrectly used here.

new information

Task 2 Revise linking words

- 2.1
- | | | |
|-----------------|---------------------|---------------|
| 1. both ... and | 11. also | 21. so |
| 2. On the whole | 12. For example | 22. However |
| 3. so | 13. neither ... nor | 23. also |
| 4. Firstly | 14. Finally | 24. To sum up |
| 5. For example | 15. and | 25. and |
| 6. for example | 16. For example | 26. However |
| 7. and | 17. and | 27. and |
| 8. so | 18. and | 28. also |
| 9. As a result | 19. and | |
| 10. but | 20. but | |
- 2.2 However / Moreover / For example
Moreover is not necessary in this paragraph.

Task 3 Using semi-colons with sentence-connecting words

- 3.1 New clause starts with a lower-case letter.
- 3.2
2. ; however
 3. ; therefore
 4. ; as a result
 5. ; for example
 6. ; on the whole
 7. ; however

Unit 4 Self-check

1. c 2. a 3. c 4. c 5. a 6. b 7. c 8. a 9. c 10. b

Stage

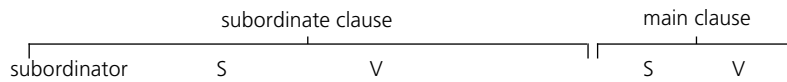
A

Task 1 Overview of subordinators

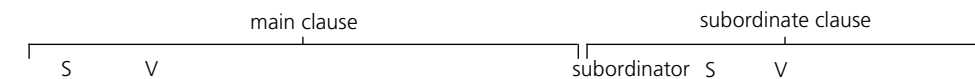
1.1

Linking word	Relationship between ideas
when	gives a reason
although	shows a contrast (a surprise)
because	indicates a point in time

1.2 a. **Although** plastic bags are useful, they damage the environment.



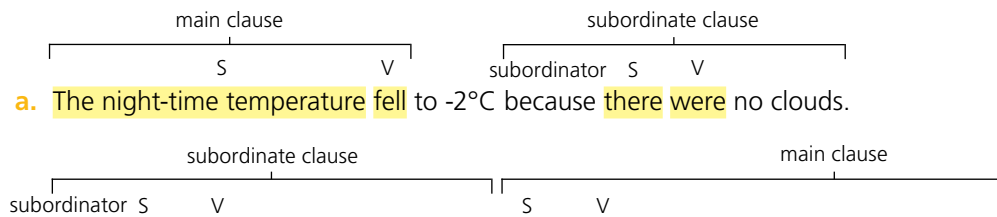
b. **When** a country's economy goes into a recession, exports decrease.



c. People moved from the countryside to the town **because** they needed to find work.

Task 2 Using *because/since/as*

2.1 a. **The night-time temperature fell** to -2°C **because** **there were** no clouds.



b. **Since** they wanted to improve the area, they applied to the Development Agency for a grant.



c. As the students needed their visas urgently, they went straight to the Embassy.

3. We use the subordinators *because*, *since* and *as* to give reasons.

- 2.2 Sentences 2 and 3 have the tightest link and therefore the most effective text flow.
- 2.3 If a sentence starts with a subordinator, it has a comma after the first clause: this explains why Sentences 2 and 3 have a comma, but Sentence 1 does not.
- 2.4 1. a 2. b 3. a
- 2.5
2. As / Since there is traffic everywhere, people prefer to use public transport.
 3. Many countries suffer from lack of food because the crops fail when there is insufficient rain.
 4. Crops may not be safe to eat because farmers are using too much insecticide.
 5. Cereal shortages are common in some countries because over half the world's cereal harvest is fed to livestock instead of to people.
 6. As / Since global warming is becoming a serious problem, people should try to use their cars less.
 7. As / Since the school needs to increase income, they are attempting to advertise the courses more widely.
 8. The growth in genetically modified crops is driven by companies and small-scale farmers because they both want to make money.
 9. Government plans for new computer systems are behind schedule because the projects are badly organized.
 10. This research is useful because it illustrates the importance of networking.

Task 3 *whereas/while*

- 3.1
1. General unemployment and youth unemployment.
 2. The information that students remember from a text if they are in a good mood, and the information they remember if they feel sad.
- 3.2
2. Lions are social animals and live in groups while tigers are usually solitary in nature.
 3. While the motorway is the fastest route from A to B, it is not usually the most scenic.
 4. Ahmed worked hard for his exam whereas Toni spent her time playing computer games.
- 3.3 1. a 2. a
- 3.4 In b, the subordinator at the beginning of the second sentence catches the reader's attention because it suggests that the sentence is going to be about an interesting contrast.
- 3.5
2. Whereas / while Rio is famous for its beaches, Sao Paolo is well known for its skyscrapers.
 3. Whereas / while Charlie Chaplin is known worldwide, Buster Keaton is not so widely recognized.
 4. Whereas / while red squirrels are rare in the UK, grey squirrels are very common and considered a pest.
 5. Whereas / while Bindang's per capita GDP rose from \$450 to \$600 over the first millennium, it fell to \$500 at the beginning of the 11th century.

Task 1 *although / even though*

- 1.1
1. Although
 2. but
 3. Sentence a
 4. There is a comma after the subordinate clause, and a comma before *but*.
- 1.2
2. Although the fire brigade arrived swiftly, the building continued to burn.
 3. Although spring was a dry season, there was an excellent wheat harvest.
 4. Although his name is famous, his face is relatively unknown.
- 1.3
- Sentence a.
- 1.4
2. The number of supermarkets is increasing. Although / Even though they sell a wide range of goods at cheap prices (statement), some people never use them (surprise).
 3. Eight thousand people lived in the area. Although / Even though they lost their homes in a flood (statement), the government did not help them (surprise).
 4. There was no business plan. Although / Even though the company had cash-flow problems (statement), they still invested in a new computer system (surprise).
 5. Scientists have recently found the body of a man in an ice field. Although / Even though it dates back to 3,000 BCE (statement), it is well preserved (surprise).
 6. Many children do not enjoy playing sport. Although / Even though exercise is important for future health (statement), they watch TV or play computer games after school (surprise).
- 1.5
2. Although the sea is cold in summer, people still enjoy swimming in it.
 3. Although there is an economic recession, many families still have money to spend.
 4. Although the company took on more people, production levels continued to decline.
 5. Although the fines are high, students often return their books late.

Task 2 *so ... that / such ... that*

- 2.1
2. The students worked so hard that they all passed the test with a high score.
 3. Business confidence is so weak that banks are not lending money to entrepreneurs.
 4. Pollution is taken so seriously in some places that cars are banned on certain days of the week.
 5. The situation on the streets is so dangerous that the people have been advised to stay indoors.
 6. Opposition to nuclear power was so strong that the government abandoned its plans to build new power stations.

- 2.2
2. There is such a high demand for oil that prices are rising fast.
 3. Chicago is such a perfect location for business that many companies want to move there.
 4. Football is such a popular sport that advertisers pay thousands of pounds to sponsor big matches.
 5. The local government demands such high rents that new businesses cannot afford to operate in the town.
 6. There is such pressure to be profitable that costs are continually being cut.

Task 3 *so that / in order that; so as to / in order to*

- 3.1
1. so as to / in order to
 2. so that / in order that
- 3.2
2. The government is sponsoring 'healthy eating' advertisements so that / in order that school children do not become obese.
 3. The scientists have teamed up with another university so as to / in order to continue the research.
 4. The banks are developing new policies so as to / in order to encourage investment.
 5. The management team is monitoring the budget closely so that / in order that it is not exceeded.
- 3.3 Sentence 2 shows the weakest sense of purpose.

Task 4 Using purpose linking words to start new sentences

- 4.1 1. a 2. b

Task 5 Linking sentences of result and purpose

- 5.1
- | | | | |
|----------------|----------------|------------------|-------------------------------|
| 2. In order to | 3. As a result | 4. In order that | 5. As a result, / in order to |
| 6. As a result | 7. In order to | 8. In order to | |

Task 6 Compound–complex sentences

- 6.1
2. When military rule ended in Japan in 1868, more children could learn the martial art of kendo in school, and eventually it was introduced into all schools.
 3. Since the open sewers in Arbash are often blocked with sewage, they overflow in the rain, and diseases such as typhoid and cholera are common.
 4. Although it is always difficult to rescue injured people from earthquakes, it is harder in winter because casualties cannot survive hypothermia, and ambulances may be stopped by snow and ice.
 5. Oil tankers sometimes wash out their tanks at sea because it is cheaper than paying to have it done in port, but the practice is illegal because it pollutes the marine environment.

- 6.2
1. simple + complex
 2. simple + complex
 3. complex + simple

Task 7 Using a semi-colon instead of a linking word

- 7.1
2. result
 3. extra detail
 4. extra detail
 5. reason
 6. result

Stage

C

Task 1 *in spite of / despite*

- 1.1
1. losing
 2. finding
- 1.2
2. Despite / In spite of having work experience, many graduates still find it difficult to gain employment.
 3. Despite / In spite of not eating healthily, the children are not overweight.
 4. Despite / In spite of wanting to encourage tourism, the government has not approved a fifth runway at Heathrow Airport.
 5. Despite / In spite of predicting rain for the morning, the weather forecast said the afternoon would be hot and sunny.
 6. Despite / In spite of losing a lot of blood in the accident, she is in a stable condition.
- 1.3
2. Despite the bad weather, the building work is continuing.
 3. In spite of the noise during the night, no one woke up.
 4. Despite only exporting a few products, the country is still prosperous.
 5. In spite of the exams, the library will close early.
 6. In spite of knowing the harmful effects of tobacco, people continue to smoke.

Task 2 *as a result of*

- 2.1
2. As a result of this ban,
 3. as a result of climate-related natural disasters
 4. as a result of the worsening economic situation
 5. As a result of this research,
 6. as a result of exploiting cheap local labour and resources
 7. As a result of this neglect,

Task 3 *because of/due to*

- 3.1
- b. the well-qualified members of staff = complex noun phrase
 - c. the growing role of social media in people's lives = complex noun phrase
 - d. severe weather conditions = complex noun phrase
 - e. construction and development = simple noun phrase
 - f. illness = simple noun phrase
1. *Due to* and *because of* can go at the beginning or in the middle of a sentence.
 2. A comma after the noun phrase.
 3. The reason given is the main reason.
 4. The reason given is part of the reason, or one of many reasons.
- 3.2
2. The high price of vegetables is largely due to / because of the dry weather
 3. Many local shops have closed due to / because of the opening of a new hypermarket.
 4. Each year several students fail to attend an exam due to / because of oversleeping.
 5. Many exam candidates lose marks because they do not read questions properly.
 6. Many old people are afraid to leave their homes due to / because of their fear of street crime.
 7. Many graduates are forced to work abroad due to / because of high levels of unemployment in their country.
 8. The huge increase in air travel over recent years is because the cost of flights has decreased.
 9. The Prime Minister returned home because of the growing unrest in the country.

Task 4 *such as*

- 4.1
2. People need water for many reasons, such as drinking, watering their gardens and growing crops.
 3. There is overuse of water in Oman. For example, there are insufficient controls on factories which use it for industrial processes, and in parks, where grass is watered every day to keep it a vibrant colour.
 4. The Internet is used both for academic research and for practical tasks, such as finding books in libraries and organizing patient lists in hospitals.

Task 5 *Review of linking words (Units 4 and 5)*

- 5.1
1. Although new technologies bring opportunities to young children, some parents' lack of awareness is leaving children vulnerable to risk.
 2. Despite reading fewer books at home, school children's literacy levels are better than in the past.
 3. Plagiarism is becoming such a serious problem at universities that many institutions have introduced plagiarism detection software.
 4. Wi-Fi freeloading is a crime. However, it is difficult for the police to track and very few arrests have been made.
 5. The international aid project was successful; the agencies respected local culture, traditions and resources.

6. Education is of great importance; it both encourages the acquisition of knowledge and ensures well-qualified future employees.
7. Due to an explosion in the oil pipeline, oil pumping has been suspended.

- 5.2
1. Some companies are enthusiastic about GM food, but many people are worried about its dangers.
 2. Over-dependence on oil has several effects. It not only causes serious damage to the environment, but it is also a source of conflict.
 3. International students often want to practise their spoken English. As a result, the English-speaking club has many members
International students often want to practise their spoken English, so the English-speaking club has many members.
 4. Japanese people live longer than most other nationalities because they have healthy diets.
 5. Diet is one factor in determining how long people live. However, it is not the only issue to be taken into consideration
Diet is one factor in determining how long people live, but it is not the only issue to be taken into consideration.
 6. Most universities have a balanced assessment system. For example, there are mid-term tests, group presentations and end-of-term exams.
 7. There is a serious shortage of food, so the army is helping to distribute supplies.
There is a serious shortage of food. As a result the army is helping to distribute supplies
There is such a shortage of food that the army is helping to distribute supplies.
 8. The company has lost more than 3,000 customers over the past six months, so it has been forced to cut back its advertising budget
The company has lost more than 3,000 customers over the past six months. As a result , it has been forced to cut back its advertising budget.
 9. People do not want to give away their personal information online because they are frightened of being victims of fraud.
 10. Doctors say that stress is a major cause of heart attacks, so they advise patients not to take work home at the weekend.
 11. Whereas Arabic is read from right to left, English is read from left to right
Arabic is read from right to left, but English is read from left to right
Arabic is read from right to left. However, English is read from left to right.

- 5.3
- | | | | | |
|--------------|------------------|-----------------|------------------|--------------------|
| 1. Whereas | 2. both | 3. and | 4. so | 5. as |
| 6. also | 7. such as | 8. In addition, | 9. Despite | 10. due to |
| 11. However, | 12. because of | 13. However, | 14. In addition, | 15. For example, |
| 16. and | 17. As a result, | 18. so as to | 19. To sum up, | 20. In addition to |
| 21. such | 22. that | | | |

Unit 5 Self-check

1. b 2. c 3. c 4. c 5. a 6. a 7. b
8. Despite analyzing the costs carefully, they always exceed the budget.
9. Many employees left because of the poor working conditions.
10. There are many well-known brands of disposable nappies, such as Tinyworld, Cleanex and Tweenie.

6 Expressing shades of meaning

Stage

A

Task 1 Introduction to modal verbs

1.1 1. b 2. a 3. b

1.2 Modal verbs are *might, can, have to* and *should*.

You may be surprised that *have to* is circled. It forms part of a group of semi-modal verbs which you will learn about in Stage B of this unit.

1. *might/can* introduce possibility, *should* introduces advice; *have to* introduces an obligation.
2. The main verb which follows a modal verb is a *bare infinitive*, i.e., an infinitive without *to*. The verb *have to* is an example of a semi-modal verb: it keeps the *to* before the infinitive.

1.3 *Undoubtedly* means *certainly, definitely* or *without doubt*.

Task 2 Modal verbs – form and sentence position

2.1	<u>can</u>	<i>may</i>	<u>will</u>	<i>shall</i>	<i>must</i>
	<i>could</i>	<u>might</u>	<i>would</i>	<u>should</u>	

- 2.2
1. Modal verbs
 2. modal verb + subject + bare infinitive
 3. subject + modal verb + not + bare infinitive
 4. Because the modal verb is an auxiliary verb, *do* is not necessary.

- 2.3
2. Should class sizes be smaller?
 3. The plants might not grow if the rainy season fails.
 4. Will the predictions of the climate change experts come true?
 5. Women can get access to a better education nowadays.
 6. The domination of English may be a problem in the future. (In this context, *may be* is two words, not one.)
 7. Most people in the UK cannot speak Chinese. (*cannot* is written as one word, not two.)

Task 3 Expressing certainty, uncertainty and possibility

- 3.1 1. will 2. may / might 3. could
- 3.2 Sentence d is not the correct use of *could not*. *Could not* means *was not / were not able*, i.e., it expresses lack of ability in the past. For example, 'They could not find enough to eat,' means 'They were not able to find enough to eat.'
Could, on the other hand, has more than one meaning. It means *was able* or *were able*, but it also indicates remote possibility (as in 3.1 Sentence d). When expressing a negative meaning for remote possibility, don't use *could not*; use *might not* instead.
- 3.3 2. Neuroscientists may / might understand how the brain works within the next ten years.
3. Local languages could become more important in the future.
4. The rise in consumer spending will not be good for the environment.
5. The MERS virus could pass from camels to humans.
6. The decrease in the bee population will slow down once the cause has been identified.
7. The use of English on university courses will continue to increase for at least the next ten years.
8. People may / might take care of the environment if they are taught about it at school.
- 3.4 2. Better housing may / might not be the only solution to the problem of overcrowding.
3. Advertising may / might / could persuade people to eat genetically modified food.
4. Different sources of energy may / might / could replace oil in the future.
5. People may / might / could stop buying books when electronic books become cheaper.
6. More and more workers may / might / could move to cities to find a better job.
7. The economic downturn may / might not affect employment as much as people think.
- 3.5 1. Student's own answers
2. Student's own answers

Task 4 Expressing uncertainty about the past

- 4.1 2. The figures may / might not have been accurate.
3. The public may / might not have supported the high tax on fuel.
4. They may / might / could have made an unpopular decision.
5. The committee members may / might not have understood the issue well enough.
6. The civil servants may / might / could have given the minister bad advice.

Task 5 The uses of *can*

- 5.1 1. b 2. c 3. a
- 5.2 2. will 3. can 4. could

- 5.3
2. Tourists can (sometimes) destroy the natural environment.
 3. The weather can (sometimes) be cold in the UK in the winter.
 4. Many students can have financial difficulties at university.
 5. Exposure to direct sunshine can (sometimes) cause skin problems.

Task 6 Using modal verbs in the present passive voice

- 6.1 1. a 2. b 3. a

6.2

Past participle of main verb	Bare infinitive verb <i>be</i>	(not)	Subject	Modal verb
<i>known</i>	<i>be</i>	<i>not</i>	<i>the results of the experiment</i>	<i>may</i>
5	4	3	1	2

- 6.3
2. The government is concerned about on-screen violence, so ^Sthey ^Vmight ban ^Othis website.
The government is concerned about on-screen violence, so this website might be banned.
 3. The negative effect of this price reduction is that ^Speople ^Vwill consume ^Omore alcohol.
The negative effect of this price reduction is that more alcohol will be consumed.
 4. As a result of this research, the ^Sbosses ^Vcould develop ^Oa new system.
As a result of this research, a new system could be developed.
 5. The government is now promoting healthy eating, so ^Sshoppers ^Vmay buy ^Oless junk food.
The government is now promoting healthy eating, so less junk food may be bought.
 6. This article is out of date, but ^Spublishers ^Vmay publish ^Onew research on the subject before the end of the year.
This article is out of date, but new research on the subject may be published before the end of the year.
 7. The instructions state that ^Sgardeners ^Vcan plant ^Othese roses in the summer.
The instructions state that these roses can be planted in the summer.
- 6.4
2. More information may be shared.
 3. Information will be received more quickly.
 4. High levels of literacy might not be maintained.
 5. The problems of the real world could be ignored.

Task 1

Semi-modal verbs – meaning, form and sentence position

1.1 1. a 2. c 3. b

1.2 2. bare infinitive

3. no

4. yes

5. *have to* becomes *has to*, *need to* becomes *needs to* but *ought to* remains the same.

6. *ought to*: because it does not take the auxiliary *does/do*, and it does not take *-s* in the third-person singular.

7. *need to* and *have to*: because they take the auxiliary *does/do* for questions and negative statements, and they add *-s* in the third-person singular.

1.3

	Auxiliary verb <i>do</i> is used in questions and negative sentences	Verb ending changes to match the third-person singular subject
need to	✓	✓
ought to	✗	✗
have to	✓	✓

1.4 2. The country ought not to take part in the war.

3. Does the swallow have to migrate to Africa in the summer? (A swallow is a type of bird.)

4. Does she need to learn how to write a list of references?

5. She does not have to write a complete essay

6. She ought to be careful when she goes out.

1.5 2. c 3. a 4. b 5. a 6. c

1.6 2. The research team does not need to / have to count the birds on the river.

3. Students must not forget the date of the test.

4. Deep-sea divers have to / need to carry oxygen in a cylinder.

5. Researchers must not make mistakes when analyzing the data.

6. The scientists need to / have to set up the experiment correctly.

7. The government does not need to / have to intervene in this matter.

8. Minority language speakers must not forget their mother tongue.

9. People do not have to / need to be rich in order to be happy.

1.7 2. will need to / have to act

4. may / might have to / need to consider

6. will have to / need to check

8. will have to / need to retake

3. may / might have to / need to reduce

5. will have to / need to survive

7. may / might have to / need to employ

Task 2 Giving advice and making recommendations – *should, ought to, have to, must*

- 2.1 1. a 2. b
- 2.2 1. a 2. b
- 2.3 2. have to 3. must 4. have to 5. must 6. must 7. have to 8. have to

Task 3 Giving advice and recommendations using the passive voice

- 3.1 Sentences 2 and 4 are in the passive. Sentence 4 uses a semi-modal verb in the passive.

3.2

Past participle of main verb	Bare infinitive of verb <i>be</i>	Subject	Semi-modal verb
<i>given</i> 4	<i>be</i> 3	<i>advice</i> 1	<i>ought to</i> 2

- 3.3 2. Small film companies do not have much money, so ^Sfilm-makers ^Vhave to make ^Onew films as cheaply as possible.
Small film companies do not have much money, so new films have to be made as cheaply as possible.
3. Many people have donated money for development projects. ^SAdministrators ^Vmust use it ^Oby the end of March.
Many people have donated money for development projects. It must be used by the end of March.
4. Students must hand their essays in on time because the ^Steachers ^Vmight have to show ^Othem to external moderators.
Students must hand their essays in on time because they might have to be shown to external moderators.
5. It is difficult to understand the changing political situation in Bakoo. ^SLocal people ^Vshould use ^OTwitter to give regular updates.
It is difficult to understand the changing political situation in Bakoo. Twitter should be used to give regular updates.
6. Many Britons have retired to Spain because of the Mediterranean climate. ^SSpanish people ^Vneed to encourage ^Othem to learn Spanish.
Many Britons have retired to Spain because of the Mediterranean climate. They need to be encouraged to learn Spanish.

7. There is a serious problem with the nuclear fuel plant so ^Sengineers ^Vmight need to close ^Oit down.

There is a serious problem with the nuclear fuel plant. It might need to be closed down.

8. The UK is now in third place globally for scientific research publications. ^SScientists ^Vshould publish ^Omore British scientific research studies.

The UK is now in third place globally for scientific research publications. More British scientific research studies should be published.

9. Fish stocks are declining in local lakes due to pollution so ^Sthe local government ^Vmay have ^Oto restrict fishing.

Fish stocks are declining in local lakes due to pollution. Fishing may have to be restricted.

Task 4 Writing conclusions

- 4.1 1. should / must* 2. should / must 3. might / may / will need / have to
4. need / ought 5. should / must 6. should / must
* *should* indicates a recommendation, *must* indicates a duty.

Task 5 Review and practice (Stages A and B)

- 5.1 Possible answers:
1. Mobile phone ownership will increase.
 2. People might rely too much on virtual friends.
 3. Facebook can be addictive.
 4. People ought to send more text messages rather than make calls.
 5. People might not have to remember their passwords because of fingerprint technology.
 6. Mobile phones should be switched off at night time.
 7. A mobile phone must be bought online.
 8. People have to register if they want to open a Facebook account.

Stage

C

Task 1 Planning your stance and preparing your argument

- 1.1 1. Should all children learn to play a musical instrument at state schools?
2. Students can make their own mind up.
- 1.2 Student's own answers.
- 1.3 Student's own answers.
- 1.4 Student's own answers.
- 1.5 a. Children should be encouraged to learn an instrument rather than be forced to learn, and the range of musical instruments taught should be as wide as possible to cater for different personalities and tastes. Ensuring equality of opportunity is the responsibility of the government, so financial help should be available for families who need it.
- b. There are many advantages of learning an instrument, but only if the children are willing to try it. Children could learn a new skill and have the opportunity to make new friends. They might also enjoy playing in an orchestra and learning to be part of a team.
- c. Children ought not to be forced to learn a musical instrument. Only children who are interested ought to do it, and there should be government assistance to help the poorer families buy instruments.
- d. On the other hand, if children are forced to learn when they are not interested, they may not enjoy the experience, and they may even avoid music later on in their lives. Children need to have some time in the school day to be creative, but if they prefer playing football or painting to playing music, this should be encouraged.
1. c 2. b 3. d 4. a 5. c, b, d, a
6. Because modal and semi-modal verbs already allow the writer to express or imply his or her opinion, without using these phrases.

Task 2 Intensifying words

- 2.1 2. e 3. a 4. b 5. a 6. b 7. b
- 2.2 2. certainly / undoubtedly / definitely 3. easily 4. easily
5. certainly / undoubtedly / definitely 6. easily 7. well
8. well 9. certainly / undoubtedly / definitely
10. certainly / undoubtedly / definitely

Task 3 Stance and argument – further practice

3.1 Is imprisonment a more appropriate punishment for offenders than community service?

3.3 Here are some ideas from a previous student:

Advantages of community service for offenders	Disadvantages of community service for offenders
<p>They may be able to continue with their job if they have one.</p> <p>They do not have to spend time with other offenders, so they are less likely to learn about new ways of committing other crimes.</p> <p>Doing work in a voluntary capacity may make the criminal feel good.</p> <p>They may learn new skills.</p>	<p>They may not take the punishment seriously as they still have their freedom.</p>
Advantages of community service for the government and society	Disadvantages of community service for the government and society
<p>It provides a solution to overcrowded prisons.</p> <p>It is expensive to keep a prisoner in jail, so taxpayers' money can be used for other, more important issues.</p> <p>There is less unemployment – when prisoners are released from jail, it is difficult for them to find a job whereas offenders on community service might well be able keep their jobs.</p>	<p>Offenders may commit another crime while they are doing community service.</p>

3.4 Statement 3 does not reflect the writer's stance.

3.5 Thesis statement 1, because it further explains the two-fold aim of community service.

3.6 2. can encourage 3. may expose 4. can do 5. might help
 6. can contribute 7. can remain 8. could be 9. could have
 10. might well make 11. will certainly keep 12. should be 13. might have to be kept
 14. may avoid 15. can learn

Unit 6 Self-check

1. a 2. b 3. b 4. c 5. b 6. c 7. b 8. c 9. c
 10. The instructions could easily be misunderstood.

Stage

A

Task 1 Identifying likely events – first conditionals

- 1.1
1. Yes – she has failed it once before, and she knows there were many questions she could not answer correctly.
 2. She may need to go there to find a new job.
 3. On the condition that she is asked to leave her current job.
- 1.2 Possible answers:
1. If it's a nice day tomorrow, I'll go for a walk in the park.
 2. If I have time later, I might meet my friend for coffee.

Task 2 Making a personal prediction about a likely event

- 2.1 1. a 2. b 3. c
- 2.2
2. If he does not return his books to the library on time, he will / might have to pay a fine. (Remember it is not common to use *could* with *have to* or *need to* – see Unit 6B, 1.6).
 3. If he does not try to make friends with other international students, he may / might not be able to practise his spoken English. (Remember not to use *could* with *not* as it means *was/were not able* – see Unit 6A, 3.2).
 4. If he does not play any sport, he may / might well lack energy. (Use *may / might + well* to intensify the modal verb – see Unit 6C, 2.2)
 5. If he falls asleep in lessons, he could easily annoy the teacher. (Use *could + easily* to intensify the modal verb – see Unit 6C, 2.2)
 6. If he does not do his homework, he will / may / might / could fall behind with the course.
 7. If he eats junk food, he may / might need to take vitamin tablets. (Remember it is not common to use *could* with *have to* or *need to* – see Unit 6B, 1.6).
 8. If he never phones home, he will / may / might / could upset his parents.

Task 3 Adding supporting detail

- 3.1
2. a is the better paragraph in the first pair and a in the second pair.
 3. As information flows from *old* to *new* in academic writing, in 1a 'this safe route' clearly refers back to old information (the 'safe road'), with the information about the supply lines being new information. In 2a the phrase 'existing tent-dwellers' is old information as it relates back to 'people have lost their homes ... living in a temporary camp'. 'If someone new arrives' is new information.

3.2	Subordinate clause	Main clause
	If the flowers are planted here,	they might not grow properly.
	Main clause	Subordinate clause
	The flowers might not grow properly	if they are planted here.

Task 4 Warnings, advice and predictions

4.1 1. Sentences a and b have the same meaning

2. *Unless* means *If ... not*.

- 4.2 2. What is the likely problem?: No more money is given for scientific research.
 What is the opposite?: More money is given for scientific research.
 Complete sentence: Unless more money is given for scientific research, the scientists will fall behind in the race to develop new technology.
3. What is the likely problem?: The corn crop not being sprayed with pesticide.
 What is the opposite?: The corn crop is sprayed with pesticide.
 Complete sentence: Unless the corn crop is sprayed with pesticide, the insects may damage it.
4. What is the likely problem?: Employees continue to work long hours.
 What is the opposite?: Employees stop working long hours.
 Complete sentence: Unless employees stop working long hours, they might go on strike.
5. What is the likely problem?: Hens are not allowed to roam freely
 What is the opposite?: Hens are allowed to roam freely.
 Complete sentence: Unless hens are allowed to roam freely, they will produce eggs of inferior quality.
6. What is the likely problem?: Salt is not spread on the roads in icy weather.
 What is the opposite?: Salt is spread on the roads in icy weather.
 Complete sentence: Unless salt is spread on the roads in icy weather, there might be some accidents.
7. What is the likely problem?: It does not rain soon.
 What is the opposite?: It rains soon.
 Complete sentence: Unless it rains soon, there will be more starvation.

4.3 In conclusion, although the examination system in Japan is stressful, it has the effect of encouraging students to learn. Acquiring a basic knowledge in many areas of study is useful for life. Students need to adopt good study skills and learn over an extended period of time in order to gradually build on their new knowledge. If they manage to do this, they will feel relaxed and confident in exams, and will undoubtedly improve their grades.

4.4 1. advice – c prediction – b warning – a

- 4.5 2. Unless class sizes remain small, children will almost certainly not make progress.
 If class sizes do not remain small, children will almost certainly not make progress.
3. Unless parents talk to their children, they will not learn to speak.
 If parents do not talk to their children, they will / might / may not learn to speak.

4. Unless factories stop burning fossil fuels, the atmosphere will definitely become hotter.
If factories continue to burn fossil fuels, the atmosphere will definitely become hotter.
5. If spelling is a problem, computer spell check ought to / should be used
6. If students want to increase their depth of argument, they ought to / should read more widely.
7. If the price of oil increases, the price of petrol will undoubtedly go up.
8. If people continue to eat junk food, they will / might / may well become obese.
Unless people stop eating junk food, they will / might / may well become obese.
9. If the computer suffers a power cut, work could easily be lost.
10. If there is a problem, students should / ought to talk to a study skills adviser
11. If there is a fire, everyone has to / needs to leave the building by the nearest exit. (This instruction is not a matter of personal choice).

Task 5 Describing laws of nature ('zero' conditionals)

5.1 1. a 2. b 3. a 4. a fact

- 5.2
2. If young people listen to too much loud music, they may / might have hearing difficulties later.
 3. People may / might go to prison if they commit a crime.
 4. Students' speaking skills improve at a faster rate if they have a lot of contact with native speakers.
 5. If plants do not have enough water, they die.
 6. If fair-skinned people sunbathe, they burn.
 7. People will become unhappy if they do not have control over their lives.
 8. If dogs are not kept on a leash, they could frighten children.

Task 6 Further practice

6.1 1. a 2. b 3. examples

6.2 Possible answers:

2. Sales statistics can provide companies with important information. For example, if the figures show that sales are falling, a new product could / may / might be developed. (*personal prediction*)
3. Computers can help students considerably with their studies. For example, time is saved if students learn how to compile a bibliography electronically. (*law of nature*)
4. People can easily improve their English in an enjoyable way. For example, if students regularly watch films, this may / might / could improve their vocabulary. (*personal prediction*)
5. It may not be a good idea to have big class sizes. For example, if there are 50 students in a lesson, the teacher does not have time to give students individual attention. (*law of nature*)
6. All employers should offer flexible working patterns. For example, if a parent has young children, he or she may / might prefer to leave work at 3 p.m. (*personal prediction*)
7. Recycling has a beneficial effect on the environment. For example, if carrier bags are reused, this reduces landfill waste. (*law of nature*)

Task 1 Identifying unlikely events (second conditionals)

- 1.1
1. No, it is unlikely.
 2. Oh I see ... but if you decided to use chemicals, what would happen?
 3. In order to evaluate the effects of using chemicals on his business.

Task 2 Evaluating an unlikely event

- 2.1 Possible answers:
2. If I spoke Chinese, I would go to a Chinese university.
 3. If I moved abroad, I would stay there permanently.
 4. If I won the lottery, I would be a millionaire.
- 2.2 1. past simple 2. would 3. bare infinitive
- 2.3 In Sentence a, the speaker often wakes up early: it is an everyday fact which is a likely event. You learned about this in Stage A of this unit. In Sentence b the speaker does not wake up early. It is an unlikely event. He shows this by using the past simple tense. Here, the past simple is not used for a fact which is remote in time, but for a fact which is remote in the speaker's mind: it is not likely to happen.
- 2.4 Possible answers:
2. What you are unhappy about: There is too much homework.
 Imagine the opposite: If there were less homework ...
 Add a result: ... I would go out more often.
 Complete sentence: If there were less homework, I would go out more often.
 3. What you are unhappy about: I am tired
 Imagine the opposite: If I were not tired ...
 Add a result: ... I would go out with my friends,
 Complete sentence: If I were not tired, I would go out with my friends.

Remember that for these imaginary sentences, *were* – the third-person plural form of the past tense of the verb *be* – is often preferred to *was*. *If there was* becomes *if there were ...*, and *if I was* becomes *if I were ...*.

Task 3 Making evaluations in your writing

- 3.1 2.** Imagine the opposite: If English grammar were not complicated...
 Add a result: ... students would have less English homework.
 Complete sentence: If English grammar were not complicated, students would have less English homework.
- 3.** Imagine the opposite: If the education system did not set regular examinations ...
 Add a result: ... students would not learn anything.
 Complete sentence: If the education system did not set regular examinations, students would not learn anything.
- 4.** Imagine the opposite: If the lorry drivers who supply petrol stations were not on strike ...
 Add a result: ... there would be enough petrol for cars.
 Complete sentence: If the lorry drivers who supply petrol stations were not on strike, there would be enough petrol for cars.
- 5.** Imagine the opposite: If water were not plentiful in the UK...
 Add a result: ... water rationing would have to be introduced.
 Complete sentence: If water were not plentiful in the UK, water rationing would have to be introduced.

Task 4 Using other modal verbs in the main clause

- 4.1**
- | | |
|--------------------------------|---|
| 1. will | e. to predict (certainty) |
| 2. might/may | a. to predict (remote possibility) |
| 3. could | c. to predict (uncertainty) |
| 4. should/ought to | b. to give advice |
| 5. must/have to/need to | d. to show duty |
- 4.2**
- 1. a.** More students might study in the UK if tuition fees were not so high.
b. If tuition fees were not so high, more students might study in the UK.
- 2. a.** If the powerful nations cancelled the third-world debt, poverty could be eliminated.
b. Poverty could be eliminated if the powerful nations cancelled the third-world debt.
- 3. a.** If there were no scholarships, more students would have to study in their own countries.
b. More students would have to study in their own countries if there were no scholarships.
 (*might* – modal; *could* – modal; *would* – modal; *have to* – semi-modal)
- 4.3**
- | | |
|---------------------------------------|--|
| 1. would | d. to evaluate (certainty) |
| 2. might | c. to evaluate (uncertainty) |
| 3. could/might possibly | b. to evaluate (remote possibility) |
| 4. would have to/would need to | d. to evaluate (duty) |
- 4.4 2.** Imagine the opposite: If the swimming pools were not so dirty ...
 Add a result: ... people would swim more often.
 Complete sentence: If the swimming pools were not so dirty, people would swim more often.

3. Imagine the opposite: If the university did not have a sports centre on the campus...
 Add a result: ... students would have to/need to travel a long way to take exercise
 Complete sentence: If the university did not have a sports centre on the campus, students would have to/need to travel a long way to take exercise.
4. Imagine the opposite: If many health workers had sufficient training to work in rural areas...
 Add a result: ... fewer people would undoubtedly die.
 Complete sentence: If many health workers had sufficient training to work in rural areas, fewer people would undoubtedly die.
5. Imagine the opposite: If students took more effective notes...
 Add a result: ... they might write better essays.
 Complete sentence: If students took more effective notes, they might write better essays.
6. Imagine the opposite: If food were not so expensive in the UK...
 Add a result: ... families could/might possibly have more holidays.
 Complete sentence: If food were not so expensive in the UK, families could/might possibly have more holidays.
7. Imagine the opposite: If students did not have their own computers ...
 Add a result: ... they would have to/need to use the computers on the campus.
 Complete sentence: If students did not have their own computers, they would have to/need to use the computers on the campus.
8. Imagine the opposite: If students had access to the Internet...
 Add a result: ... their homework would be done more easily.
 Complete sentence: If students had access to the Internet, their homework would be done more easily.
9. Imagine the opposite: If banana growers did not spray their crops heavily with pesticides several times a year...
 Add a result: ... the labourers might be in better health.
 Answer: If banana growers did not spray their crops heavily with pesticides several times a year, the labourers might be in better health.

Stage

C

Task 1

Identifying impossible events (third conditionals)

- 1.1
1. Nationalist Party
 2. Nationalist Party
 3. Yes, it is too late. The elections were held last year.
 4. He imagines the Democratic Party winning, as he wants to discuss the imaginary outcome of this.
 5. She imagines the Nationalist Party not winning, as she wants to imagine the outcome of this.

Task 2 Evaluating an *impossible event (result now)*

- 2.1**
- 1.** Impossible situation in the past: If the course had been useful ...
Impossible result now: ... most students would have jobs.
 - 2.** Impossible situation in the past: If it had not rained yesterday ...
Impossible result now: ... the campus would not be muddy.
- 2.2**
- 1.** *had* + past participle (past perfect form of the verb)
 - 2.** would
 - 3.** infinitive
- 2.3**
- 2.** Imagine the opposite: If there had not been an air-traffic control strike yesterday ...
Imagine the result now: ... the passengers would not still be at the airport.
Complete sentence: If there had not been an air-traffic control strike at the airport yesterday, the passengers would not still be at the airport.
 - 3.** Imagine the opposite: If house prices had not increased by 10% last year ...
Imagine the result now: ... more people would want to buy their own houses.
Complete sentence: If house prices had not increased by 10% last year, more people would want to buy their own houses.
 - 4.** Imagine the opposite: If the government had not banned this pesticide in the 1980s ...
Imagine the result now: ... more people would have disabilities nowadays.
Complete sentence: If the government had not banned this pesticide in the 1980s, more people would have disabilities nowadays.
 - 5.** Imagine the opposite: If scientists had realized that asbestos exposure was harmful in the 1960s and 1970s ...
Imagine the result now: ... more people would definitely be alive today.
Complete sentence: If scientists had realized that asbestos exposure was harmful in the 1960s and 1970s, more people would definitely be alive today.
- 2.4**
- 2.** If the writer had not destroyed her diary, people would know more about her private life now.
 - 3.** If the politician had not studied for his Master's degree in the UK, he might not speak such good English now.
 - 4.** If the students had not passed their exams, they would have to / need to retake their course now.
 - 5.** If the immigrants had not all had visas, they could / might possibly be in prison now.

Task 3 Evaluating an impossible event (result in the past)

3.1 1. past perfect 2. would 3. perfect bare infinitive

- 3.2 2. Imagine the opposite: If there had not been a power cut last week ...
Imagine a result in the past: ...the student might not have lost her essay.
Complete sentence: If there had not been a power cut last week, the student might not have lost her essay.
3. Imagine the opposite: If the police had not arrested some people with knives during the demonstration...
Imagine a result in the past: ... the situation might have become violent.
Complete sentence: If the police had not arrested some people with knives during the demonstration, it might have become violent.
4. Imagine the opposite: If the government had not increased tuition fees for international students ...
Imagine a result in the past: ... more students would have applied for the course last year.
Complete sentence: If the government had not increased tuition fees for international students, more students would have applied for the course last year.
5. Imagine the opposite: If the classroom printer had not been reliable ...
Imagine a result in the past: ... the students would have used the library printer more often.
Complete sentence: If the classroom printer had not been reliable, the students would have used the library printer more often.

Task 4 Order of information in impossible conditionals (text flow)

- 4.1 1. The *if* clause is first in Sentence a and second in Sentence b to allow the flow of information.
2. There is a comma after the *if* clause in Sentence a because it comes first in the sentence. There is no comma in Sentence b because the *if* clause comes second in the sentence.
- 4.2 2. If this had not been the case, the Paris Treaty would have had a greater impact on UK domestic citizens.
3. They would have made this decision earlier if they had known about the new truck.
4. If the process had not been performed efficiently, profits would have fallen quickly.

Task 5 Using other modals in the main clause

- 5.1 2. passed 3. survived 4. take 5. lose 6. be
- 5.2
2. If the employee had not leaked secret documents to a national newspaper, he would not have lost his job.
 3. If Toyota had not recalled certain Prius cars to check their breaks in 2010 there could / might possibly have been more accidents.
 4. If the journalists had not been local people, they would have had to leave / they would have needed to leave the country before now.
 5. If the students had all obtained a score of 6.5 or above at the end of the pre-sessional course, they would have had to / they would have needed to change their study plans.
 6. If the employees had completed their training on time, they might not have lost their jobs.

Task 6 Putting it all together: review of conditional sentences (Stages A–C)

- 6.1
1. Second conditional – were
 2. Third conditional – had made / have
 3. First conditional – increases / will
 4. First conditional – introduces / will
 5. Third conditional – had not had
 6. Second conditional – were
 7. Third conditional – had not been / might possibly
 8. Second conditional – respected / would be
- 6.2
- | | | | | |
|---------------------------|-----------------|---------------------|---------------------|-------------------|
| 1. had to | 2. would be | 3. focus | 4. use | 5. maximize |
| 6. declines | 7. emerge | 8. increases | 9. start | 10. had not begun |
| 11. would not have become | 12. expands | 13. are needed | 14. needs | |
| 15. are | 16. do not have | 17. had not created | 18. might have been | |

Unit 7 Self-check

1. b 2. b & c 3. c 4. a 5. c 6. a 7. b 8. b 9. a 10. c

8 Avoiding person-based writing

Stage

A

Task 1 Review of noun phrases and text flow

Note: a and d give better information flow because the new information in the previous sentence is summarized in a noun phrase at the beginning of the second sentence.

In b and c, the subject noun phrases 'they' and 'people' both give redundant information.

1.1 a, b and c have simple noun phrases; d has a complex noun phrase.

1.2 *produce* is concrete; *tradition* is abstract.

Task 2 Concrete and abstract noun phrases

2.1

1.	wheat	CN	11.	produce	CN
2.	sales	AN	12.	oil	CN
3.	table	CN	13.	access	AN
4.	improvement	AN	14.	analyzing	AN
5.	economists	PN	15.	belief	AN
6.	government	PN*	16.	teenagers	PN
7.	coal	CN	17.	farmers	PN
8.	burning	AN	18.	procedure	AN
9.	decline	AN	19.	lowering	AN
10.	failure	AN	20.	vehicle	CN

* Note: *government* is a person-based noun because it is a group of people.
The gerunds are *burning*, *analyzing* and *lowering*.

2.2 1. a 2. b 3. b 4. c 5. c

2.3 The production of low-emission vehicles will increase sales in Europe.

- 2.4
2. Axxion need to improve their pricing strategy. In the future, increased sales of mobile phones / increased mobile phone sales will result in more competitive prices.
 3. The police believed that car theft fell in 2013. However, a review of the data revealed that this was not true.
 4. The school suffers from a shortage of resources. For example, the teaching of research skills without Internet access results in pupils not being prepared for the real world.

5. The milk had an unusual colour. An analysis of its chemical content revealed the addition of melanine.
6. The area needs to be renovated. The conversion of the old warehouses into modern apartment blocks could be an interesting option to consider.
7. Turkey should join the European Union. The extension of the free-trading markets will lead to greater stability in Europe.
8. Modern ambulances need larger doors and stronger flooring. Increased consumption of food / food consumption over the last decade has resulted in heavier patients.

Task 3 Using abstract noun phrases as summary nouns

- 3.1
1. The burning of fossil fuels, deforestation, various agricultural and industrial practices.
 2. The waste of time caused by travelling and transporting goods and documents from one place to another.
 3. The cost in time and money to businesses because of the problems.
- 3.2 1. b 2. f 3. e 4. a 5. g 6. d 7. c
- 3.3
- | | | |
|----------------|--------------------------------|-------------------|
| 2. This crisis | 3. this effect / these effects | 4. this view |
| 5. This cycle | 6. this issue | 7. This procedure |
- 3.4
- | | | |
|------------------|---------------------|--------------------------------|
| 2. These results | 3. this situation | 4. this problem/these problems |
| 5. This theory | 6. This improvement | 7. this condition |
- 3.5
1. Studies that aim to identify human influences on climate change.
 2. The combination of regional power blocks into a single world political community.
 3. The staging of local festivals and dances as a show for foreign visitors.
- 3.6
- | | | |
|--------------------|---------------------|-------------------|
| 2. such a solution | 3. such behaviour | 4. Such symptoms |
| 5. such a reform | 6. such information | 7. such decisions |

Task 4 Review of summary nouns

- 4.1 Possible answers:
- | | |
|---------------------------|--|
| 1. This situation has | 2. This issue / problem is (also <i>situation</i> , if not used in 1.) |
| 3. These / Such views are | 4. these / such attempts have |
| | 5. this / such an increase is |

Task 1

Using impersonal verbs to discuss opinions and beliefs

- 1.1
1. **Type 1** It is estimated that fewer than 4,000 pandas exist in the wild.
Type 2 Fewer than 4,000 pandas are estimated to exist in the wild.
 2. **Type 1** It is said that fewer than 1,000 blue whales survive in the southern hemisphere.
Type 2 Fewer than 1,000 blue whales are said to survive in the southern hemisphere.
- 1.2
1. **Type 1** It is thought that global warming is increasing.
Type 2 Global warming is thought to be increasing.
 2. **Type 1** It is considered that one in three bathing beaches is suffering from pollution.
Type 2 One in three bathing beaches is considered to be suffering from pollution.
- 1.3
1. **Type 1** It is thought that 1,500 sea otters have died because of oil pollution.
Type 2 1,500 sea otters are thought to have died because of oil pollution.
 2. **Type 1** It is said that that computer games have encouraged children to be more aggressive.
Type 2 Computer games are said to have encouraged children to be more aggressive.
- 1.4
2. **Type 1** It is thought that the temperature of the Gulf Stream is gradually falling.
Type 2 The temperature of the Gulf Stream is thought to be gradually falling.
 3. **Type 1** It is thought that wearing masks in public places protects against infectious diseases.
Type 2 Wearing masks in public places is thought to protect against infectious diseases.
 4. **Type 1** It is believed that policies of the colonial era in Zimbabwe have helped to shape current agricultural policies. (Johns and Waite, 2007)
Type 2 Policies of the colonial era in Zimbabwe are believed to have helped to shape current agricultural policies. (Johns and Waite, 2007)
 5. **Type 1** It is considered that the best theoretical model of decision-making in the health sector is the Health Belief Model.
Type 2 The best theoretical model of decision-making in the health sector is considered to be the Health Belief Model.

Task 2

Referring to data

- 2.1 In the text, three possible explanations are given for the increase in the number of people living alone: (1) The divorce rate has risen over the same period; (2) More people are outliving their partners; (3) More people may be choosing to live alone in order to concentrate on their work or study.
The text makes clear that these are only possible explanations – there might well be others!

- 2.2
1. The number of one-person households in the UK has gradually increased.
 2. As can be seen from Figure 1, in 1971 18% of all households had only one person in them. This figure rose to 29% in 1996, and since that date the figure has remained about the same. It is predicted that the number of people who live alone will increase slightly to 30% in 2016.
 3. It is clear that the 'singleton' lifestyle has become more common in Britain in the last 40 years.
 4. This increase may be the result of more people getting divorced, or living longer and therefore outliving their partners, or choosing to live alone to concentrate on their studies or work
- 2.3
1. As can be seen from Figure 1,
 2. It is predicted that
 3. It is clear that
 4. This increase may be the result of
- 2.4
1. As can be seen from Figure 2,
 2. This situation may be the result of
 3. It is clear that
 4. It is predicted that

Stage

C

Task 1

Abstract complex noun phrases

- 1.1 1. a 2. b 3. b
- Note that 'imitation in non-autistic children' is an abstract noun phrase because *imitation* is the headword. Similarly, 'the lack of imitative behaviour in autistic children' is an abstract noun phrase in which *lack* is the headword.
- 1.2 The information which corresponds to each bold noun phrase is underlined.
 One question that remains contentious in the field of autism research is whether children with autism demonstrate impaired imitative abilities. **Imitation deficits in autism** are of considerable theoretical interest because imitation occurs very early in non-autistic children. **This lack of imitative behaviour in autistic children** may be due to a lack of awareness of their social environment and explain why such youngsters find it difficult to interact with others as they grow up. (Meltzoff and Gopnik, 1993.)
- 1.3 1. imitative ability / autistic children 2. lack / awareness 3. reason / gesture
 4. body posture 5. understanding / meanings behind gestures
- 1.4 It is hypothesized that ...
 It is also predicted that ...

Task 2 Using person- and non-person-based nouns

- 2.1 It is a feature of academic writing that reference is constantly made to the knowledge and collective experience of the wider academic community. This section focuses on previous research in order to set the background to the proposal, so there is a natural emphasis on the names of those that have carried out previous research.
- 2.2 By using the passive voice.
- 2.3 1. b 2. e 3. f 4. c 5. a 6. d
- 2.4 Workers in the real-estate sector in China will be asked for interviews. Those who agree to participate will be interviewed. They will first be presented with a questionnaire via email and the conversations will be recorded. Excel spreadsheets will be used to analyze the data and figures from the research exercise. From these responses, prospects for the development of China's real estate industry and future targets will be reviewed and discussed.

Task 3 Referring to data in a research project

- 3.1 1. Figure 1 shows / can be seen in Figure 1
2. It is clear that
3. Figure 2 shows that / As can be seen in Figure 2,
4. It is surprising that
- 3.2 1. d 2. h 3. c 4. g 5. f 6. e 7. b 8. a

Unit 8 Self-check

1. *researchers* and *farm* are concrete nouns
2. The setting up of the experiment took longer than she expected.
3. His lack of understanding of the main points of the lecture was because of / due to a low level of English.
4. b
5. problem
6. a. It is thought
b. are thought to
7. a. It is believed that the killing of badgers stops the spread of tuberculosis to cattle.
b. The killing of badgers is believed to stop the spread of tuberculosis to cattle.
8. In 1956, one in 50 babies died in the UK in their first year of life, compared to one in six in 1900. It is probable that this improvement in survival rates was due to better housing and improved medical care.
9. **This essay will describe** the background to the real-estate industry in China. First, the policies in the real estate market before 1990 **will be delineated**; then the later policies **will be divided** into the 1990–2001 period and the post-2001 period when China joined the WTO. The policies of the early 21st century **will then be analyzed**. Finally, the future development of the Chinese real estate industry **will be examined**, as well as several factors constraining its development.
10. c, b, d, e, a

Stage

A

Task 1

Review

- 1.1 This type of sentence (i.e., one that contains a subordinate clause) structure is *complex*.
- 1.2 *Embedded* is an adjective, used to describe something which is totally enclosed or fixed in position by another structure or mass which surrounds it. An adjectival clause of the type you are studying in this stage is fixed inside the structure of a main clause.
- 1.3 Yellow highlight = subject
Red highlight = embedded relative clause
Blue highlight = verb
2. The lecturer who received the best student feedback is on a temporary contract.
(headword – lecturer – qualified)
 3. The computers in the classroom *that is being modernized will be replaced.
(noun in PP qualified)
 4. The money which came from a research grant was used to employ a new assistant.
(headword – money – qualified)
 5. The people who live in East Street have signed a petition about traffic.
(headword – people – qualified)
 6. The laboratory which was used for animal experiments is now closed.
(headword – laboratory – qualified)
 7. The Credit Scheme which provided smallholder farmers with loans proved very successful.
(headword – scheme – qualified)
 8. The eggs from the farm that is close to the housing estate are cheap.
(noun in PP qualified)
- * Use *that* as the relative pronoun here as it expands the noun of a prepositional phrase.

Task 2

Reducing the relative clause

- 2.1 1 & 2. The second sentence in each pair is more concise and has the better academic style. Academic writing seeks to package information in as few words as possible, particularly at the beginning of a sentence when referring back to 'old' information.
- 2.2
2. The countries required to reduce the quantity of their exports were defiant.
 3. The policy introduced last year was successful.
 4. The progress made in the last three months is minimal.
 5. The issue requiring immediate attention is class sizes.
 6. The agreement reached at last month's conference involved trade restrictions.

7. Farmers using harmful insecticides should be encouraged to change to organic pest control methods.
8. Some regions facing serious food shortages have appealed for help.

2.3 1. a. line 8 – agreements based on fair trade

- b. line 10 – agreements protecting the poor and more vulnerable groups of society
2. ... agreements which are based on fair trade are generally more advantageous for poorer and smaller countries.

... but policies and fair trade agreements which protect the poor and more vulnerable groups of society should always be adopted.

The simple present *which protect* is better than the present continuous form of the verb. (*Which protect* is better than *which are protecting*). It is better to use the present simple here to restore a full relative clause, as the writer intends to show a *permanent* description of good fair-trade agreements. (Notice the inclusion of the word *always*). The present continuous (*which are protecting*) suggests that the fair-trade agreements should only protect the poor and more vulnerable people *now*. You have studied the difference between the present simple and continuous forms of the verb in Unit 1B.

2.4 a. There is no simple answer to the question of whether the world should promote free or

fair trade. They can both bring benefits and disadvantages to countries, according to their specific economic conditions. Countries should consider carefully their own economic structure and that of their trading partners in order to establish a trading agreement which will maximize benefits and minimize negative effects on both societies. In most cases, free-trade agreements are beneficial for economically developed countries whereas agreements based on fair trade are generally more advantageous for poorer and smaller countries.

- b. The increasing number of countries in the European Union and the growth of free-trade agreements, such as the North American Free Trade Agreement, show today's global tendency to open countries' borders and globalization. At the same time, the World Fair Trade Organization seeks to protect the producers in economically underdeveloped countries by pointing out that many of the world's economies need support and protection and are not suitable for free trade. Both free- and fair-trade policies have their supporters and adversaries. The world should continue its process of opening to trade because the benefits of international trading are many, but policies and fair-trade agreements protecting the poor and more vulnerable groups of society should always be adopted.

Task 3 The relative pronoun as object of a relative clause

- 3.1 2. The politician (whom) Margaret Thatcher admired most was Churchill.
 3. The trade agreement (which) the United States and Canada signed in 1988 was favourable to both countries.
 4. The crop that earns (the highest foreign currency) in Zimbabwe is tobacco

- 3.2 2. (that) the team adopted / subject 3. (which) was on climate change / subject
 4. (that) the pupils preferred / object 5. (whom) the border police deported / object
 6. (who) became President / subject

	Person	Thing / fact / concept / idea
Subject of relative clause	<i>who</i>	<i>that / which</i>
Object of relative clause	<i>whom</i>	<i>that / which</i>

- 3.4 2. whom (O) 3. that / which (O) 4. that / which (S)
 5. that / which (S) 6. that / which (S) 7. that / which (O)

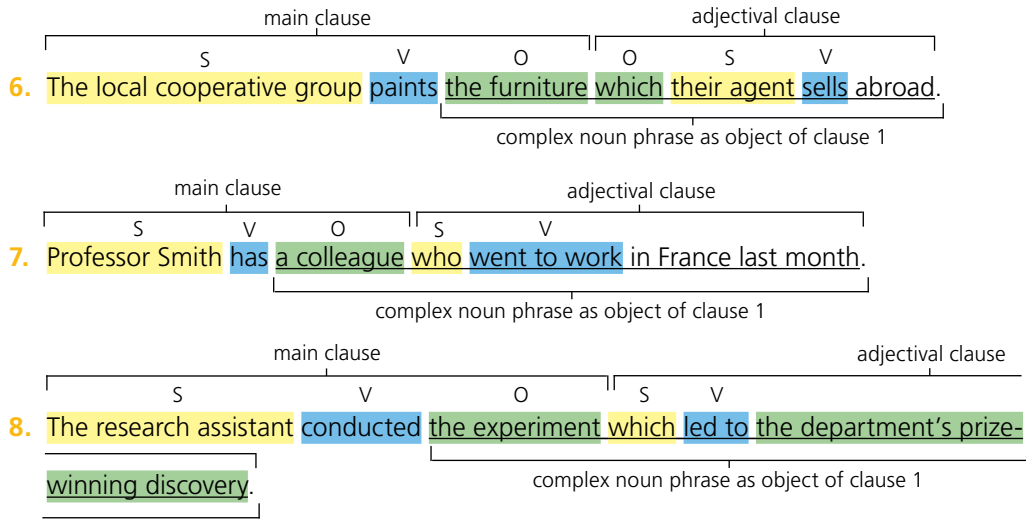
- 3.5 1, 2, 3 & 7
 4. The pollution emitted from the factory can be captured and treated.
 5. People living in low-lying coastal regions are most at risk from the effects of climate change.

Stage

B

Task 1 Expanding object noun phrases

- 1.1 1. The workers are guaranteed a wage which will ensure food for their families.
 2. The headword is *wage*.
- 1.2 2. The lecturer referred to the computer model which predicted the increase in global warming.
 complex noun phrase as object of clause 1
3. Governments do not understand the urgency of the problems which communities face every day.
 complex noun phrase as object of clause 1
4. The government introduced a new health care programme which lasted until 2000.
 complex noun phrase as object of clause 1
5. The hospital lost the file which contained the patient's medical records.
 complex noun phrase as object of clause 1



1.3 In both a and b the relative pronoun describes the noun phrase after a preposition. If you need to use a relative pronoun to describe a noun phrase within a PP, you need to use *that* as a relative pronoun.

1.4 1. 2

2. free trade can lead to lower wages
3. Free trade can lead to lower wages in industries which compete with similar ones in other countries.
4. which compete with similar ones in other countries.
5. ones (referring back to 'industries' to avoid repetition)
6. countries

Task 2 *whose* – possessive relative pronoun

- 2.1 1. *whose* + noun phrase is the subject of the relative clause.
 2. *whose* in b refers to a thing; in d it refers to a person (or people)

- 2.2 1. *whose* is the subject of the relative clause
 2. It refers to a person.
 3. *It* refers to 'global producers'
 4. If the relative clause were not in the passive voice, it would be difficult to understand.
 For example:
 If a developing country which produces tea starts selling its product internationally, the unit cost may be higher than that of other global producers whose price the world markets would set at a lower rate because of more efficient production methods.

- 2.3 2. The clinic works with clients whose lives are threatened by ill health.
 3. The course is for students whose IELTS score is 7.0.
 4. Keynes is still studied for his economic theories whose principles are still highly regarded.
 5. After the earthquake, the rescuers found some children whose parents were in a safe house.
 6. The students had seminars with a lecturer whose books were on the reading list.

Task 3 Relative adverbs – *where, when* and *why*

- 3.1 1. place 2. time 3. reason
- 3.2
1. A new economic and social policy is emerging in the USA, where the new president is attempting to make changes.
 2. Important decisions should be taken when everyone is present.
 3. There are many reasons why the economy of China has developed quickly.
- 3.3
2. They lived abroad during the period when there were many strikes in the UK.
 3. The samples were contaminated; this is the reason why the experiment did not work.
 4. New Year's Eve is a time when it is traditional to have parties.
 5. It is difficult for young people to secure a job in today's economic climate; this is the main reason why internships are popular.
 6. However, this is not the case for poor countries where the production methods are less efficient and flexible.

Task 4 Using *there is/there are* with a relative pronoun or relative adverb

4.1

Main clause			Relative clause			
Subject	Verb	Complement	Relative adverb	Subject	Verb	Object
There	are	many reasons	<u>why</u>	people	should learn	English.

- 4.2
2. There was a time in Britain when women did not have the right to vote.
 3. There are three main reasons why the government should lower taxes.
 4. There are no policies which / that help the poorest people.
 5. There is little* that can be done. (* *little* is a pronoun which means *not much*)
 6. There are few* companies which / that operate on a non-profit basis. (*few* means *not enough* – check back to Unit 1B 1.3, task 1.3).
 7. There was nothing that the rescuers could do to help the survivors.
 8. There were periods of economic difficulty when the country needed to improve its export figures.

Task 1

Recognizing the difference between defining and non-defining relative clauses

- 1.1 1. a 2. b
- 1.2 1. a 2. b 3. b – This one tells us the type of wage that workers receive; we know the type of wage before we read the relative clause. In a it is the relative clause which tells us the type of wage received. 4. a 5. b
- 1.3 In ‘defining’ relative clauses, the relative pronoun / adverb adds information which is **essential** for ‘exact identification’. For example, the answer to the question: ‘which **type** of wage are the workers guaranteed?’ is ‘**one which will ensure food for their families**’. As the information contained within the relative clause is so important for understanding the noun phrase accurately, **it forms part of the complex noun phrase**, and so no comma is required.

In ‘non-defining’ relative clauses, the relative pronoun / adverb is **not** necessary for understanding the noun phrase. The information contained within the relative clause is interesting, extra information, but it is **not** essential for identifying the noun phrase. For example, the type of wage which the workers are guaranteed is already identified in the main clause; they are guaranteed **a good one**. The information relating to how this good wage is enough to feed their families is extra, interesting information, so a comma is needed to show that the relative clause **does not form part of the noun phrase** which it describes. The information in the relative clause is clearly separate from the information in the main clause. The inclusion or absence of the comma therefore **helps the reader** to understand the meaning of the sentence.

Task 2

Non-defining relative clauses

- 2.1 1. L 2. L 3. E 4. E 5. L
- 2.2
2. The pre-session course, which has 90 participants, started in July. (embedded clause structure)
 3. Dr Paolo Rossi, whom the students liked, now teaches English to international students in London. (embedded clause structure)
 4. Higher rates of deforestation sometimes result in desertification, which makes the land useless for production. (linear clause structure)
 5. The current weather pattern, which is increasingly changeable, is a result of the high pressure over the Atlantic Ocean. (embedded clause structure)
Notice that this relative clause cannot be reduced because the phrase ‘increasingly changeable’ is an adjectival phrase.
 6. The President delivered a fierce anti-war speech, which was well received. (linear clause structure)
 7. They decided to visit Argentina, which is a beautiful country with many historical sites. (linear clause structure)

8. The library, which the Queen opened recently, holds over one million books. (embedded clause structure)
9. The staff were surprised by the good results of one student, John, whom everyone thought was lazy. (linear clause structure)

Task 3

Possessive relative pronoun *whose* in non-defining relative clauses

- 3.1
 2. The director of the company, whose administrative assistant has moved to a different town, had to carry out all the administration tasks himself. ND
 3. Policies whose aims are to redistribute wealth more equally are popular. D
 4. Dr Johnson's team is researching into proteins whose structures change with a rise in temperature. D
 5. Professor Sylvia Campbell, whose research was highly praised by her colleagues, received an award from the government. ND
- 3.2
 2. The students whose examinations are next summer still have plenty of time to study. (embedded clause needed)
 3. Single people, whose taxes have been raised by the council, have less disposable income. (embedded clause needed)
 4. The geologist Howard Fontaine, whose main interest is soil aggregates, has discovered a very interesting fact. (embedded clause needed)
 5. The problem can be traced back to the UK government, whose policies were introduced too quickly. (linear clause needed)
 6. The building, whose interior the occupants designed, failed to comply with regulations. (embedded clause needed)

Task 4

Relative adverbs in non-defining relative clauses

- 4.1
 - a. In an economically developed country, companies can more easily adapt to changes by altering their product to suit market forces. However, this is not the case for countries where the production methods are less efficient and flexible. (defining)
 - b. In an economically developed country, companies can more easily adapt to changes by altering their product to suit market forces. However, this is not the case in Bamanian, where the production methods are less efficient and flexible. (non-defining)
- 4.2
 2. The company's head office is in London, where a wide variety of commercial activities occur. (ND, comma needed)
 3. Students are advised to take a break when they have studied for two hours. (D, no comma needed)
 4. Accident investigators tried to locate the place where the fire broke out. (D, no comma needed)
 5. The physics conference is held every year in Barbados, where McGill University has a training school. (ND, comma needed)
 6. Dickens' first success came in 1837, when *The Pickwick Papers* was published. (ND, comma needed)

Task 5 Using a relative clause to refer back to a previous idea

- 5.1
- Sanctions meant the government had to increase import support, which eventually happened in 1980, when Zimbabwe gained its independence.
 - The policies introduced during the first 10 years after independence were funded solely by the government, which increased the government's expenditure.

Task 6 Review

6.1	Relative pronouns	Relative adverbs
	which / that / whom / who / whose	when / where / why

- 6.2
- There are many problems which need / needing to be solved before the policy can be implemented.
 - Developing countries depend on developed countries to extract the natural resources which lie / lying deep underground.
 - The first problem that relates / relating to population growth is that cities are overcrowded
 - China has a policy of one child per family, which has slowed the speed of population growth dramatically.
(*which* relates back to the idea in the previous clause.)
 - The second problem that faces the world is food shortage.
 - Population growth is one of the main challenges that governments and communities face.
(you need to use *that* here because the relative pronoun expands the noun phrase *main challenges*, which is part of the prepositional phrase *of the main challenges*.)
 - There are several issues which are not easy to resolve.
 - The majority of these people live on the poverty line, which means an uncomfortable life.
(*which* relates back to the idea in the previous clause.)
- 6.3
- which*
 - that* – you need to use *that* here because of the ordinal number in this sentence.
 - that* – you need to use *that* here because it follows the noun phrase changes, which is part of a prepositional phrase.
- 6.4
- whose*
 - which* (we need *which* here as the adjectival clause is qualifying 'measures' not 'place'.)
 - when*
 - which* (we need *which* here as the adjectival clause is qualifying 'Act' not '1930'.)
 - that* – you need to use *that* where the relative pronoun expands the noun which is part of a prepositional phrase.
 - , *which*
 - that* (to avoid using *which* twice so close together.)
 - who*
 - , *which* (*which* is used to refer back to a complete idea in the previous clause).

- 6.5 The policies which were introduced by the government during the first ten years after independence, were funded solely by the government and this increased government's expenditure. As the government borrowed the funds to finance development, its fiscal deficit increased and the International Monetary Fund (IMF) and the World Bank (WB) began to put pressure on the government to adopt other measures which were not based upon government intervention, but on market reform.

* No commas are needed, as the relative clauses are defining.

Unit 9 Self-check summary

1. Respondents who installed the Document Management System were generally positive and welcomed its benefits. (The relative pronoun is the subject of the relative clause).
2. Factors which affect the oxidization activity can come from the environment or from the food-processing techniques used.
3. The library in the town centre now has a bookable computer room.
4. The schools needing financial support are mostly in rural areas.
5. The candidate whom the company interviewed yesterday comes from New York. (The relative pronoun is the object of the relative clause.)
6. British tourists buy high-grade Japanese green tea which they cannot purchase in their own country. (The relative pronoun expands the object of the main clause.)
7. a. S V O S V O
The students identified the words which showed the author's attitude. (L)
- b. S V O S V O
Developing countries which have adopted trade liberalization report a 5% increase in trade. (E)
8. whose
9. A low-carbon economy is essential for reducing CO² emissions, which pollute the atmosphere.
ND
10. Some female publishers who wanted to give women writers a stronger voice set up a publishing house, Virago, in the 1970s. D

Appendix A: Using *a*, *an*, *the* or no article

Task 1

1.1

1. Krauss was a modernist sculptor.
Reason: 1B – writing about job
2. A literature search will be conducted in order to establish the research context.
Reason: 1A – when mentioning something for the first time in your work. *Search* is the headword, which is countable.
3. Stiglitz began a new country-level study in 2006. The study showed that the effects on export growth were positive.
Reason: 1A – when mentioning something for the first time in your work / Reason: 1C – to refer back to something you have already mentioned.
4. Learner drivers need to pass a theory test before they are allowed to drive. The test is taken online.
Reason: 1A – when mentioning something for the first time in your work / Reason :1C – to refer back to something you have already mentioned.
5. Water is essential to support life.
Reason: 1D – to indicate things in general. Singular with no article as water and life are uncountable.
6. The domestic refrigerator was invented in 1913.
Reason: 1D – to talk about all things of a type. Refrigerator is countable.
7. The community made good use of the equipment which the Red Crescent had donated.
Reason: 1E – to specify the exact thing you are talking about.
8. The students could not choose their essay title. They had to write about the economic situation in their country.
Reason: 1E – to specify the exact thing you are talking about
9. The most common gas in the Earth's atmosphere is nitrogen.
Reason: 1E – with superlatives / when there is only one.
10. Khalifa Tower in Dubai is the tallest man-made structure in the world.
Reason: 1E – with superlatives.
11. The Yellow River is the second longest river in China.
Reason: 1F with some geographical categories (river).

Task 2

1. The students could choose their essay title. They had to write about a problem in their country. (1B – one or more of many)
2. The (1E – to specify the exact thing you are talking about) gender roles in Japan are different from those in the UK. (1F – with some geographical categories)
3. The (1E – when there is only one) government should pay more attention to problems in the education system. (1E – to specify the exact thing you are talking about)
4. Burglary is a criminal offence. (1B – writing about one or more of many)
5. Congestion is a problem in big cities. (1B – writing about one or more of many)
6. Parikh (2007) examined the relationship between growth and trade liberalisation. (1E – to specify the exact thing you are talking about)
7. The Second World War lasted from 1939 to 1945. (1E – when there is only one)
8. Donkeys need 15 litres of water per day. (1D – to indicate things in general)
9. Manufacturing industries should not pollute the environment. (1E – when there is only one)
10. This essay will discuss government policies (1D – to indicate things in general)
11. Education is important. (1D – to indicate things in general: uncountable noun)
12. Love (1D – to indicate things in general: uncountable noun) is fundamental for a happy life, but the love of money can lead to selfishness and greed. (1E – to specify the exact thing you are talking about)
13. A researcher was appointed to collect data. (1A – when mentioning something for the first time in your work).
14. Dr Jones is an expert in marine biology. (1B – writing about jobs)
15. The exposure of food to light and oxygen leads to a breakdown of antioxidants. (1E – to specify the exact thing you are talking about)
16. There are many exhibitions in the British Museum. The British Neo-Romantics exhibition is the focus of this paper. (1E – to specify the exact thing you are talking about)
17. Zimbabwe is a developing country. (1A – writing about one of many)
18. Cleano is a company which makes baby products. (1D – to indicate things in general)
19. Rural to urban migration and hunger are the consequences of poverty. (1E – to specify the exact thing you are talking about)
20. This essay will discuss the government policies of the Thatcher era. (1E – to specify the exact thing you are talking about)

Longer extracts

1. The (1E – when there is only one) government introduced some financial reforms in 2008. The (1E – to specify the exact things you are talking about) foreign-owned organizations in China now have the same corporate tax responsibilities as the (1E – to specify the exact things you are talking about) local companies. This means that the (1E – to specify the exact thing you are talking about) level of competition is fairer than before.
2. The (1E – to specify the exact thing you are talking about) Reading San Francisco Libre Association is a (1B – one or more of many) town twinning organization which encourages the (1E – to specify the exact thing you are talking about) towns of Reading and San Francisco Libre to work together. It promotes links (1D – to indicate things in general) and (1D – to indicate things in general) exchange programs (1D – to indicate things in general) between these towns. Money (1D – to indicate things in general: money is uncountable) is raised in Reading to sponsor the projects in San Francisco Libre, (1E – to specify the exact thing you are talking about) and the (1F – name of an organization) University of Reading sends volunteer students to work in this area of South America in the summer.

a Appendix B: Describing data

Task 1 Selecting statistical evidence

- 1.1 The writer has not given statistical evidence from the bar chart to support his claims in the text.
- 1.2 b

Task 2 Verb forms for describing data

- 2.1
- a. The GDP of Taiwan has increased steadily over the last decade.
 - b. By 2006, this figure had risen to nearly \$16,000.
 - c. Between 2001 and 2003, GDP remained steady at approximately \$13,000.
- a. Present perfect simple. You have studied the present perfect simple in Unit 3, Stage B, Task 2. It is used to describe a situation which is true now, and to show how long it has been this way. Over the last decade, the GDP of Taiwan has increased, and the result is that now it is high.
- b. Past perfect. You have studied the past perfect in Unit 7, Stage C, Task 2. You saw how it is used in a conditional sentence to describe an imaginary event in the past. The blue box below in Exercise 2.1 (p. 226) explains more about why the past perfect is used in this sentence.
- c. Past simple. You have studied the past simple in Unit 3, Stage A. The past simple is used to describe a fact which happened at a particular time in the past: between 2001 and 2003.
- 2.2 In 1971, only 18% of all households had one person in them. By 1996, this figure had risen to 29%.
- 2.3 It is used to describe a change happening now or around now. The change is considered to be temporary (not permanent).
- 2.4
- b. The number of books sold has steadily declined.
It seems as if printed book sales have now stopped declining. The present perfect simple is used to show an activity which began at some point in the past and gives a result now: low printed book sales
- 2.5
- a. The number of electric cars sold has been steadily increasing.
In this graph, the number of electric cars sold is still increasing now. It is best to use the present perfect continuous to describe the increasing trend in book sales; it began at some point in the past and is still continuing.

2.6

Saudi Arabia has not always been a rich country. In 1932, when King Abdul Aziz unified most of the country, the main trade was in dates and milk, and Saudis were poor. The King decided to invest in the country, which gave the American company, Aramco, the opportunity to conduct oil explorations. As Figure 4 shows, oil production changed the fortunes of Saudi Arabia's economy in the second half of the 20th century; it is clear that there was a growth in oil production between 1950 and 2010, and it has been increasing ever since that date. Between 1959 and 1974, Saudi Arabian oil production increased sharply to 8.5 million barrels. Between 1974 and 1980, oil production fluctuated between 7 and 10 million barrels. Between 1980 and 1985, there was a decline / decrease / fall in the production of oil from 10 million barrels to 3 million barrels; this was a deliberate policy to try and keep world oil prices high. After this period, production grew / increased / rose again; it had reached 8 million barrels by 1992. Since 2002, it has been increasing, currently reaching approximately 10 million barrels.

Task 3 Review

- 3.1
1. Although the stock market in China does not have a long history, it developed rapidly between the 1990s and 2004. Add in: (It began in 1990 with 140 points and had reached 1,000 points by 2004).
 2. After the foundation of Peoples' Republic of China in 1949, the Chinese government shut down the stock market, mainly because it was considered to be a feature of a capitalist economy. In December 1978, China initiated economic reforms in an attempt to establish a 'socialist market economy', but it was not until the late 1980s and early 1990s that China rebuilt its stock market. Although the stock market in China does not have a long history, it developed rapidly between the 1990s and 2004.

By 2005, the government had relaxed the rules which separated different categories of investors, and the free market economy had become more highly developed; this situation signalled a turning point in China's stock market. Encouraged by additional factors, such as appreciation of RMB, excess liquidity and public companies' good performance, the stock market grew steadily between 2005 and 2007, as shown in Figure 5. The Shanghai Stock Exchange (SSE) Composite Index peaked at 6,400 points in Oct 2007.

Faced with such rapidly rising stock market, economists expected the Shanghai Index to reach 10,000 points. Unfortunately, this boom time ended with the sudden levy of stamp duty tax and the unexpected global subprime mortgage crisis. The index plunged to less than 2,000 points between October 2007 and December 2008, with a decrease / decline of 70.5%. (Leijonhufvud, 2007).

Appendix C: Referring to academic sources

Task 1 Sentence types for citing sources

- 1.1
- a. According to Knights and Wilmot (2007), workers' opinions about their bosses give useful information about their management style.
 - b. As Knights and Wilmot (2007) assert, workers' opinions about their bosses give useful information about their management style.
 - c. Knights and Wilmot (2007) state that workers' opinions about their bosses give useful information about their management style.
- 1.2 Jones (2010) highlights the two competing teaching approaches: the 'empty vessel' and the 'progressive'.
- 1.3
- 1. As Clough (2004) asserts, people transform their house into a home by the way they use, decorate and adapt it.
 - 2. Clough (2004) states that residents do not have a sense of home and belonging because of inappropriate design of their housing.
 - 3. Wilmot (2009) highlights the direct link between the design of a building and older residents' attitudes towards it.
 - 4. According to Peace (2006), older people focus on the personal and social meaning of home rather than aspects of design.

Task 2 Reporting verbs

2.1

You think that the original author ...	Reporting verb	+ <i>that</i>	+ noun phrase
... makes an idea more prominent	highlights		✓
... expresses something clearly and strongly	states	✓	
... tentatively puts forward an idea	suggests	✓	
... gives a clear, written account of a situation	reports	✓	
... provides facts or information to prove that something is true	shows	✓	
... states that something is definitely true, possibly by providing further evidence	confirms	✓	

2.2	You think that the original author ...	Reporting verb	+ <i>that</i>	+ noun phrase
	... has discovered something	has found	✓	
	... states that something is true, giving clear reasons, even though others may not agree	argues	✓	
	... writes about a subject in depth	discusses		✓
	... decides that something is true (after considering all the information)	concludes	✓	
	... is sure that something is true	believes	✓	
	... tries to discover the truth about something	investigates		✓

Task 3 Present simple or past simple

- 3.1
1. a. Brown (2004, p. 56) *calculated* that 'the number of storm days per month during the winter increased from 7 to 14 in 2003'.
 - b. Predictions are often inaccurate, but the IPCC (2003) *estimates* that the increase in the Earth's average surface temperature relative to 1991 will be within the range of 1° – 3.5°C by the year 2100.
 2. a. Seacott's research (2008) *emphasises* that the three main indicators of global warming are temperature, precipitation and sea level.
 - b. In his introduction to the subject, Brown (2003) only briefly *mentioned* that the local innovation projects in Uganda had not been successful. (*telling a story*) – notice that:

The local projects in Uganda had not been successful when Brown briefly mentioned them
this event started and finished BEFORE this event started
in his introduction.
 3. a. Smith (2001) states that there is strong evidence that global warming is increasing, and Jones (2002) clearly agrees that this is highly likely.
 - b. Smith (2001) stated that there was strong evidence for criminal activity, but Sutton (2002) strongly disagrees that this is the case. (*Smith's statement is outdated and old-fashioned, so the simple past is used. Smith's opinion has been superseded by Sutton's research*).
 4. a. According to Maslin (2004), the climate change expert, sceptics falsely *claim* that every data set showing global warming has been corrected or adjusted to achieve a desired result. (*present simple needed here – 'scientists have corrected ...' gives the result now that sceptics falsely claim certain results*).
 - b. Maslin (2005) impressively *maintains* that this fact is itself part of the scientific process, whereby knowledge and understanding moves forward incrementally.

- 5. a. In the 1890s, early scientists such as Arrhenius and Chamberlin *hypothesized* that 'human activity could substantially warm the Earth by adding carbon dioxide to the atmosphere' (Faulkner, 2000:197). However, it was only in the 1940s and 1950s that modern technology was able to show that this was indeed the case.
- b. Smith (1997) *explains* the importance of local people's participation in community projects. (*simple present needed here, showing that in the writer's opinion Smith's view is still current*)
- 6. a. De Witt (2010) rightly *asserts* that one of the major obstacles to dealing with the problem of climate change is cost, or more importantly perception of cost. Indeed, it may cost as much as 2% of world GDP.
- b. Salvesen (2011) *denied* that the experiment had been a failure. (*telling a story*) – notice that:

The experiment had not been a failure when Salvesen discussed it.

this event started and finished
BEFORE
this event started

3.2 To emphasize the writer's attitude towards the sources to which he refers.