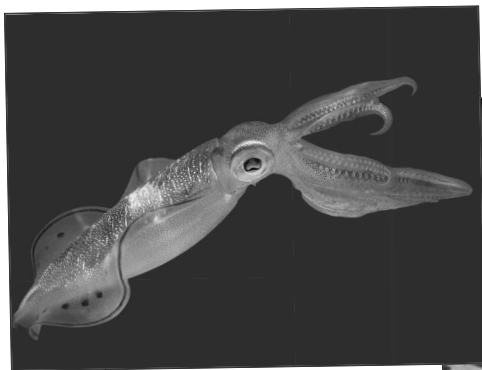


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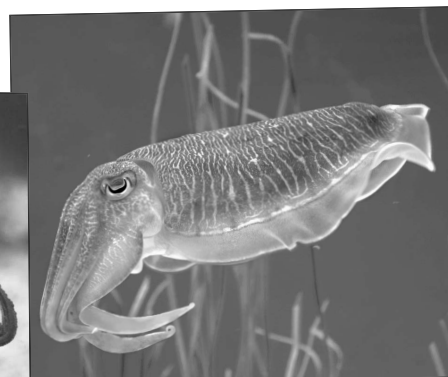
The evolution of cephalopods



squid



octopus



cuttlefish

1a Cephalopods are a group of animals which includes squid, octopus and cuttlefish. Work in pairs. Which of these statements do you think are true of cephalopods?

- a) Cephalopods are invertebrates.
- b) Many cephalopods are endangered.
- c) Some species are intelligent.
- d) An individual cephalopod lives for many years.

1b Read this article about cephalopods from a science journal and check your answers.

Humans have changed the world's oceans in ways that have been catastrophic for many marine species. However, according to new evidence, it certainly **(1)** *appears / is appearing* that the change has so far been good for cephalopods, a group of marine invertebrates, including squid. A recent study shows that numbers of cephalopods **(2)** *have been rising / have risen* for a few years and the trend **(3)** *seems / is seeming* likely to continue. The Environment Institute at the University of Adelaide in Australia funded the study which involved researchers all over the world.

Researchers already know that cephalopods, particularly the *Coleoidea*

subclass (cuttlefish, squid and octopuses) are intelligent, grow rapidly and have short lifespans, meaning they can adapt to changes in conditions more quickly than many other marine species.

Scientists **(4)** *are now investigating / now investigate* the factors responsible for the increase in cephalopods and the impact of this on other species as well as the benefits there could be for human communities who rely on them as a resource. This research could also enable scientists to find out exactly how the ocean **(5)** *changes / is changing* as a result of current human activities.

2 **Check your grammar!** Work in pairs. Circle the correct verb form for items 1–5 in the text in exercise 1b.

3 Circle the correct words *in italics* to complete the definitions. Use the examples in the text in exercise 1b to help you.

- a) Progressive verb forms (also called *continuous / perfect* tenses) are formed with *be + -ing*.
- b) We often use progressive forms to emphasise that a situation is *ongoing / complete* or *temporary / permanent*.
- c) Some verbs are never or rarely used in progressive forms. These verbs are sometimes known as *state / active* verbs and describe *an unchanging state / an action*.

4 Match the headings in the word box to the lists in the Grammar reference.

Description Mental process verbs Possession Preferences and feelings Use of senses

Grammar reference: state verbs

State verbs are not often used in progressive forms. Some common examples of state verbs are:

- a)
feel, hear, see, smell, sound, taste
- b)
adore, despise, (dis)like, enjoy, hate, hope, love, mind, need, prefer, regret, want, wish
- c)
appear, consist of, contain, differ from, fit, include, involve, look, mean, resemble, seem, weigh
- d)
(dis)agree (= (not) have the same opinion), anticipate, appreciate, assume, believe, consider, doubt, expect, feel (= have an opinion), find, forget, imagine, know, realise, recognise, remember, see (= understand), suppose, think (= have an opinion), understand
- e)
belong to, have, own, possess

- Some state verbs can have a progressive form with a different meaning. The progressive form generally describes an action rather than a state, e.g. *Find out what your partner **thinks** (state). What **are you thinking** about? (action) **Do you have** a stomach-ache? (state) **Are you having** a party this weekend? (action)*. Other common examples are: *anticipate, appear, expect, feel, imagine, see, smell, taste, weigh*.
- Occasionally state verbs are used in progressive forms to emphasise the idea of something happening at the time of speaking or something which is developing. This is particularly true of verbs that describe feelings and mental processes, e.g. *They are hoping to carry out further research. We are realising how much these creatures can teach us*.
- The meaning of *can* used with *see, hear, feel, taste, smell, remember* and *understand* is similar to a progressive meaning, e.g. *Can you smell something?*
- State verbs may use *-ing* forms in other kinds of structure, e.g. *Researchers already know that cephalopods grow rapidly, meaning (= which means) they can adapt more quickly than many other marine species*.

5 Complete the sentences with a simple or progressive form of the verb in brackets.

A resourceful predator

Biologists have long noted the similarities between the eyes of a cephalopod and the eyes of a human. Cephalopod eyes

(1) (*resemble*) those of humans

since both animals have a camera-type eye, which

(2) (*consist*) of an iris and a circular lens. Although

cephalopods are classified as invertebrates within the mollusc family, and many molluscs (3)

(*have*) no brain, staring into the large eyes of an octopus has led many biologists to wonder what

the creature (4) (*think*). This may not be as unlikely as it

(5) (*sound*) since recent studies indicate that octopuses are remarkably intelligent.

Measuring the minds of other creatures is a perplexing problem. One yardstick scientists use is brain size, but size (6)

(*not always / mean*) intelligence. Scientists can also count neurons.

The common octopus has more neurons in its brain than a human and three-fifths of them are in

its arms. It could be, when an octopus is wrapping her tentacles around a human's hands, that she

(7) (*look*) at you.

Octopuses are well-known for changing colour. But (8) (*how / know*) which colours to turn? Researchers from Woods Hole Marine Biological Laboratory and the University of Washington found that the skin of the cuttlefish *Sepia officinalis*, a colour-changing cousin of octopuses,

(9) (*contain*) gene sequences usually found only in the light-sensing retina

of the eye. This evidence (10) (*appear*) to suggest that cephalopods

(11) (*see*) with their skin.

As humans, we (12) (*like*) to believe we are unique in evolutionary terms, but

scientists (13) (*gradually / realise*) that this may not be the case. Humans – like

other vertebrates whose intelligence we (14) (*recognise*), such as parrots,

elephants and whales – are long-lived, social beings. Octopuses, however, are neither long-lived nor

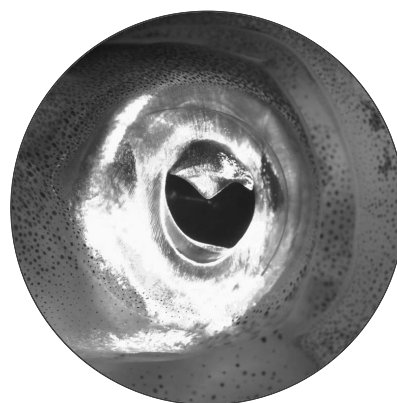
social and have evolved from a slow-moving, snail-like ancestor to become active, resourceful

predators. Octopuses (15) (*represent*) the pinnacle of an evolutionary track which

(16) (*differ*) significantly from that of man. This groundbreaking research into

cephalopods (17) (*currently / challenge*) our understanding of evolution,

(18) (*include*) our perspective on the emergence of life elsewhere in the universe.



Grammar tip

To report research findings we tend to use the present simple or present perfect and not a progressive verb form, e.g. *A recent study shows / has shown ...*

6 Discuss the questions in small groups.

- How many of the facts about cephalopods in these texts do you think are well-known?
- Why is our understanding of evolution being challenged by cephalopods?
- Which physical features or aspects of the behaviour of an octopus do you think are unusual?

EXAM TASK: Writing (Task 2)**7 Write about the topic below. Give reasons for your answer and include any relevant examples from your own knowledge or experience. In your answer, try to use some of the useful phrases from the box.**

Some people feel that animals should have the same rights as humans and should not be used for either food or research. Others believe that the primary function of animals is as a food source.

Discuss both of these views and give your own opinion.

Useful phrases

Some people feel / believe ...

This means that ...

People assume that ...

I recognise / appreciate that ...

..., including / involving ...

Current research into ... is leading us to question ...

It seems / appears (likely) that ...

EXAM TASK: Speaking (Part 3)**8 Work in pairs. Discuss the questions.**

What kinds of animal are most popular in your country? Why do you think this is?

Do you think money should be spent on research into animal species?

Some species of animal are endangered due to human activity. What does this mean for the future of our planet?

