

The  
Official  
Cambridge  
Guide to  
IELTS  
Reading

## 학습목표

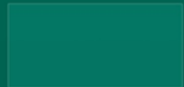
- Discursive Passages (p64 - 69)
  - reading discursive passages
  - identifying theories and opinions
  - matching features

## 1 Discursive passages

The texts in the Reading paper gradually become more difficult. They may present contrasting points in an argument or explain a complex theory. All Reading passages contain **cohesive devices** to help explain how the ideas are connected together.

## 1.1 Write the cohesive devices in the box into the correct column of the table to show why a writer would use them.

~~moreover~~   such as   although   for instance  
indeed   therefore   despite   consequently  
in spite of   in addition   thus   as a result  
similarly   to illustrate this   nonetheless   in fact  
whilst   hence   furthermore   though



to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover			




to add more / clarify a point	to show contrast / present the opposite view	to give an example	to draw a conclusion / introduce a result
moreover furthermore indeed in addition similarly in fact	although though despite in spite of nonetheless whilst	such as for instance to illustrate this	therefore consequently thus as a result hence

**1.2 Skim read the passage below. Find nine of the cohesive devices from the table in 1.1.**


# Aesop's fable 'The crow and the pitcher' more fact than fiction

*New research indicates that rooks, members of the crow family,  
are able to solve complex problems using tools.*







In Aesop's fictional fable 'The crow and the pitcher', a thirsty crow uses stones to raise the level of water in a jug to quench its thirst. A recent study demonstrates that rooks, birds belonging to the *corvid* (or crow) family, are **in fact** able to solve complex problems using tools and can easily master the same technique used in the story.



Christopher Bird of the University of Cambridge, who led the study, highlighted the Importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical Intelligence and ability to solve problems. The only other animal known to complete a similar task is the orang-utan. This is remarkable considering their brain is so different to the great apes. **Although** it has been speculated in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.'




In their first experiment, the researchers varied the height of the water in a tube and the four rooks, which were the subject of the research, used stones to raise the water level to reach a worm floating on top. The clever birds proved very adept and were highly successful, regardless of the starting level of the water or the number of the stones needed. Two of the birds were successful on their first attempt in raising the water to the correct height **whilst** the other two birds needed a second try.




**In addition to** the speed with which they completed the task, the birds were also highly accurate in their ability, adding the exact number of stones needed to reach the worm.


**Furthermore, rather than** attempting to reach the worm after each stone was dropped in, they apparently estimated the number needed from the outset, and waited until the appropriate water level was reached before dipping their beaks into the tube.



In the second experiment, the rooks were presented with stones that varied in size. Here, the rooks selected larger stones over smaller ones (**though** they didn't do this straight away). The scientists speculate that the birds quickly realised that the larger stones displaced more water, and they were **thus** able to obtain the reward more quickly than by using small stones.



According to the team, in the final experiment, the rooks recognised that sawdust could not be manipulated in the same manner as water. **Therefore**, when presented with the choice between a tube half-filled with either sawdust or water, rooks dropped the pebbles into the tube containing water and not the sawdust.



**Despite** the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. 'Wild tool use appears to be dependent on motivation,' remarked Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually

2 The intelligence of birds has been suggested in stories, but

3 Half of the birds in the experiment were immediately successful; however,

4 The birds promptly realised the advantage of using big stones, and so

5 The research showed rooks can use tools with ease, though

6 The rooks worked out the properties of different materials and as a result,



**A others needed several attempts.**

**B experts think that they don't do this in their natural habitat.**

**C they achieved their goal sooner.**

**D confirmed a fictional account.**

**E helped us to understand a mysterious event.**

**F only scientific studies can prove this.**

**G they were able to protect themselves.**

**H consistently rejected one particular type.**

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 **A new study** has actually


2 The intelligence of birds has been suggested in stories, but

3 Half of the birds in the experiment were immediately successful; however,

4 The birds promptly realised the advantage of using big stones, and so

5 The research showed rooks can use tools with ease, though

6 The rooks worked out the properties of different materials and as a result,



In Aesop's fictional fable 'The crow and the pitcher', a thirsty crow uses stones to raise the level of water in a jug to quench its thirst. A recent study demonstrates that rooks, birds belonging to the *corvid* (or crow) family, are **in fact** able to solve complex problems using tools and can easily master the same technique used in the story.



A others needed several attempts.

B experts think that they don't do this in their natural habitat.

C they achieved their goal sooner.

**D confirmed a fictional account.**

E helped us to understand a mysterious event.

F only scientific studies can prove this.

G they were able to protect themselves.

H consistently rejected one particular type.

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually **D**


2 **The intelligence of birds** has been suggested in stories, but

3 Half of the birds in the experiment were immediately successful; however,

4 The birds promptly realised the advantage of using big stones, and so

5 The research showed rooks can use tools with ease, though

6 The rooks worked out the properties of different materials and as a result,



Christopher Bird of the University of Cambridge, who led the study, highlighted the Importance of the findings, stating:  
'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical Intelligence and ability to solve problems. The only other animal known to complete a similar task is the orang-utan. **This is remarkable considering their brain is so different to the great apes. Although it has been speculated in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.**'



A others needed several attempts.

B experts think that they don't do this in their natural habitat.

C they achieved their goal sooner.

D confirmed a fictional account.

E helped us to understand a mysterious event.

**F only scientific studies can prove this.**

G they were able to protect themselves.

H consistently rejected one particular type.

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually **D**

2 The intelligence of birds has been suggested in stories, but **F**


3 **Half of the birds** in the experiment were **immediately successful**; however,

4 The birds promptly realised the advantage of using big stones, and so

5 The research showed rooks can use tools with ease, though

6 The rooks worked out the properties of different materials and as a result,





In their first experiment, the researchers varied the height of the water in a tube and **the four rooks**, which were the subject of the research, used stones to raise the water level to reach a worm floating on top. The clever birds proved very adept and were highly successful, regardless of the starting level of the water or the number of the stones needed. **Two of the birds were successful** on their first attempt in raising the water to the correct height **whilst the other two birds needed a second try.**



**A others needed several attempts.**

**B experts think that they don't do this in their natural habitat.**

**C they achieved their goal sooner.**

**D confirmed a fictional account.**

**E helped us to understand a mysterious event.**

**F only scientific studies can prove this.**

**G they were able to protect themselves.**

**H consistently rejected one particular type.**

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually **D**


2 The intelligence of birds has been suggested in stories, but **F**

3 Half of the birds in the experiment were immediately successful; however, **A**

4 The birds promptly realised **the advantage of using big stones**, and so

5 The research showed rooks can use tools with ease, though

6 The rooks worked out the properties of different materials and as a result,



**In addition to** the speed with which they completed the task, the birds were also highly accurate in their ability, adding the exact number of stones needed to reach the worm.

**Furthermore**, rather than attempting to reach the worm after each stone was dropped in, they apparently estimated the number needed from the outset, and waited until the appropriate water level was reached before dipping their beaks into the tube.



A others needed several attempts.

B experts think that they don't do this in their natural habitat.

**C they achieved their goal sooner.**

D confirmed a fictional account.

E helped us to understand a mysterious event.

F only scientific studies can prove this.

G they were able to protect themselves.

H consistently rejected one particular type.

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually **D**


2 The intelligence of birds has been suggested in stories, but **F**

3 Half of the birds in the experiment were immediately successful; however, **A**

4 The birds promptly realised the advantage of using big stones, and so **C**

5 The research showed **rooks can use tools with ease**, though

6 The rooks worked out the properties of different materials and as a result,



**Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild.** 'Wild tool use appears to be dependent on motivation,' remarked Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'



A others needed several attempts.

**B experts think that they don't do this in their natural habitat.**

C they achieved their goal sooner.

D confirmed a fictional account.

E helped us to understand a mysterious event.

F only scientific studies can prove this.

G they were able to protect themselves.

H consistently rejected one particular type.



1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually **D**


2 The intelligence of birds has been suggested in stories, but **F**

3 Half of the birds in the experiment were immediately successful; however, **A**

4 The birds promptly realised the advantage of using big stones, and so **C**

5 The research showed rooks can use tools with ease, though **B**

6 The rooks worked out the **properties of different materials** and as a result,



According to the team, in the final experiment, **the rooks recognised that sawdust could not be manipulated in the same manner as water. Therefore**, when presented with the choice between a tube half-filled with either sawdust or water, **rooks dropped the pebbles into the tube containing water and not the sawdust.**



A others needed several attempts.

B experts think that they don't do this in their natural habitat.

C they achieved their goal sooner.

D confirmed a fictional account.

E helped us to understand a mysterious event.

F only scientific studies can prove this.

G they were able to protect themselves.

**H consistently rejected one particular type.**

1.3 Read the passage again and complete sentences 1-6 with endings A-H.

1 A new study has actually **D**

2 The intelligence of birds has been suggested in stories, but **F**

3 Half of the birds in the experiment were immediately successful; however, **A**

4 The birds promptly realised the advantage of using big stones, and so **C**

5 The research showed rooks can use tools with ease, though **B**

6 The rooks worked out the properties of different materials and as a result, **H**

1.4 Find synonyms in the passage for the cohesive devices that are underlined in questions 1-6.

1 A new study has actually **in fact**

2 The intelligence of birds has been suggested in stories, but **although**

3 Half of the birds in the experiment were immediately successful; however, **whilst**

4 The birds promptly realised the advantage of using big stones, and so **thus**


5 The research showed rooks can use tools with ease, though **despite**

6 The rooks worked out the properties of different materials and as a result, **therefore**

## 2 Identifying theories and opinions

Many academic texts contain the **theories or views** of different people or experts. Direct quotations are easily recognised by quotation marks, but a person's views or ideas can also be referred to indirectly.

In this extract from the Reading passage. the verbs *highlighted* and *stated* are both used to draw attention to the words of Christopher Bird.



*Christopher Bird of the University of Cambridge, who led the study, highlighted the importance of the findings, stating:  
'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical intelligence and ability to solve problems.'*


**Bird's views could also be expressed indirectly.**

## 2.1 Which verb in this sentence tells us that this is Bird's view and not the writer's?


*Christopher Bird of the University of Cambridge, who led the study, **believes** that Corvids are remarkably intelligent, and in many ways rival the great apes / their physical intelligence and ability to solve problems.*




**2.2 Find three more verbs and one preposition in the passage that refer to the views or theories of an expert.**




Christopher Bird of the University of Cambridge, who led the study, highlighted the Importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical Intelligence and ability to solve problems. The only other animal known to complete a similar task is the orang-utan. This is remarkable considering their brain is so different to the great apes. Although it has been **speculated** in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.'




In the second experiment, the rooks were presented with stones that varied in size. Here, the rooks selected larger stones over smaller ones (though they didn't do this straight away). The scientists **speculate** that the birds quickly realised that the larger stones displaced more water, and they were thus able to obtain the reward more quickly than by using small stones.



**According to** the team, in the final experiment, the rooks recognised that sawdust could not be manipulated in the same manner as water. Therefore, when presented with the choice between a tube half-filled with either sawdust or water, rooks dropped the pebbles into the tube containing water and not the sawdust.



Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. 'Wild tool use appears to be dependent on motivation,' **remarked** Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'



2.3 Statements A-F paraphrase opinions or theories that appear in the Reading passage. Match them to the same idea in the passage, then put them in the order they appear.

A We imagine that the rooks were soon able to appreciate the advantage of **using different-sized tools**.

B Tool use in rooks demonstrates **a common English saying**.

C Using tools **in their natural habitat** is simply not necessary for rooks.

D Rooks are **as intelligent as the most intelligent of animals**.

E In their **natural setting**, rooks can **obtain food** without using **tools**.

F The ability of rooks is **surprising**, given **the lack of similarities between the brains of birds and mammals**.

## Paragraph 5

In the second experiment, the rooks were presented **with stones that varied in size**. Here, the rooks selected larger stones over smaller ones (though they didn't do this straight away). **The scientists speculate that the birds quickly realised that the larger stones displaced more water, and they were thus able to obtain the reward more quickly than by using small stones.**

A We imagine that the rooks were soon able to appreciate the advantage of **using different-sized tools**.

## Paragraph 7

Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. 'Wild tool use appears to be dependent on motivation,' remarked Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.'

**As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'**

**B Tool use in rooks demonstrates a common English saying.**



## Paragraph 7

Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. **'Wild tool use appears to be dependent on motivation,'** remarked Bird. **'Rooks do not use tools in the wild because they do not need to, not because they can't.** They have access to other food that can be acquired without using tools.' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'

C Using tools **in their natural habitat** is simply not necessary for rooks.

## Paragraph 2

Christopher Bird of the University of Cambridge, who led the study, highlighted the Importance of the findings, stating:

**'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical Intelligence and ability to solve problems.** The only other animal known to complete a similar task is the orang-utan. This is remarkable considering their brain is so different to the great apes. Although it has been speculated in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.'

D Rooks are **as intelligent as the most intelligent of animals.**

## Paragraph 7

Despite the fact that the study clearly demonstrates the flexible nature of tool use in rooks, they are not believed to use tools in the wild. 'Wild tool use appears to be dependent on motivation,' remarked Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. **They have access to other food that can be acquired without using tools.**' As Bird noted, that fits nicely with Aesop's maxim, demonstrated by the crow: 'Necessity is the mother of invention.'

E In their **natural setting**, rooks can **obtain food without using tools.**

## Paragraph 2

Christopher Bird of the University of Cambridge, who led the study, highlighted the importance of the findings, stating: 'Corvids are remarkably intelligent, and in many ways rival the great apes in their physical Intelligence and ability to solve problems. The only other animal known to complete a similar task is the orang-utan. **This is remarkable considering their brain is so different to the great apes.** Although it has been speculated in folklore, empirical tests are needed to examine the extent of their intelligence and how they solve problems.'

F The ability of rooks is **surprising**, given **the lack of similarities between the brains of birds and mammals.**



**D** Rooks are as intelligent as the most intelligent of animals.

**F** The ability of rooks is surprising, given the lack of similarities between the brains of birds and mammals.

**A** We imagine that the rooks were soon able to appreciate the advantage of using different-sized tools.

**C** Using tools in their natural habitat is simply not necessary for rooks.

**E** In their natural setting, rooks can obtain food without using tools.

**B** Tool use in rooks demonstrates a common English saying.

### 3 Matching features

Matching features tasks are used with Reading passages that contain theories or comments about different people, places, years and things.

For these tasks, the different options are listed in a box and you need to match them to the questions (sentences that paraphrase the information in the passage). The questions will **not** be in the same order as the passage.

For some questions, you may need to match a person to a study or an action, rather than a theory or opinion.

**3.1 Scan the passage on the following page for these names and highlight them each time they appear.**

- **Pagel**
- **Lieberman**
- **Gray**

**3.2 Look at the following statements (Questions 1-5) and the list of researchers below. Match each statement with the correct researcher, A, B or C.**

**Researchers**

**A Pagel**

**B Lieberman**

**C Gray**





1 We are able to recognise **certain words used by people in other cultures.**

2 Regardless of what happens in the world, there appear to be **fixed rules that govern the way words alter over time.**

3 Words that don't follow a standard pattern will **remain that way if they are used often.**


4 Certain words have **kept a similar sound across many years and many countries.**

5 We focused on the **historical changes that have occurred in one particular language.**


# Maths shows why words persist over time

*In a finding that parallels the evolution of genes, researchers have shown that the more frequently a word is used, the less likely it is to change over long periods of time.*

The question of why some words evolve rapidly through time while others are preserved – often with the same meaning in multiple languages - has long plagued linguists. Two independent teams of researchers have tackled this question from different angles, each arriving at a remarkably similar conclusion.



"The frequency with which specific words are used in everyday language exerts a general and law-like influence on their rates of evolution," writes Mark **Pagel**, author of one of two studies published this week. Anyone who has tried to learn English will have been struck by its excess of stubbornly irregular verbs, which render grammatical rules unreliable. The past tense of regular verbs is formed by adding the suffix ' -ed', but this luxury is not afforded to their irregular kin. Over time, however, some irregular verbs 'regularise'. For instance, the past tense of 'help' used to be 'holp', but now it is 'helped'.




Mathematician Erez **Lieberman**, from Harvard University in Massachusetts, US, **performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time.** Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today. Amazingly, the changes they observed obey a very precise mathematical description: the half-life of an irregular verb is proportional to the square root of its frequency. In other words, they found that the more an irregular verb is used, the longer it will remain irregular. A separate group of academics, led by evolutionary biologist Mark Pagel from the University of Reading, in the UK, used a statistical modelling technique to study the evolution of words from 87 different Indo-European languages.

Mathematician Erez **Lieberman**, from Harvard University in Massachusetts, US, **performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time.** Of the list of 177 irregular verbs they took from Old

5 We focused on the historical changes that have occurred in one particular language.


root of its frequency. In other words, they found that the more an irregular verb is used, the longer it will remain irregular. A separate group of academics, led by evolutionary biologist Mark Pagel from the University of Reading, in the UK, used a statistical modelling technique to study the evolution of words from 87 different Indo-European languages.



Mathematician Erez **Lieberman**, from Harvard University in Massachusetts, US, performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today. Amazingly, the changes they observed obey a very precise mathematical description: the half-life of an irregular verb is proportional to the square root of its frequency. In other words, **they found that the more an irregular verb is used, the longer it will remain irregular.** A separate group of academics, led by evolutionary biologist Mark Pagel from the University of Reading, in the UK, used a statistical modelling technique to study the evolution of words from 87 different Indo-European languages.

Mathematician Erez **Lieberman**, from Harvard University in Massachusetts, US, performed a quantitative study of the rate at which English verbs such as 'help' have become more regular with time. Of the list of 177 irregular verbs they took from Old English, only 98 are still irregular today. Amazingly, the changes they observed obey a very precise mathematical description: the half-life of an irregular verb is proportional to the square root of its frequency. In other words, **they found that the more an irregular verb is used, the longer it will remain irregular.** A separate group of academics, led by evolutionary biologist

**3 Words that don't follow a standard pattern will remain that way if they are used often.**




"Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects - duo, due, deux, dos, etc." Pagel commented. "But," he adds, "there are many different and unrelated sounds for the idea of, for example, a bird - uccello, oiseau, pouli, pajaró, vogel, etc." Before now, however, nobody had proposed a mechanism for why some words should evolve more quickly than others. According to Pagel, "our research helps us to understand why we can still understand bits of Chaucer [a medieval poet]" and points out that this likely explains "why we can instinctively recognise words in other Indo-European languages, just from their sounds".



"Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects - duo, due, deux, dos, etc." Pagel commented. "But," he adds, "there are many different and unrelated sounds for the idea of, for example, a bird - uccello, oiseau, pouli, pajaró, vogel, etc." Before now, however, nobody

4 Certain words have kept a similar sound across many years and many countries.

Chaucer [a medieval poet]" and points out that this likely explains "why we can instinctively recognise words in other Indo-European languages, just from their sounds".



"Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects - duo, due, deux, dos, etc." Pagel commented. "But," he adds, "there are many different and unrelated sounds for the idea of, for example, a bird - uccello, oiseau, pouli, pajaro, vogel, etc. " Before now, however, nobody had proposed a mechanism for why some words should evolve more quickly than others. According to Pagel, "our research helps us to understand why we can still understand bits of Chaucer [a medieval poet]" and points out that this likely explains **"why we can instinctively recognise words in other Indo-European languages, just from their sounds"**.

"Throughout its 8,000-year history, all Indo-European-language speakers have used a related sound to communicate the idea of 'two' objects - duo, due, deux, dos, etc." Pagel commented. "But," he adds, "there are many different and unrelated sounds for the idea of, for example, a bird - uccello, oiseau, pouli, pajaro, vogel, etc. " Before now, however, nobody had proposed a mechanism for why some words should evolve

1 We are able to recognise certain words used by people in other cultures.

explains "**why we can instinctively recognise words in other Indo-European languages, just from their sounds**".



Psychologist and language expert Russell **Gray**, from the University of Auckland in New Zealand, was impressed by both findings. "**Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change,**" he commented.



Psychologist and language expert Russell **Gray**, from the University of Auckland in New Zealand, was impressed by both findings. "**Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change,**" he commented.

2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.



1 We are able to recognise certain words used by people in other cultures. **A**

2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time. **C**

3 Words that don't follow a standard pattern will remain that way if they are used often. **B**

4 Certain words have kept a similar sound across many years and many countries. **A**

5 We focused on the historical changes that have occurred in one particular language. **B**



**3.3 Put Questions 1-5 in the order they appear in the passage.**


**1 - 5 We focused on the historical changes that have occurred in one particular language.**

**2 - 3 Words that don't follow a standard pattern will remain that way if they are used often.**

**3 - 4 Certain words have kept a similar sound across many years and many countries.**

**4 - 1 We are able to recognise certain words used by people in other cultures.**

**5 - 2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.**



**3.4 Remember that some of the questions are based on comments made about the researchers.**

**1 For which question in 3.2 did you need to match a person to the study that they carried out?**

**2 Which verbs in the text are used to show that a person other than the writer expressed a particular theory or idea?**





**1 We are able to recognise certain words used by people in other cultures.**

**2 Regardless of what happens in the world, there appear to be fixed rules that govern the way words alter over time.**

**3 Words that don't follow a standard pattern will remain that way if they are used often.**

**4 Certain words have kept a similar sound across many years and many countries.**

**5 We focused on the historical changes that have occurred in one particular language.**

3.4 Remember that some of the questions are based on comments made about the researchers.

1 For which question in 3.2 did you need to match a person to the study that they carried out? 5

2 Which verbs in the text are used to show that a person other than the writer expressed a particular theory or idea?

*writes, commented, adds, proposed, according to, points out*

3.5 For further practice in matching sentence endings, complete sentences 1-3 with endings A-E.

1 For a long time, **language experts have asked why**

2 **The English verb 'help'** proves that

3 **While cultures vary a great deal around the world,**

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*

# Maths shows why words persist over time

*In a finding that parallels the evolution of genes, researchers have shown that the more frequently a word is used, the less likely it is to change over long periods of time.*

**The question of why some words evolve rapidly through time while others are preserved – often with the same meaning in multiple languages - has long plagued linguists.** Two independent teams of researchers have tackled this question from different angles, each arriving at a remarkably similar conclusion.

The question of why some words evolve rapidly through time while others are preserved – often with the same meaning in multiple languages - has long plagued linguists. Two independent teams of researchers have tackled this question from different angles, each arriving at a remarkably similar conclusion.

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*

The question of why some words evolve rapidly through time while others are preserved – often with the same meaning in multiple languages - has long plagued linguists. Two independent teams of researchers have tackled this question from different angles, each arriving at a remarkably similar conclusion.

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*

3.5 For further practice in matching sentence endings, complete sentences 1-3 with endings A-E.

1 For a long time, language experts have asked why **D**

2 **The English verb 'help'** proves that

3 **While cultures vary a great deal around the world,**

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*

"The frequency with which specific words are used in everyday language exerts a general and law-like influence on their rates of evolution," writes Mark **Pagel**, author of one of two studies published this week. ... The past tense of regular verbs is formed by adding the suffix ' -ed', but this luxury is not afforded to their irregular kin. **Over time, however, some irregular verbs 'regularise'.** For instance, the past tense of 'help' used to be

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

***C eventually, some irregular verbs become regular.***

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*



3.5 For further practice in matching sentence endings, complete sentences 1-3 with endings A-E.

1 For a long time, language experts have asked why **D**

2 The English verb 'help' proves that **C**

3 **While cultures vary a great deal around the world,**

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*



Psychologist and language expert Russell **Gray**, from the University of Auckland in New Zealand, was impressed by both findings.

**"Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change,"** he commented.

Psychologist and language expert Russell **Gray**, from the University of Auckland in New Zealand, was impressed by both findings.

**"Despite all the vagaries and contingencies of human history, it seems that there are remarkable regularities in the processes of language change,"** he commented.

*A regular and irregular verbs change at different rates.*

***B there are surprising similarities in the way different languages evolve.***

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

***E some verbs gradually become irregular over time.***

3.5 For further practice in matching sentence endings, complete sentences 1-3 with endings A-E.

1 For a long time, language experts have asked why **D**

2 The English verb 'help' proves that **C**

3 While cultures vary a great deal around the world, **B**

*A regular and irregular verbs change at different rates.*

*B there are surprising similarities in the way different languages evolve.*

*C eventually, some irregular verbs become regular.*

*D some words stay the same over hundreds of years while others change quite quickly.*

*E some verbs gradually become irregular over time.*

## Test Tip

For matching features tasks, the questions will not be in the same order as in the passage. The people mentioned may appear in several different sections. You need to scan the whole passage carefully. Some of the people in the list may be distractors, and you may not need to use all of the letters.

The  
Official  
Cambridge  
Guide to  
IELTS  
Reading