

2.3 Vocabulary and skills development

GOALS ■ Understand references in a text ■ Use comment adverbs

Reading & Speaking references

- 1 Work with a partner. Discuss your reactions to the quotation below.

‘EXPERT: A MAN WHO MAKES THREE CORRECT GUESSES CONSECUTIVELY.’

DR L. J. PETERS (AMERICAN EDUCATIONALIST AND WRITER)

- 2a Read the sentences. What does the underlined word in each sentence refer to?
- 1 We all read the article, but none of us liked it.
 - 2 We all had to study science up to the age of sixteen at school, and so do students at secondary school nowadays.
 - 3 He may be the most famous scientist of all time, but Albert Einstein only got his first scientific job when he was twenty-nine.
- b What is different about the way the reference word is used in sentence 3?
- 3a Read the information in the Unlock the code box.



UNLOCK THE CODE

understanding references

- We use reference words (e.g. *she, us, those, one, so*) to refer to a word or group of words in a text. Sometimes these words refer to a noun or phrase that came before them.

We all ate the pizza, but none of us liked it.

The boss left early and so did we.

- Sometimes they refer to something after them.

When they arrested the men, the police were very satisfied.

- b Now read paragraph 1 of the article.
- 1 Underline the reference words.
 - 2 What do they refer to?
- 4 Read the article. What is the main point it is making?
- 1 Women are better musicians than men.
 - 2 Even experts are influenced by what they see.
 - 3 Orchestras have improved the way they choose their musicians.

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Not as expert as they think

- 1 In his book *Blink*, the Canadian author Malcolm Gladwell tells a wonderful story. It shows, he says, that even if they are very experienced and intelligent, experts can be wrong. It's about music, but it's true for all kinds of other situations.
- 2 Before the 1980s, when they wanted to find and employ a new musician, orchestras used a very simple system. A group of three 'judges' from the orchestra would sit in a room. One musician after another would come in and play their instrument in front of them, and then the judges would choose the best. Under this system, most of the musicians who were chosen were men. Naturally, since the judges were all experts, nobody thought much of this: they must be able to tell a good musician from a bad one. Men were probably simply better musicians.
- 3 But then, for a number of reasons, in the 1980s, orchestras started putting up screens in the rooms where these auditions took place, so the judges couldn't see if the musicians were men or women. Amazingly, orchestras started hiring many more women. In fact, 1 hired *more* women than men, which suggested that women were better musicians!
- 4 The conclusion was that the judges were deciding not on what they could hear, but what they could see. Their judgement probably changed according to whether 2 were seeing a man or a woman. Personally, I find 3 very worrying – the idea that even experts are strongly influenced in this way. Gladwell even jokes that when 4 looks around his classes at the best colleges in the USA, he thinks that every student has been chosen because 5 is the *prettiest*, not the best.

- 5a Read paragraph 2 of the article and decide what the underlined words refer to. Check your answers with a partner.

they (line 1) _____ them (line 5) _____
 the best (line 6) _____ this (line 8) _____
 one (line 9) _____

- b Read paragraphs 3 and 4. Add the words below in the correct place and draw an arrow to the noun they refer to. Check your answers with a partner.

he he/she it they they

- 6 Work in small groups and discuss the questions.
- 1 Why did orchestras start hiring more women?
 - 2 What do you think people judge other people on?
 - 3 What do you notice when you first meet people?



Vocabulary & Speaking comment adverbs

- 7a Look at the sentence from the article on page 20. Underline the word which gives the writer's opinion.

'Amazingly, orchestras started hiring many more women.'

- b What does the writer feel about orchestras hiring women like this?
- 8 Read the information in the Vocabulary focus box. Underline two more examples of comment adverbs in the magazine article.

VOCABULARY FOCUS comment adverbs

- Some adverbs tell us the view or opinion of the speaker, e.g. *curiously, luckily, remarkably, sadly, surprisingly, unfortunately*
- Comment adverbs usually go at the beginning of sentences. **Surprisingly**, orchestras started hiring many more women.
- Sometimes comment adverbs can go in the middle of a sentence. Orchestras, **curiously**, started hiring women left, right and centre.

- 9 How does the choice of comment adverb affect the meaning of these sentences?
- 1 *Interestingly / Fortunately*, I know lots of people who want to work on television.
 - 2 I got to the bus stop about five minutes after the bus was due, but *luckily / remarkably* all the buses were running late.
 - 3 *Remarkably / Sadly*, none of the students passed the final exam.
 - 4 *Personally / Curiously*, I find learning new things easy.

- 10a **TASK** Work with a partner. Choose a situation or think of one of your own when things went wrong or something unexpected happened.

- a meal in a restaurant
- missing a train/plane
- thinking you recognize someone you know but actually don't know

- b Tell your partner about them, using some of the comment adverbs.