

5 Student life

Study, education, research

Study

1.1 Before you read the text, answer these questions.

- Do you prefer to study
 A at school or college B in a library C at home?
- Do you study best
 A early in the morning B during the day C at night?
- Do you prefer to work
 A with friends B with background music C in silence?



1.2 Now complete the text with the correct form of the verbs in the box. There may be more than one possible answer so try to use each verb once only.

concentrate do learn overcome organise study take teach review revise

Even the most studious among you will probably have difficulty studying at some stage in your academic career. If or when this happens, the only way to (1)..... this problem is to go back to basics. First, make sure you have a comfortable environment to (2)..... in. Some students need to have a quiet space to themselves and can't (3)..... if there are too many distractions. Others need some sort of background noise, such as music or the company of friends. Whatever your personal preference is, you need to (4)..... this first of all. Next, make sure you have all of the equipment or tools that you need. For example, if you are (5)..... a geography course and you have to (6)..... about countries and their capital cities then you will need to have your atlas to hand. If you're (7)..... your maths homework then be sure to find your calculator, ruler, protractor and compass before you start. Perhaps you're not preparing a homework assignment or project, but are trying to (8)..... for an exam. If so, you need to know exactly what is on your curriculum. You should also (9)..... your notes and make sure that you have a clear understanding of what your lecturers have (10)..... you. Of course, people with a learning disorder such as dyslexia may need to work harder than others at their studies as they often struggle to read even relatively simple texts.

1.3 Now read the text again and find a word or phrase to match these definitions.

- describes someone who studies a lot
- things that stop you from working
- a sound you can hear, but do not actively listen to
- two different types of homework or school task and
- to study for an exam
- another word for *syllabus*
- to check your work
- to do something with great difficulty

1.4 Underline the correct words in each sentence.

- 1 I would really like to learn about / *study about* the ancient Egyptians.
- 2 We need to *find out* / *know* where to buy the tickets for the concert.
- 3 I got into trouble at school because I didn't *know* / *find out* my multiplication tables.
- 4 I did well in the test because I had *known* / *learned* how to spell all of the words on the list.
- 5 Excuse me, do you *find out* / *know* where the nearest post office is?
- 6 It was difficult for me to *learn* / *study* at home, because we didn't have a lot of space.
- 7 I want to *learn how* / *study how* to drive a car.
- 8 I think you can only really *learn from* / *learn with* experience.

Error warning

Know = already have the information; *find out* = get the information.
Study = learn about a subject through books / a course: *I'm studying law*; *I'm studying for my exams*. We don't use any other prepositions after *study*. NOT ~~*I am studying about law*~~.
Learn = get new knowledge or skills: *I'm learning English*; *I'm learning to knit*. Note that we say you are *taking a course*, NOT ~~*learning a course*~~.
 NB Prepositions after *learn*: *learn about*, *learn from*, *learn to*: *I learned a lot from this course*. NOT ~~*learned a lot with this course*~~.

Education

2.1 **5a** Replace the words in *italics* below with ONE word. Then listen to the recording and check your answers.

Teacher Can you tell me about your early education?

Student Well, I went to ¹ *a school for very young children* from the age of four and I remember that I didn't enjoy it very much at all. My ² *from the age of 5 to 11 school* was a little better, especially because my mum was a teacher in the school. She taught in the ³ *younger part of the school* and she was actually my teacher in first ⁴ *level*, but when I went up to the ⁵ *older part of the school* I didn't see very much of her. After that I was lucky enough to receive a ⁶ *chance to go to school without paying fees* for a very good ⁷ *from age 11 to 18 school*. My parents couldn't have afforded to send me to a ⁸ *not free school* so it was a really great opportunity for me. It was a ⁹ *only for one sex school*, so there were no boys. I'm glad I didn't go to a ¹⁰ *for boys and girls school* because I think there are fewer distractions so everyone can just concentrate on their studies.



- | | |
|-----------------------------|----------|
| 1 <u>kindergarten</u> | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

Vocabulary note

Words ending in *-ist* are usually used to describe a person who studies a particular subject or who holds a particular set of beliefs: *economist*, *scientist*, *feminist*, *Marxist*.

5 Student life

2.2 WORD BUILDING Complete the table.

Subject	Person	Adjective
architecture		
		archaeological
biology		
economics		
geology		
	geographer	
	journalist	
languages		
	lawyer	
		mathematical
science		

2.3 Complete the sentences with suitable words from the table.

- I've always wanted to go on an *archaeological* dig to try to find fossils and ancient artefacts.
- Have you seen a copy of the a..... plan for the new building?
- My daughter is a l.....; she speaks six different languages.
- The government has a good e..... policy. I'm sure the recession will be over soon.
- I'm studying j....., I've always wanted to be a political writer.
- I'm not very familiar with the g..... of that part of the world.

Research

3.1 You will hear part of a talk for students. Listen and complete the notes below. Write NO MORE THAN TWO WORDS for each answer.

Continuing your studies *after graduation* Writing your *dissertation*

Important considerations:

- Many students struggle to find a research (1).....
- Writing a (2)..... *is easier* if you make the right choice.

You need to:

- Study the (3).....
- Have a *wide* (4)..... of your *field of study*.
- Establish* what is (5)..... in your field.
- Have a clear idea of the (6)..... of your study.
- Consider* whether there are any (7)..... in existing research.
- Think about* your (8)..... carefully.
- Ask about (9)..... from outside sources. Ask your (10)..... to check your *results*.

3.2 Listen to the talk again and write synonyms for the words in italics in 3.1.

after graduation = *postgraduate*,

4 PRONUNCIATION Mark the stress on these words. Then listen and check to see if you were correct. Practise saying the words.

acad <u>e</u> mic	assignment	consideration
concentrate	controversy	conduct (v)
distraction	dissertation	economist
educational	educated	research (n)
thesis	theory	theoretical

Test practice

General Training Reading Section 2

Work experience and internship programs

Through our student work experience program, the education authority provides over 9,000 work experience placements for young people each year. Our program is designed to offer employment opportunities for students that will enrich their academic studies and help them gain valuable work-related skills thereby improving their chances of finding a good job after graduation. A placement does not need to be related to a particular field of study and so participants may even discover areas of work they have never considered before.

All secondary and post-secondary school students in full-time education are eligible to apply for the program. Individual case managers will determine the minimum level of academic achievement required for each job. During an academic term, a student may work part-time. During the summer holidays a student may work full-time or part-time. The education authority is responsible for the recruitment of all students under the work experience program. Applicants apply in person to our office and we refer candidates to the appropriate department.

Our internship program is designed specifically for post-secondary students, whether part-time or full-time. Students on the internship program are given an assignment related to their research area offering them the chance to use their academic knowledge in an actual work setting. The academic institution plays an important role in the placement of students under this program and they will determine the duration of a work assignment. These traditionally last four months but internship assignments may vary from 4 to 18 months. Students in this program normally work full-time.

Questions 1–3

Complete the sentence with the correct ending **A–E**.
 Write the correct letter, A–E, next to questions 1 – 3.

- 1 You can apply for the work experience program
- 2 You can work on the student work experience program full-time
- 3 You can only join the internship program

Questions 4–8

Complete the summary below.
 Choose **NO MORE THAN TWO WORDS AND / OR A NUMBER** from the text for each answer.

To take part in the work experience program, first you need to apply to the (4)..... . Your (5)..... will tell you what qualifications you need. The internship program allows undergraduates to gain work experience in their (6)..... . The maximum length of an internship assignment is (7)..... . This is decided by the (8)..... .

- A** if you have high academic results from your educational institution.
- B** if you are a full-time student.
- C** outside of normal term time.
- D** when you have graduated from university.
- E** if you have finished your secondary education.

Test Tip



The information in the summary may not be in the same order as in the reading text.

Test One (Units 1–5)

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

- 1 My company has a new approach to staff meetings. We now have them standing up!
A adapted **B** adopted **C** addressed **D** admitted
- 2 You can tell a lot by the way members of a family with each other.
A identify **B** interact **C** relative **D** understand
- 3 We were unable to reach an agreement because of the between the two groups.
A contact **B** concern **C** connection **D** conflict
- 4 If we don't the artistic skills of young children they are far less creative as adults.
A nurture **B** nature **C** provide **D** prevent
- 5 There is a very clear relationship education and academic success.
A about **B** between **C** for **D** in
- 6 I have a very close relationship with my mother.
A to **B** with **C** of **D** for
- 7 The to make quick decisions is vital in an emergency.
A ability **B** knowledge **C** skill **D** talent
- 8 In my country people use their hands and a lot when they talk.
A show **B** tell **C** gesture **D** imitate
- 9 I have very fond of my time in Spain.
A memorise **B** minds **C** souvenirs **D** memories
- 10 Children need to learn to accept the consequences to their actions.
A of **B** or **C** in **D** by
- 11 My older brother is very for his age. He still needs my parents to help him with everything.
A mature **B** maturity **C** immature **D** immaturity
- 12 Everyone should travel; it really the mind.
A broadens **B** develops **C** opens **D** widens
- 13 I can't eat peanuts because I'm to them.
A allergy **B** allergic **C** appetite **D** infection
- 14 Some forms of this disease are and can last for five years or more.
A chronic **B** acute **C** moderate **D** obese

 Test One (Units 1–5)

- 15 Unfortunately, scientists have been unable to find a for this complaint.
 A prevention B disorder C therapy D cure
- 16 The man was put into an isolation ward because the disease was highly
 A infected B infectious C harmful D harmed
- 17 After several hours the doctor was finally able to give us his John had broken his ankle.
 A diagnosis B disease C symptoms D signs
- 18 Eating fatty foods can damage your
 A healthy B health C harmful D unhealthy
- 19 You can't always play it safe. Sometimes you need to a risk.
 A have B make C put D take
- 20 It's important to set yourself clear so you know what you are aiming for.
 A ambitions B goals C decisions D opportunities
- 21 She is very All she cares about is clothes and expensive cars.
 A realistic B optimistic C materialistic D pessimistic
- 22 I like making things with my own hands. It gives me a lot of
 A satisfaction B exhaustion C fulfilment D creation
- 23 I always try to keep a positive on life.
 A overview B overlook C outlook D insight
- 24 The cost of has risen dramatically in the last few years.
 A life B live C lives D living
- 25 The researchers many experiments to find the most effective materials.
 A confirmed B conducted C considered D concerned
- 26 Children who do not learn to read before they finish school struggle throughout the rest of their education.
 A primary B first C nursery D kindergarten
- 27 My tutor has some very interesting on how students learn.
 A topics B thesis C themes D theories
- 28 We had to cancel the project due to lack of
 A findings B funding C limits D controversy
- 29 We had to cover the rest of the ourselves while our teacher was ill.
 A contents B current C syllable D syllabus
- 30 I can already speak three languages, but I'd really like to to speak Chinese.
 A know B study C learn D teach

6 Effective communication

Language, linguistics

Language

- 1.1** Which of the following aspects of English do you find the most difficult?
- A vocabulary B grammar C reading D writing
 E pronunciation F speaking G listening

- 1.2** **6a** Listen to somebody talking about learning a language and say which THREE things in 1.1 she had difficulty with.
-

- 1.3** **6a** Listen again and find words that match these definitions.
- change words from one language to another
 - the ability to do something without making mistakes
 - something that prevents successful communication
 - a person who has spoken the language from birth
 - the ability to speak without hesitation
 - work or carry out daily tasks

- 2.1** **IDIOMS** Use a dictionary to check the meaning of the phrases in the box. Then complete sentences 1–8 with the correct phrase.

There is something to be said for When all is said and done	You can say that again! Needless to say	having said that That is to say	have a say to say the least
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- Bill** Hello, Sam, what a surprise meeting you here!
Sam
- Nuclear power has its problems. However,, many people believe it is the energy source of the future.
- switching to solar energy, although it is still too expensive for many people.
- Life without a constant supply of water can be difficult,
-, there is little we can do to save the environment without the full support of industry and the government.
- The tanker spilled 5,000 megalitres of oil into the ocean., this had a devastating effect on marine life in the area.
- There is a clear link between humans and environmental problems., wherever humans live, they damage the environment in some way.
- I think it's important for everyone to in how the government is elected.



Error warning



Note the following common errors with *say, speak, talk, tell*.
I speak German. NOT ~~*I talk German.*~~ *She's always **talking about** her dog.* NOT ~~*tell about.*~~ *Can I **tell you** something?*
 NOT ~~*tell something.*~~ NB Tell can be used to refer to a chart /graph: *The chart **tells** us how many students were enrolled.*
 However, it is better to use language that is more impersonal: *The chart **shows** how many students were enrolled.* NB
 You should not use *say* to talk about charts: ~~*From the chart I can say how many students.*~~

2.2 Correct the mistakes in these sentences.

- The chart ~~talks~~ us how many students were studying in the college in 1990. *tells*
- I can't understand what he is speaking. He's almost incoherent.
- Today I'm going to tell about my last holiday in America.
- I can talk three languages fluently, but Italian is my mother tongue.
- I learned English from a textbook, so I don't really understand it when it is said.
- The table says the percentage of people moving into urban areas between 1960 and 1990.

2.3 The words in column B should be similar in meaning to those in column A.
 Cross out the odd word in each group.

A	B
<i>communicate</i>	<i>contact correspond indicate interact</i>
1 <i>conclude</i>	<i>close summarise recap recall</i>
2 <i>explain</i>	<i>clarify define express illustrate</i>
3 <i>mean</i>	<i>indicate intend signify stutter</i>
4 <i>meaning</i>	<i>conjecture connotation significance sense</i>
5 <i>say</i>	<i>demonstrate express speak verbalise</i>
6 <i>suggest</i>	<i>imply intimate propose state</i>
7 <i>tell</i>	<i>gesture narrate recount relate</i>
8 <i>understand</i>	<i>appreciate comprehend contradict follow</i>

Linguistics

3.1 Read the text and then answer the questions.

Signs of success

Deaf people are making a profound contribution to the study of language


Just as biologists rarely see a new species arise, **linguists** rarely get to discover an unknown **dialect** or even better, to see a new language being born. But the past few decades have seen an exception. Academics have been able to follow the formation of a new language in Nicaragua. The catch is that it is not a spoken language but, rather, a sign language which arose **spontaneously** in deaf children.

The thing that makes language different from other **means** of communication is that it is made of units that can be combined in different ways to create different **meanings**. In a spoken language these units are words; in a sign language these units are **gestures**. Ann Senghas, of Columbia University, in New York, is one of the linguists who have been studying the way these have gradually **evolved** in Nicaraguan Sign Language (NSL).

6 Effective communication

The language **emerged** in the late 1970s, at a new school for deaf children. Initially, the children were instructed by teachers who could hear. No one taught them how to sign; they simply worked it out for themselves. By conducting experiments on people who attended the school at various points in its history, Dr Senghas has shown how NSL has become more **sophisticated** over time. For example, **concepts** that an older signer uses a single sign for, such as rolling and falling, have been unpacked into separate signs by youngsters. Early users, too, did not develop a way of **distinguishing** left from right. Dr Senghas showed this by asking signers of different ages to **converse** about a set of photographs that each could see. One signer had to pick a photograph and **describe** it. The other had to guess which photograph he was **referring** to.


When all the photographs contained the same elements, merely arranged differently, older people, who had learned the early form of the language, could neither signal which photo they meant, nor understand the signals of their younger partners. Nor could their younger partners teach them the signs that indicate left and right. The older people clearly understood the concept of left and right, they just could not **express** it. What intrigues the linguists is that, for a sign language to emerge spontaneously, deaf children must have some **inherent** tendency to link gestures to meaning.

3.2  Say whether the following statements are true or false. Give an explanation for each answer using words from the text. Then use your dictionary to check the meaning of any words in bold that you do not know.

- 1 Ann Senghas studies languages.
 True - she's a linguist.
- 2 Teachers taught the Nicaraguan deaf children how to use sign language.
- 3 The earliest form of the sign language was very basic.
- 4 The older signers were able to show the difference between left and right.
- 5 Linguists believe that deaf children are born with the ability to link gestures to meaning.

4.1 Think about your answers to these questions.

- 1 What do you need to do to be a good language learner?
- 2 What do you think makes a good language teacher?
- 3 What problems do people experience when they learn your language?

4.2  **6b** Look at these answers to the questions in 4.1 and complete them with a suitable word from this unit. Listen to the recording to check your answers.

- 1 Well, you need to be able to put down your textbooks from time to time and forget about (1)..... . That's the only way to become more (2).....in a language. You also need to (3)..... to (4)..... speakers of the language as much as you can.
- 2 I think the best language teachers are those who can (5)..... another language themselves. They also need to be able to (6)..... things clearly and in a way that is easy to (7)..... .
- 3 My (8)..... language is very difficult to learn because of the (9)..... . The individual sounds are very strange to other nationalities and difficult for them to (10)..... .