

IELTS

Vocabulary

For Bands

6.5 and above



CAMBRIDGE



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Map of the book

Unit number	Title	Topics	Test practice
Unit 1	Human nature	Character, psychology	Listening Part 4
Unit 2	Time for a change	Time, change	Reading
Unit 3	No man is an island	Individuality, community	Writing Task 1
Unit 4	Scientific discovery	Chemistry, medicine	Reading
Unit 5	Striving to achieve	Study, work	Speaking
Unit 6	Powers of persuasion	Advertising, marketing	Reading
Unit 7	Ways and means	Tourism, travel	Writing Task 1
Unit 8	State control	Government, society	Writing Task 2
Unit 9	Natural history	Animals, conservation	Reading
Unit 10	Rocket science	Space, physics	Listening Part 4
Unit 11	Progress	Technology, design	Reading
Unit 12	The latest thing	Fashion and trends, consumerism	Reading
Unit 13	Urban jungle	Rural life, city life	Listening Part 1

Map of the book

Unit number	Title	Topics	Test practice
Unit 14	Tackling issues	Problems, solutions	Writing Task 2
Unit 15	This Earth	Natural phenomena, agriculture	Listening Part 3
Unit 16	Energy efficient	Energy, natural resources	Writing Task 2
Unit 17	Getting down to business	Management, personal finance	Reading
Unit 18	Law enforcement	Crime, punishment	Writing Task 2
Unit 19	The media	Fame and the media, media bias	Speaking
Unit 20	A matter of taste	The arts, personal taste	Reading

Reference section

Unit 21	Learning vocabulary	Dictionaries, wordlists
Unit 22	IELTS Reading	Reading skills, question types
Unit 23	IELTS Writing	Writing Task 1, Writing Task 2
Unit 24	IELTS Listening	Part 1 and 2, Part 3 and 4
Unit 25	IELTS Speaking	Part 1, Part 2, Part 3

Introduction

What does the book aim to do?

Cambridge Vocabulary for IELTS Advanced aims to extend and improve the range and accuracy of your vocabulary, and help you prepare for the IELTS exam. It introduces vocabulary through listening and reading texts that reflect the materials used in the IELTS test. Learning new words in context can help you to remember them and also helps you to understand their meaning. This book also gives you opportunities to practise using new words so that they can become part of your active vocabulary.

Who is it aimed at?

The book is designed for upper-intermediate or advanced level students working alone who want to revise and extend their vocabulary. But it can also be used as part of an IELTS preparation course in the classroom, or set as homework by a teacher. It is also suitable for advanced general English students, or those preparing to study English for academic purposes.

What order should I do the units in?

You can work through the units in any order, but you should study all the units if you want to prepare thoroughly for the test and extend your vocabulary. You may want to start with a particular unit because it relates to a topic in your course book or because you have a particular interest in that area. Unit 21 provides a very useful introduction to learning vocabulary so it may be a good idea to look at this first.

How do I use the book?

It is best to work through a unit from beginning to end as one exercise may revise the vocabulary from a previous exercise. The test practice sections provide further opportunities to extend your vocabulary, as well as giving you practice in the different sections of the IELTS test. The practice test materials are also useful for extending your vocabulary. Once you have completed the practice test questions, look at the reading and listening texts and focus on the areas where you made mistakes. Make a note of any vocabulary you do not know or any words or phrases that may be useful for you to use in the test.

How are the units organised?

There are 25 units. The first 20 units present and practise vocabulary based on academic topics. Each topic is divided into two sections. Each unit has three pages of vocabulary exercises based on listening, reading, writing and speaking materials similar to those found in the IELTS test. There is also a focus on pronunciation. In addition, there is a test practice at the end of each unit, which includes examples of tasks in the following papers: Academic Reading; Academic Writing; Listening and Speaking. These tasks resemble the level and task types found in the real test as closely as possible and can be used for timed test practice.

Following this introduction is a summary of what is in each part of the IELTS test. The last five units of the book provide a general guide to learning and using new vocabulary. Unit 21 gives useful tips on developing and using a dictionary, and Units 22–25 focus on strategies for the Reading, Writing, Listening, and Speaking sections of the test.

How do I use the wordlist?

There is a wordlist for each unit at the back of the book. Some of the words and phrases may be specific to one topic area but many of them can be found and used in a wide variety of contexts. You may want to divide these lists up into smaller groups of words to learn at a time. It may be a good idea to study the wordlist before you begin each unit. Alternatively, your teacher might use the wordlist as a test or review at the end of each unit, or you could ask a friend to test you. You should be able to understand these words when you read or hear them, but you should also try to extend your active vocabulary by using them in your writing and speaking tasks. You should learn the correct spellings of words as well as any words that collocate with them.

How do I do the Writing test practice?

The Writing test practice questions give an opportunity to actively use the vocabulary from the unit. There are model answers in the answer key. Try to write your own answers before looking at the model answer. These can be used as a guide to organising ideas and using vocabulary accurately and effectively. You will be penalised if you produce a learnt essay in the IELTS test, so you should not attempt to do this.

How do I do the Speaking test practice?

The Speaking test practice questions provide opportunities to actively use the vocabulary from the unit. In Part 2 of the Speaking test, you will be allowed to make notes, so think of any useful vocabulary you could use and write this down to help you as you talk. If possible, you should record your answers and play them back. Consider your pronunciation and intonation as well as the words you used. How could you improve your answer? Ask a friend or teacher for their comments.

When should I do Tests one to five?

There are five vocabulary tests. Each test helps you to review the vocabulary from the previous five units. When you have finished five units, do the test and mark it using the answers at the back of the book. Highlight the questions you got wrong and go back to the units you need to look at again. If you are a more advanced student, you may want to take the test before you begin the units to see how much you already know. This may help to pinpoint your weak areas.

When should I use a dictionary?

The aim of the listening and reading activities in each unit is to give you practice in working out the meaning of words from context, so you should try to do each exercise without a dictionary first. When you have finished, use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary to look up any words you don't know. Try to be aware of words that you need to look up more than once as these are likely to be key words for you to learn. Write them down with their meanings, together with them, and it is a good idea to make a note of these as well. Look at Unit 21 if you need more help on how to use a dictionary.

How do I learn and revise vocabulary?

Some of the vocabulary in a unit will be new to you and some will be words you are familiar with, but cannot yet use accurately. Even if you feel you know a word already, you may be making collocation mistakes and using the incorrect preposition or verb. You might like to use a notebook and organise your vocabulary in the following categories:

- New words to learn
- Words I need to use more often
- Words I often make mistakes with
- Topic words, e.g. The environment; Fuel; Energy; Work, etc.

Alternatively, you could simply highlight these words using a different colour highlighter for each category, e.g. a blue highlighter for topic words, a red highlighter for words you often make mistakes with, and so on. Unit 21 will help you develop good vocabulary learning techniques.

IELTS test summary

Listening (approximately 30 minutes)

There are four parts and 40 questions. There are also ten minutes at the end to transfer your answers from the question paper to the answer sheet. In the IELTS Listening test, you will hear the recording once only. Each section is a little more difficult than the one before. Spelling is important but you can write your answers in capital letters if you think your handwriting is difficult to read. The test is divided up as follows:

Part	What will I hear?	Example units
1	A conversation between two people, e.g. finding out information about travel	8, 13, 24
2	A monologue on a general topic, e.g. a radio broadcast	4, 20, 24
3	A dialogue between two or three people in an academic context, e.g. discussing an assignment	15, 16, 19, 24
4	A monologue in an academic context, e.g. a lecture	1, 2, 4, 5, 7, 10, 11, 13, 15, 16, 18, 24

There are ten questions for each section. Visit the IELTS website at www.ielts.org for a detailed description of each of the different question types. Study Unit 24 for Listening test strategies.

Academic Reading (1 hour) (NB This includes the time needed to transfer your answers, there is no extra time given for this)

There are three Reading passages and 40 questions. There is no extra time for the transfer of answers so write your answers directly on the answer paper. The texts are authentic and academic in nature. Examples can be found in Unit 2, 6, 9, 11, 12, 17, 20 and 22. Visit the IELTS website at www.ielts.org for a detailed description of each of the different question types. Study Unit 22 for Reading test strategies. Some candidates spend too long on the first passage and run out of time. Make sure you keep to the suggested times for each section.

Academic Writing (1 hour)

There are two writing tasks, Writing Task 1 and Writing Task 2. You must complete both tasks. Task 2 contributes twice as much as task 1 to your overall writing score. Study Unit 23 for Writing test strategies. The test is divided up as follows:

Task	Timing	Length	What do I have to do?	Assessment	Example units
Writing Task 1	20 minutes	150 words minimum	Describe visual information, e.g. a diagram, chart, graph or table.	<ul style="list-style-type: none">• Task achievement• Coherence and cohesion• Lexical resource• Grammatical range and accuracy	3, 7, 17, 23
Writing Task 2	40 minutes	250 words minimum	Write a discursive essay. You may be asked to: discuss and evaluate one opinion and say to what extent you agree with this opinion; discuss and evaluate two differing opinions and give your own opinion; discuss and evaluate the advantages and disadvantages of something; discuss whether a development is positive or negative; evaluate a problem and suggest possible solutions.	<ul style="list-style-type: none">• Task response• Coherence and cohesion• Lexical resource• Grammatical range and accuracy	7, 8, 14, 16, 18, 23

Speaking (11 to 14 minutes)

In the IELTS Speaking test, you will be interviewed on your own by an examiner, who will record your response. You will be assessed on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. The interview has three separate parts and is divided up as follows:

Part	Timing	What will I need to talk about?	Example units
1	4–5 mins	Questions on familiar topics, e.g. hobbies; likes and dislikes; daily routine	2, 5, 13, 19, 25
2	3–4 mins	You are given a card with a topic (e.g. describe a good friend) and some suggestions for what to say on it. You have one minute to make notes. You then talk about the topic for 1–2 minutes.	1, 5, 7, 12, 19, 25
3	4–5 mins	The examiner will ask you more detailed and more abstract questions about the topic in Part 2, e.g. 'How important is friendship?'	3, 4, 5, 10, 19, 25

Remember to give long answers to the questions, display your knowledge of vocabulary and have clear pronunciation throughout. Study Unit 25 for Speaking test strategies.

Features of the book



Cambridge English Corpus

The 'Error warning' boxes are informed by the Cambridge English Corpus and deal with vocabulary which is known to cause problems for IELTS candidates at band 6.5 and above.



Dictionary

In some exercises it may be useful to use your dictionary to check the vocabulary first, before you do the exercise. These exercises are marked with a dictionary icon. Look at Unit 21 if you need more help on how to use a dictionary.

PARAPHRASE

Recognising and understanding paraphrase is important for the IELTS test. In order to test how well you can understand a Listening or Reading text, the questions in the IELTS test will present the ideas in the texts using different words to the ones you hear or read. Throughout this book you will find many exercises that help you to identify paraphrase.

COLLOCATION

Another feature of this book are the exercises on collocation. Collocation refers to the way words are used together. In the IELTS Speaking and Writing tests, you will be assessed on how accurately you can use vocabulary. This means choosing the correct words to use and combining them correctly. When you are learning new words, it is important to also learn the prepositions or verbs that should be used with them. The collocation exercises in this book will help to make you aware of this.

1


Human nature

Character, psychology

Character

1.1 Look at the following adjectives and decide if any of them apply to you.

talkative eccentric cheerful indecisive clumsy

1.2  **02** Now listen to three people. Decide who they are talking about and choose adjectives from 1.1 to describe that person. Then complete the sentences.

- 1 Speaker 1 is describing his _____, who sounds _____.
- 2 Speaker 2 is describing her _____, who sounds _____ but _____.
- 3 Speaker 3 is describing his _____, who sounds _____.

1.3 Write the adjectives in the box in the correct part of the table.

anxious apprehensive assertive
charming cheerful clumsy cynical
egotistical gullible self-confident
self-conscious sensible tactful well-liked

Positive qualities	Negative qualities

1.4 Some adjectives which describe character use the prefixes *self-* and *well-*. Choose between *self-* and *well-* for each of the following adjectives and write the new adjectives below.

absorbed adjusted assured behaved bred brought-up centred confident congratulatory
deprecating dressed educated important informed mannered reliant rounded

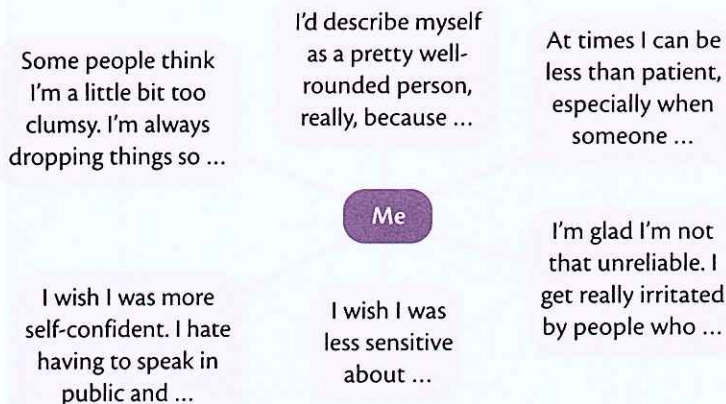
self- _____

well- _____

1.5 The following adjectives describe positive qualities. Add prefixes to make them negative.

considerate sensitive decisive patient reliable

2.1 A student has filled in this mind map. Make a mind map about yourself. Use it to practise talking about yourself for one to two minutes.



Vocabulary note

If you are a visual learner, making a mind map can help you to turn a list of vocabulary into a single image which you are more likely to remember.

2.2 Complete the sentences with the singular or plural form of *personality*, *character* or *characteristic*.

- 1 She's always the life and soul of the party because she has such a bubbly _____.
- 2 Dedication, commitment and knowledge are all _____ of a good teacher.
- 3 I don't believe he said that; it would be really out of _____.
- 4 I didn't get along with my business partner because our _____ clashed.
- 5 Children may display _____ of either of their parents.

Vocabulary note

The words *personality* and *character* are very close in meaning but they are not always used in the same way. *Personality* = the way you behave, feel and think, especially socially. *Character* = a combination of qualities which make someone different from other people. *Characteristic* = things that are typical or noticeable about a person or thing (it can be a noun or an adjective).

2.3 In Part 2 of the IELTS Speaking test, you have to talk on a given topic for up to two minutes. You have one minute to think about what you are going to say, and you can make notes if you wish. For this task, use the language and ideas in your mind map to help you. Make a recording of yourself if possible.

Describe a friend you have known for a long time.

You should say:

- how long you have known each other
- where and how you met this friend
- how you are similar to and different from this friend

and say what you like doing together.

Test tip

Use your notes and the bullets in the question to help you keep going. After Part 2 of the Speaking test, you may be asked one or two rounding-off questions, e.g. *Do you still see this person?* or *Do you often make new friends?*

2.4 Listen to your recording and check there is no hesitation in the middle of sentences and that your pronunciation is clear. Check the range of vocabulary in your answer and make sure there is not too much repetition.

Psychology

3.1 Read the passage below. Are the following statements **TRUE**, **FALSE** or **NOT GIVEN**? Before you answer the questions, highlight or underline the part of the passage you think will give you your answer.

- 1 The ANU study found that *young people* in Canberra confuse being well-liked with being popular.
- 2 The ANU study showed that most young people in Canberra *wish they were popular*.
- 3 According to Ms Hawke, popular students may *look down on* other students.
- 4 According to Ms Hawke, popular students can *prevent others from learning*.
- 5 According to Ms Hawke, students who are well-liked *tend to mix with others* who are well-liked.
- 6 Being well-liked tells us more about someone's *true character* than being popular.
- 7 There is often one popular student in a year group who is *thought to* have more power than the others.



Test tip

There are no tricks involved in *True / False / Not given* questions. You need to read the information in the passage carefully, then decide if the statements are correct (*True*), incorrect (*False*), or whether you cannot check because there is not enough information about this (*Not given*).

Would you prefer to be 'popular' or 'well-liked'? A new study from The Australian National University (ANU) has shown that for Canberra's young people, being well-liked is much more desirable than being popular, and being popular does not always mean you're well-liked. The study by Stephanie Hawke, a PhD candidate in clinical psychology at ANU, looked at nearly 200 Year 9 and Year 11 students from across Canberra. It found that adolescents saw being popular and being well-liked as two very different things, and that young people may not see popularity as a desirable trait.

The research has been released as part of National Psychology Week. It is the first Australian study to address the issue of popularity and what it means to young people. 'Both boys and girls agreed that many popular teenagers are disliked by the year group as a whole,' said Ms Hawke. 'This can be for several reasons such as bullying, having an attitude of superiority and disrupting the classroom. Those students who are described as being both popular and well-liked manage to balance their high social status with positive qualities such as being kind and friendly.'

The study also found that there was a complicated relationship between both individual and group popularity, and how these were perceived by students. 'One interesting finding is that popular students are likely to belong to popular groups. This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers,' said Ms Hawke. 'It seems that being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics. Almost all of the students interviewed said that they would prefer to be known as well-liked, as opposed to popular, because this is a reflection of who they are as a person.' She added that the results indicate that 'popular' students are not idealised in the way that popular culture sometimes portrays, and that once other students are aware that many 'popular' students are not liked by others in the year group, it is possible that they will lose the power they are perceived to have.

3.2 PARAPHRASE Now find words or phrases in the passage with a similar meaning to the words in **italics** in 3.1.

Listening Part 4

▶ Test Practice Track 1

Questions 1–10

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.



Test tip

Remember that although the information on the question paper will paraphrase the information that you hear, it will be in the same order. Make sure you keep to the word limit you are given and be careful to check your spelling at the end. You can write your answers in capital letters or lower case.

Multiple Intelligence Theory

Past views of intelligence

- Thought to be only one type
- Could be assessed through an IQ test

More current views

- More than one type of intelligence – these can be shown through your **1**
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
 - ii) **2** (maths and science)
 - iii) musical
 - iv) kinaesthetic (i.e. the body and **3**
 - v) spatial/visual (relating to images and ability to visualise)
 - vi) **interpersonal** (conscious of the **4** of other people)
 - vii) **intrapersonal** (relating to self-awareness)
- 1995 – Gardner added naturalistic intelligence – others have been suggested but are not generally included because they are too **5**
- The theory has been criticised by some **6**

How to use when studying

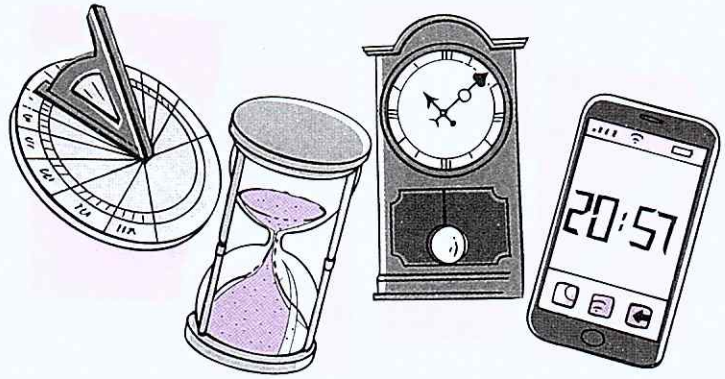
- We all have different abilities and interests – identify your strengths and weaknesses
- Adapt activities to suit the type of student you are, e.g.:
 - > a kinaesthetic student would learn more from taking part in a **7**
 - > visual learners could create their own **8**
- To identify the best approach for you, think about how you prefer to do things, e.g. when teaching someone how to use a new piece of equipment:
 - > a visual learner would use a **9**
 - > a kinaesthetic learner would probably do a **10**

2

Time for a change

Time, change

Time



1.1 Answer these questions.

- 1 Has your attitude to your free time changed since you were a child? (In what way?)
- 2 What value is there in teaching history to children?
- 3 What is the best way to learn about history?
- 4 Do you think older people are more interested in the past than children are? (Why? / Why not?)
- 5 What influence do you think the past has over the present?

1.2 04 Listen to two people answering the questions in 1.1. Which question are they answering?

Speaker 1 ____ Speaker 2 ____

1.3 04 COLLOCATION Now listen again and note the expressions connected with time. You may need to listen several times and/or read recording script 04 at the back of the book.

2.1 Do the words in the box refer to the past or the present?

retrospect contemporary bygone immediate preceding current topical status quo

2.2 COLLOCATION Complete the sentences with the words in the box in 2.1. Use a dictionary to help you and to check collocations with the words in bold. There may be more than one possible answer.

- 1 The exhibition contains faded photographs reminding us of a _____ era.
- 2 He mixes _____ ideas with those of years gone by.
- 3 There will always be people who resist change and want to **maintain the** _____.
- 4 The _____ **effect** of the war was a breakdown in law and order on the streets.
- 5 **In** _____, and with the benefit of hindsight, it is clear that this was a bad decision.
- 6 I prefer this newspaper because it covers the most _____ **news** stories.
- 7 On New Year's Day, people often stop and reflect on all that happened in the _____ **year**.
- 8 In previous years, the library was always very busy, but our _____ **students** seem to prefer to study in the privacy of their own room.

3.1 **05** Listen to a talk about archaeology and complete the summary using **NO MORE THAN TWO WORDS** for each answer.

Years before the arrival of our ancestors, who were the ¹ _____ of colonial times, ancient *societies lived* in the lake area. In some places, archaeologists have discovered the *remains* of ² _____ *hidden under* many layers of earth. But digs in other areas have only *produced* charcoal deposits from ³ _____. Because of these *finds*, we can now protect the ⁴ _____, e.g. they may be put on an *official list* of ⁵ _____. It is *very important* that they are *kept safe*. They are at risk of disappearing altogether because of erosion and looters. The looters take things from the area because they hope to sell them as ⁶ _____. The researchers plan to *totally* ⁷ _____ the area and take away any ⁸ _____ they *find* to put them in a safe place. If people steal from these areas, we lose the possibility of understanding more about our cultural heritage.

3.2 **05** **PARAPHRASE** Now listen again and note the words and phrases with a similar meaning to the words in *italics* in the summary.

Change

4.1 The word *change* can collocate with all of the adjectives in the box. Do the adjectives mean *large* or *small* (*change*)?

enormous minute total dramatic modest
complete immense gradual profound
extraordinary sweeping minor tremendous
infinitesimal moderate drastic slight major huge

4.2 The adjectives in the box can describe the nature or speed of change. Highlight or underline the synonyms of *change* in the sentences below. Then complete the sentences with adjectives from the box.

smooth gradual turbulent abrupt sudden rapid temporary

- Everyone was grateful that there had been a very _____ transition between governments.
- The stock market crash led to a very _____ reversal in fortunes for many people.
- The government is hoping that this is only a _____ shift in public opinion.
- There was a _____ improvement in our sales figures from 2010 to 2020, and this helped bring about our transformation from a small local company to a global leader.
- This has been a _____ period involving a great deal of struggle and hardship. But it is a necessary part of our evolution.
- We are slowly witnessing a _____ movement in favour of surveillance.

V Vocabulary note

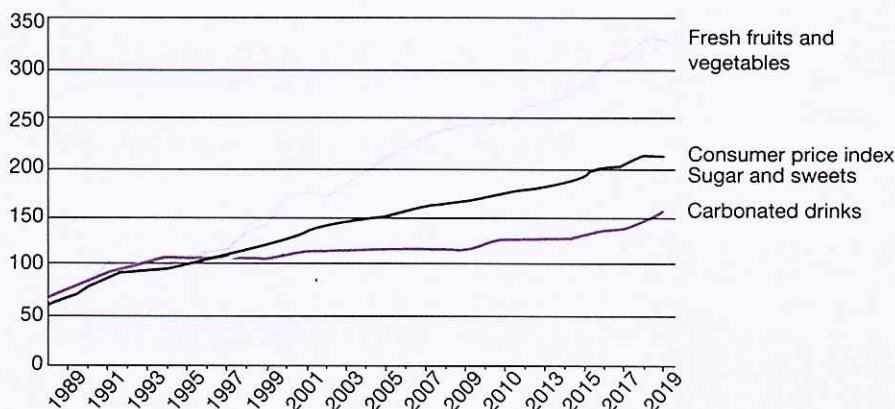
Change is often used in the active form when it has a passive sense, e.g. My home town **has changed** recently. NOT ~~has been changed~~

Try to use a range of adjectives and adverbs to intensify or weaken the word *change*, e.g. There was a **profound change** in attitudes. Or Attitudes **changed completely**. NOT ~~Attitudes had a big change~~

2 Time for a change

4.3 Look at the graph and find the following.

a gradual increase a steady rise a slight fall a marked difference
a temporary levelling out a very slight rise



4.4 Write the verb + adverb form of the phrases in 4.3.

increase gradually

4.5 Complete the description below with the words in the box.

periodic period temporarily remained
and steady steadily by from trend

The graph shows changes in the price of fresh fruits and vegetables, sugar and sweets, and carbonated drinks over a thirty-year ¹ _____ in the US between 1989 ² _____ 2019. The graph also shows the general ³ _____ in the consumer price index during this time.

While the consumer price index showed a slow and ⁴ _____ increase from 1989 to 2019, the same cannot be said for the price of carbonated, or soft, drinks. After rising briefly between 1989 and 1991, they ⁵ _____ fairly constant until 2009, when the price did begin to increase slowly.

In contrast, there was a marked difference in the price of fresh fruits and vegetables, which, despite ⁶ _____ fluctuations, rose ⁷ _____ throughout this period. In fact, fresh food prices only levelled out ⁸ _____ between 2000 and 2002 and again ⁹ _____ 2010 to 2011. However, ¹⁰ _____ 2018 the price had increased by more than 300%.

4.6 Answer the questions. Try to use some of the new language from this unit in your answers.

- 1 Has your city or town changed over the past 20 years? (If so, in what way?)
- 2 What changes do you think we will see in the next 20 years?
- 3 Do you think our lives are changing too quickly?
- 4 How difficult is it for older people to adapt to new changes?
- 5 What changes would you like to see in the future?
- 6 How different is life today compared to when your grandparents were young?



Error warning



Be careful with the prepositions you use after the word *change*: *There has been a change in our plans.* NOT ~~a change on~~ *We've made some changes to the design.* NOT ~~made some changes with~~

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

Remnants of the past

In a museum laboratory, Irene Good is studying pieces of silk from long-lost cloth found at archaeological sites in western Europe and central and south Asia. Good immerses the threads in a solution to tease apart the strands of protein, then uses several methods of biochemical analysis to examine the proteins' amino acids. The amino acids present and the order they are in vary in different species of moths and therefore provide clues as to where the silk was made.

'What I love most is being able, not just to alter what's known, but to improve access to the past based on very tiny pieces of evidence. Until recently, it was assumed that all [ancient] silk was from China,' says Good, a specialist in fibre analysis and ancient-textile production and trade. 'Scholars held that any silk dating from 2400 to 700 B.C. was carried afar on trade routes from China. But our work is now calling that assumption into question.' Her findings indicate that the ancient silk actually came from species of wild moths native to western Europe and Asia. 'Now it looks like some of the silk industry outside China was earlier than thought and more widespread,' Good says.

Today, Good and other researchers are applying high-tech methods of chemical analysis to ancient textiles and fibres to glean unique clues about past civilisations. The results are shedding light on many aspects of daily life among early peoples. Much of the insight is coming from minuscule samples of textiles, which archaeologists categorise as 'fibre perishables'. Until recently, these remains were usually overlooked because they were frayed, discoloured or too fragile to withstand the rigours of analysis.

'Because textiles are organic, they're subject to biological deterioration from air, water, minerals, insects and fungi. All kinds of things attack organic material and use it as their dinner,' says Joseph Lambert of Northwestern University in Illinois. Most

cloth and other fibre goods degrade over time and eventually disappear. However, according to Lambert, in some cases ancient textiles survived well because they'd spent centuries in arid, freezing or low-oxygen environments, such as well-sealed tombs.

Scientific interest in ancient textiles and other fibre objects is burgeoning, and chemical analysis and powerful microscopy can reveal remarkable characteristics of textiles: what plants and animals the fibres came from, how the yarns were made, what weaving techniques were employed and what dyes or pigments were used to colour them. Such information, combined with other evidence, enables researchers to infer the technological skills of ancient civilisations and the cultural importance of their textiles, notes Kathryn Jakes of Ohio State University in Columbus.

Among the fabric samples Jakes has analysed are carbonised scraps from ancient burial sites. Analyses have revealed decorative patterns indicating that at least some of the now-faded textiles had been coloured. 'The presence of colour reflects a significant level of technology, including knowledge of colourants in nature and of methods required to affix them to organic materials,' says Jakes. She and her colleagues have conducted experiments to find out what combinations of plants and minerals may have been used. Prehistoric people probably used plants like sumac as dyes, Jakes says, because caches of those seeds have been recovered from archaeological sites although the plants have no known dietary use. In one set of experiments, the researchers made dye baths from sumac berries combined with different mineral fixatives. When the researchers tested the baths on fibres from milkweed plants and rabbit hair, only one combination – sumac, bedstraw and potassium carbonate – produced a deep red that was colour-fast.

Richard Evershed of the University of Bristol is a pioneer in the chemical analysis of organic archaeological materials. In the Sept. 16 issue of *Nature*, he and his colleagues describe their study of cloth wrappings from animal mummies of Ancient Egypt. The Egyptians preserved millions of mammals, birds and reptiles, and scholars had assumed that ancient people used relatively simple and inexpensive methods to prepare this multitude of animals for burial. Evershed's findings call that assumption into question. His team analysed samples from cat, hawk and ibis mummies. The embalming substances turned out to include fairly exotic materials such as oils, beeswax, sugar gum and tree resins and were as complex as those used for human mummification. Evershed suggests that the Ancient Egyptians had surprisingly sophisticated knowledge of how to use various preservatives.

The study of ancient textiles and other organic materials is a much-needed counterpoint to the traditional archaeological focus on objects made of stone, bone, metal and clay, says Penelope Drooker of the New York State Museum in Albany. Evidence from tools and weapons can lead to

skewed interpretations of past life, she says. Until fairly recently in human history, Drooker points out, perishable goods comprised a large part of the materials of everyday life. At some archaeological sites, in western North America, for example, an estimated 95 per cent of recovered artefacts were made of wood, bark, plant fibre, leather, fur or feathers.

As sophisticated techniques of analysis have revealed more detailed information about ancient textiles, scholars have been rethinking ideas about the early development of skills such as spinning and weaving. After examining early representations of human clothing, Elizabeth Barber concluded that textile weaving is at least 20,000 years old. A specialist in the Bronze Age and Neolithic cultures of the Aegean and southeast Europe, she has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal. Learning to twist plant and animal fibres into string-like yarns fell largely to women, and enabled prehistoric people to weave nets, baskets and other objects that eased the chores of everyday life, Barber explains in her extensive writings.

Questions 1–6

Look at the following statements and the list of researchers below.

Match each statement with the correct researcher.

Write the correct letter, **A–F**, next to questions 1–6.

NB You may use any letter more than once.

- 1 The ability to create things out of cloth had as great an impact on society as the invention of tools.
- 2 Very old cloth can be preserved by the conditions around it.
- 3 Studying ancient cloth can give us a lot of different information about the people who made it.
- 4 We can use very small remnants of cloth to learn about ancient life.
- 5 Archaeologists can get misleading information from objects used for fighting.
- 6 My research has led to a re-evaluation of where certain materials originated.



Test tip

In the IELTS Reading test, some of the questions will be in the same order as the passage and some will not. For items that ask you to match people with statements or theories, the people in the box will be in the same order as the passage, but the questions will be mixed up.

List of researchers

- A** Irene Good
- B** Joseph Lambert
- C** Kathryn Jakes
- D** Richard Evershed
- E** Penelope Drooker
- F** Elizabeth Barber

Questions 7–13

Do the following statements agree with the claims of the writer in the Reading Passage?

Next to questions 7–13, write

- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 7 Information about an insect can offer evidence about the origins of a piece of cloth.
- 8 Archaeologists have long realised the potential of even small samples of material.
- 9 According to Lambert, we can predict the amount of time that organic materials can last.
- 10 Jakes believes that sumac plants were a source of food in ancient times.
- 11 Jakes' experiments with sumac dye were the first of this kind to be carried out.
- 12 Evershed's evidence supports the theory that Ancient Egyptians used a relatively simple method to preserve mummies.
- 13 Researchers have used new data about ancient textiles to question previous theories about the expertise of early people.

**Test tip**

Yes / No / Not given tasks are similar to True / False / Not given. In both tasks, the questions will be in the same order as the information in the passage. Yes / No / Not given questions are based on claims or opinions in the passage. The most important thing to remember is that, if the claim or opinion cannot be verified in the passage as either correct (Y) or incorrect (N), then it is Not given (NG).

3

No one is an island Individuality, community

Individuality

1.1 How do people use these things to express their individuality?

- ___ clothes ___ bedroom ___ car
___ social media ___ music ___ hairstyle

1.2 ▶06 Listen to someone talking about individuality and tick the things in 1.1 that he mentions.

1.3 ▶06 Now listen again and notice these phrasal verbs. Which two have a similar meaning?

blend in with stand out from fit in with

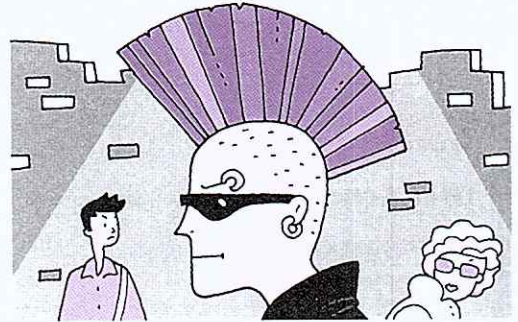
1.4 Check the meanings of the phrasal verbs in the box. Replace the underlined phrases in the sentences below with a phrasal verb from the box. There may be more than one possible answer.

fit in (with) stand out (from) break away (from)
opt out (of) blend in (with) drop out (of) join in

- I feel uncomfortable if I'm forced to participate in group activities.
- I don't like to be noticeable in the crowd. I'd rather look the same as everyone else.
- My friends started going out late to nightclubs so I decided to dissociate myself from the group.
- When people feel isolated and rejected, they sometimes abandon society altogether.
- New migrants may feel that by changing to assimilate into their new community, they are losing some part of their individuality.

2.1 Read the passage on the opposite page and complete these sentences with the correct ending (A–F).

- | | |
|---------------------------------------------------------------------------------|-----------------------------|
| 1 In the past, tattoos were judged to be | A stereotypical. |
| 2 Tattoos are now | B a more tolerant attitude. |
| 3 Famous people help to establish | C harmful to society. |
| 4 Throughout the United States, local governments have developed | D behaviour patterns. |
| 5 Society's previous attitude towards people with tattoos could be described as | E self-destructive. |
| | F approved of by society. |



Vocabulary note

The words *individuality* and *behaviour* are almost always used in the singular, not the plural:

Everyone should try to maintain their ~~individualities~~ *individuality*.

Parents are responsible for their children's ~~behaviours~~ *behaviour*.

Originality is used to refer to a piece of work that is not copied from others, e.g. I don't like his style, but you have to admire the *originality* of his work.

The cultural status of tattooing has steadily evolved from that of an anti-social activity in the 1960s to that of a socially acceptable fashion statement today. First adopted and flaunted by influential rock stars like the Rolling Stones in the early 1970s, tattooing had, by the late 1980s, become accepted by ever-broader segments of mainstream society. Today, tattoos are routinely seen on rock musicians, sports stars and other public figures who play a significant role in setting the culture's behaviour patterns.

The market demographics for tattoo services are now skewed heavily toward mainstream customers. Tattooing today is the sixth fastest-growing retail business in the United States. The single fastest-

growing demographic group seeking tattoo services is, to the surprise of many, middle-class suburban women. The state and local governments of New Jersey, like those of other regions across the United States, are being forced to alter their attitude and laws in response to the changing cultural status and popularity of tattooing and have now adopted a more open-minded approach to tattoos.

According to one recent journal, tattoos were most common among motorcyclists, criminals and gang members. However, these stereotypical associations have changed over the past 20 years and it is estimated that almost half of the tattoos now being done are on women.


2.2 PARAPHRASE Now find words and phrases in the passage with a similar meaning to the words in *italics* in A–F in 2.1.

2.3 Use a dictionary to check the meaning of the following words from the passage. Then use them to complete the sentences below.


flaunt suburban influential segment skewed status

- Celebrities are extremely _____ in setting fashion trends.
- The chart shows that people over 65 form the fastest-growing population _____.
- Many rich people _____ their wealth through their expensive cars and grand houses.
- These figures are _____ because not all of our customers have paid their bill yet.
- Not everyone dreams of a quiet, _____ life. Many find it dull and boring.
- I soon realised my _____ when I was asked to use the tradesman's entrance.

Community

3.1  **07** Look at the following list of opinions about groups and society and make sure you understand all of the vocabulary used. Listen to a talk and tick the opinions you hear expressed.

- ___ When people *conform*, it helps make society more *peaceful*.
- ___ Some people *obey social customs* without question.
- ___ *Conventional* people help keep our *traditions* alive.
- ___ Some multicultural societies focus more on developing *traditional ways* than others.
- ___ As time passes, our idea of *what is normal* changes.
- ___ Some people try to be *different from the group*.
- ___ Some people create an *alternative social group* and *rebel against the traditional way of life*.
- ___ In the 1970s, it was *usual* for hippies to wear second-hand clothes.

- 3.2**  **07** **PARAPHRASE** Now listen again and note the words and phrases with a similar meaning to the words in *italics* in 3.1. You may need to listen several times and/or read recording script 07 at the back of the book.


- 4** **COLLOCATION** The words in the box collocate with either *social* or *group*. Use the words to complete the sentences.

behaviour decline interaction
member minority pressure

- Many people fear that relaxing our laws on alcohol consumption will lead to social _____.
- Each new group _____ is expected to undergo a special induction programme.
- In developed countries, smoking is now seen as anti-social _____.
- Social _____ is very important for new migrants if they are to feel part of their new community.
- _____ groups tend to have a lot less power in the community than more dominant groups.
- People often give in to peer group _____ to conform, simply to make life easier.

- 5.1** **PRONUNCIATION** *s+h* are not the only letters that make the sound /ʃ/. Look at the following pairs of words and decide if the underlined sounds are /ʃ/ or /s/.

- | | | | |
|---------------------|------------------|-------------------|------------------|
| 1 censored censored | 4 partial parcel | 7 furnish furnace | 10 sealed shield |
| 2 coarsen caution | 5 seek chic | 8 subtle shuttle | 11 rust rushed |
| 3 censure sensor | 6 chauffeur sofa | 9 crust crushed | 12 sip ship |

- 5.2**  **08** Listen and circle the word in each pair in 5.1 that you hear. When you have finished, if possible, ask a friend to listen as you read the words and get them to point to the word you are saying.

- 5.3** Look at the following questions and the opening phrases below. Try to answer the questions, beginning with one of the opening phrases.

- What type of activities do you prefer to do alone and with a group?
- How important do you think it is to be an active part of the community?
- Why do you think that some people find it difficult to join in certain activities?
- What can we do to help new people feel part of a group?
- Some people think the government should help people feel part of the community. Do you agree?

Hmm, that's a difficult/interesting question because ...

Well, not really, because I feel ...

Oh, I think it's essential. I mean ...

Well, it really depends on the individual. I think some people, especially ...

Well, yes, to a certain extent, but I think ...

Vocabulary note

The following are collocations with the word *community*: a vibrant community, a close-knit community, the farming community, the rural community, the ethnic community. Use your dictionary to help make a list of some more.

Writing Task 1

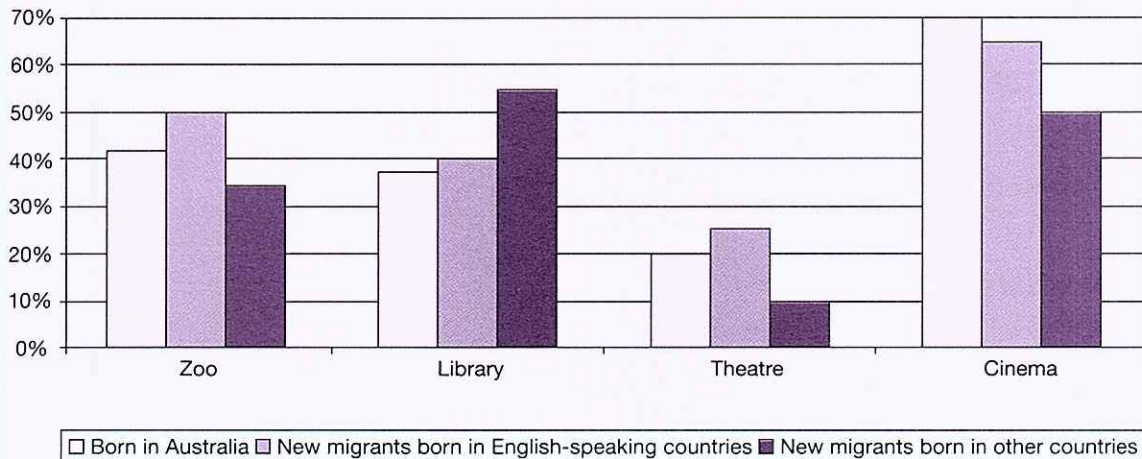
You should spend 20 minutes on this task.

The chart below shows what percentage of people living in Australia visited certain cultural or leisure facilities in their free time in 2010.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentage of people visiting cultural and leisure facilities in 2010



Plan your answer here:

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Test tip

You will increase your Writing Band Score in Academic Writing Task 1 if you (1) mention all the major features of the statistics or charts; (2) make sure you describe the statistics accurately; (3) paraphrase the information in the question; (4) avoid repeating the same words and phrases and try to vary the sentence structures you use; and (5) give an overview of the most important trends or patterns.

4

Scientific discovery

Chemistry, medicine

Chemistry

1.1 How much do you know about chemistry?

- Can you name at least three common chemical elements?
- What do we call a scientist who studies or works with chemicals?
- What kinds of household products contain harmful chemicals?
- What does H₂O stand for?
- What kind of chemicals do farmers use?



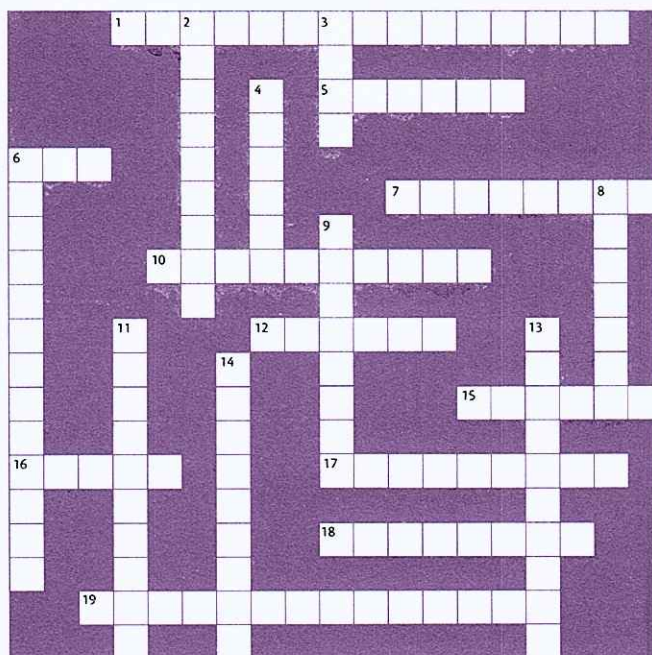
1.2 Complete the crossword.

Across

- the industry which produces medicines
- a chemical found in diamonds and coal
- The gas we breathe out is _____.
- Mixing chemicals may cause a chemical _____.
- a natural or chemical material used by farmers to help grow crops
- Plants _____ water through their roots and sunlight through their leaves.
- a household chemical product used to disinfect
- another word for *poisonous*
- a material with particular physical characteristics
- the release of a gas
- the chemicals derived from petrol or natural gas

Down

- The chemicals added to food are called *food* _____.
- an abbreviation for the gases which have now been removed from aerosols to protect the ozone layer
- See 13 down.
- A nuclear accident may cause _____ of the surrounding area.



- the opposite of *synthetic*
- the different types of synthetic material which can be moulded and shaped to make many products
- chemicals used to kill unwanted insects
- and 4 an increase of gases in the atmosphere leading to global warming
- a form of energy from nuclear power which is dangerous to humans and animals

2.1 Read the passage and work out what the numbered words mean. Use the words on either side of the numbered words to give you a clue.



Test tip

You are not expected to know more than the common chemical terms. Technical words will usually be explained in the text or in footnotes.

Many of us are exposed to a range of toxic substances in our daily lives. According to Professor Jack Ng of the University of Queensland: 'We are seldom exposed only to a single contaminant in the environment – but more often than not to a cocktail of chemical mixtures. Exposure can take place at a contaminated site or via the food chain. Examples include mixtures of petroleum ¹hydrocarbons, metals and ²metalloids in mining and pesticides on or in the food we consume.'

Dr Ng cautions that health risk assessment of chemical mixtures can be complex and it is often very expensive to get sufficient evidence-based data for proper evaluation. He asserts that the notion that a single exposure to a chemical mixture automatically places a person into a higher risk category is an ³urban myth that has no foundation. He states that: 'The facts about toxicity remain the same for either a single chemical or a mixture of chemicals: it is the ⁴dosage that makes them poisonous.' When assessing the toxicity of a substance, it is important to have a good understanding of how the different contaminants in the mix may interact both with one another and inside any creature which absorbs them. Sometimes these reactions can make a substance more, or less, toxic. Professor Ng said the cost of analysing all the possible interactions and effects of any ⁵compound mixture would be immense.

2.2 Match the numbered words in the passage with the following extracts from footnotes to it.

- a commonly told story not based on fact
- a mixture of carbon and hydrogen
- a chemical that combines two or more elements
- the amount of medicine you should take
- something that can act like a metal

2.3 Answer the questions. Use **NO MORE THAN THREE WORDS** from the passage.


- 1 Apart from a *polluted location*, *through* which other means can humans *come into contact with* toxic chemicals?
- 2 According to Professor Ng, what substance may be present on *what we eat*?
- 3 What does Professor Ng call *the idea* that being exposed to chemicals once can put us in danger?
- 4 What does Professor Ng say is the most important factor when judging how *toxic* a chemical mixture is?
- 5 According to Professor Ng, what stops us from *examining* all the *potential consequences* of mixing chemicals?

2.4 **PARAPHRASE** Now find words and phrases in the passage with a similar meaning to the words in italics in 2.3.

2.5 Try to answer the following questions. Remember you need to show a wide range of vocabulary to achieve a good IELTS Band Score, so use some of the vocabulary from the exercises above.

- 1 Do you think there is enough control of the use of chemicals in our society? (Why? / Why not?)
- 2 Do you think we are too dependent on chemicals nowadays? (Why? / Why not?)
- 3 Have chemicals improved our life or made it more dangerous?
- 4 Who do you think should be responsible for chemical spills which damage our environment?
- 5 How will our attitude to chemicals change in the future?

Medicine

- 3  09 Listen to a talk about natural medicine and complete the summary. Write **NO MORE THAN TWO WORDS** for each answer.

Ancient cultures made medicines from plants and animals. Modern scientists are studying the ¹ _____ found in the ² _____ of crocodiles. They believe it may help to fight ³ _____. The field of medical science is taking an interest in phytochemicals (i.e. chemical ⁴ _____ found naturally in plants). Scientists have already been able to show the health benefits of drinking green tea. Those who provide funding for medical research are now more supportive of ⁵ _____ therapies. As a result, scientists are studying how antioxidants may help with Alzheimer's disease. They are attempting to find the exact ⁶ _____ (i.e. without any harmful ⁷ _____).

Researchers have discovered that when phytochemicals are in a ⁸ _____ state, the body cannot ⁹ _____ them easily. They are using nanotechnology to make a ¹⁰ _____ that will slowly release the medicine.

Hospitals around the world are having problems with ¹¹ _____ which cannot be treated with antibiotics. ¹² _____ are now using ¹³ _____ such as tea tree oil.

- 4.1 **COLLOCATION** We use adverbs to qualify adjectives, but you need to be careful which adverb you use. Modify the adjectives in the following sentences with a suitable adverb from the box, using the words in bold to help you.

absolutely completely extremely highly slightly

- It's _____ **impossible** for governments to control our diet.
- When I was diagnosed with diabetes, they told me I couldn't eat chocolate, which I found _____ **difficult**.
- Patients with diseases that are _____ **contagious** are isolated in a special area.
- The coastline has been spoiled by the illegal dumping of _____ **toxic** industrial waste.
- Pesticides can be _____ **harmful** to any creature living in the vicinity of where they are used.
- We found that the acidity of the soil was _____ **lower** than the week before.

- 4.2 **COLLOCATION** Decide if the adjectives in the box collocate with the adverb *highly*, *absolutely* or *extremely*. Some of the adjectives can collocate with more than one adverb.

essential terrible probable skilled anxious valued necessary addictive controversial unusual
crucial useless recommended disappointing overweight vital educated difficult awful

highly: _____

absolutely: _____

extremely: _____

V Vocabulary note

Extreme adjectives (e.g. *impossible*, *starving*, *disastrous*) can only be used with extreme adverbs (e.g. *utterly*, *absolutely*). *Extremely* is used with the same kind of adjectives as *very* and so is not an extreme adverb. Most adjectives which can be used with *very* can also be used with *highly*, *slightly* and *extremely*.

Listening Part 2

Test Practice Track 2

Questions 1–4

Choose the correct answer, **A**, **B** or **C**.

The Science Centre

- 1 What does Janet say about attendance at the new Science Centre?
 - A It is sure to increase in the coming months.
 - B It was deliberately kept small in the beginning.
 - C It has already been much greater than expected.
- 2 Who does Janet expect to visit the Science Centre the most?
 - A school groups
 - B young adults
 - C parents with young children
- 3 What does Janet say is the best thing about the location of the Science Centre?
 - A the great views
 - B the good transport links
 - C the access to the city centre
- 4 What does Janet say about the Space talk?
 - A It's free to attend.
 - B It's online only.
 - C It's fully booked.



Test tip

Before you listen, you will have time to look through the questions. Use this time to read the instructions carefully and circle any key words in the questions. The questions will tell you what information you need to listen for, and also help to guide you through the listening.

Questions 5–10

What comment does Janet make about the following exhibits?

Choose **SIX** answers from the box and write the correct letter, **A–I**, next to questions 5–10.

Comments

- A need to pay extra
- B you get to play a role
- C for young children only
- D learn about speed
- E the most popular exhibit
- F children must be with an adult
- G try to arrive early
- H only available for a short time
- I it's very peaceful

Exhibits

- | | |
|--------------------------|---------------------------|
| 5 Wonderlab | 8 Masters of Flight |
| 6 Rhythm and Sound | 9 Pattern Pod |
| 7 Rugged Rovers | 10 Mathmazing |

5


Striving to achieve

Study, work


Study


1.1 What helps to keep you motivated in your studies? Rate the following from 1 (*not important*) to 5 (*extremely important*).

- ___ A having a group of hardworking friends you can study with
- ___ B being able to study when and where you choose
- ___ C receiving a reward for your efforts
- ___ D getting positive feedback from your teachers or tutors
- ___ E taking a course that offers practical work rather than simply theoretical content

1.2  10 Listen to two people talking about studying. Which of the ideas in 1.1 are they talking about?

Speaker 1 ___ Speaker 2 ___

1.3  10 **COLLOCATION** Now listen again and read recording script 10 at the back of the book. Highlight or underline the phrases connected with *study* and *motivation*.

1.4  All of the words in the box collocate with the word *knowledge*. Use a dictionary to help you complete the sentences with the correct combination. Make sure you use the correct article and preposition where necessary. There may be more than one possible answer.

broaden limited local specialist prior
detailed in-depth common

- 1 Thanks to a few classes at university, I have _____ Russian.
- 2 Since the news report, details of the business deal are now _____.
- 3 Being a political reporter requires _____ national and international affairs.
- 4 Visiting the country did so much to _____ the language and people.
- 5 The Spanish course is for absolute beginners so no _____ is required.



! Error warning



Be careful with your use of articles, verbs and prepositions with the word *knowledge*. Look at the following examples:

You have a gap in your knowledge. NOT of your knowledge

His knowledge of classical music is amazing. NOT knowledge about/for

Visitors should acquire knowledge of the local customs. NOT get the knowledge

2 Complete the table. Try to give all possible forms of the words.

Verb	Noun	Adjective	Verb	Noun	Adjective
analyse			formulate		
		assessable	hypothesise		
conceptualise				indication	
	consistency		interpret		
contextualise		contextual			significant
		definable			theoretical
	establishment				valid


3.1 Read the passage below and decide which paragraph (A–D) the following ideas are from.

- 1 The *people who took part in the study* learnt to play a new video game.
- 2 People have a greater *feeling of having accomplished something* at the beginning of the learning process.
- 3 Scientists have discovered that by *calculating* the volume of areas of the brain they can *forecast* how well you will carry out a set task.
- 4 The study was *carried out* in Illinois.
- 5 There is growing *proof* that certain areas of the brain *strongly affect* our ability to *acquire* new skills.

- A It is possible to predict your performance on a video game simply by measuring the volume of specific structures in your brain, a multi-institutional team of researchers announced this week. The study, headed by Kirk Erickson, a professor of psychology, adds to the evidence that specific parts of the brain profoundly influence a person's ability to refine his or her motor skills, learn new procedures, develop useful strategies and adapt to a quickly changing environment.
- B Participants in the study were taught to play Space Fortress, a video game developed at the University of Illinois. Half of the participants were asked to focus on maximising their overall score in the game while also paying attention to the various components of the game. The other participants had to periodically shift priorities, improving their skills in one area for a period of time while also maximising their success at the other tasks. The latter approach, called 'variable priority training', encourages the kind of multi-tasking that is commonly required in daily life.
- C The researchers found that players who had a larger nucleus accumbens (an area of the brain) did better than their counterparts in the early stages of the training period. This makes sense, Erickson said, because the nucleus accumbens is part of the brain's reward centre, and a person's motivation for excelling at a video game includes the pleasure that results from achieving a specific goal. This sense of achievement and the emotional reward that accompanies it is likely to be highest in the earliest stages of learning, he said.
- D Players with a larger caudate nucleus and putamen (two other areas of the brain) learned more quickly and learned more over the training period. 'This study tells us a lot about how the brain works when it is trying to learn a complex task,' Erickson said at the conclusion of the research, which was conducted in Illinois. Such information might be useful in education or in treating disability or dementia.

3.2 **PARAPHRASE** Find words and phrases in the passage with a similar meaning to the words in italics in the ideas (1–5) in 3.1.

Work

4.1  11 Listen to a talk about employment and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

Previous beliefs

- need to be a graduate to get a job with good career prospects
- not attending university will limit you to work in the ¹_____ sector

Current work situation

- can earn a good living by taking a ²_____ course
- traditional jobs not requiring university study can pay reasonably well, e.g. ³_____
- new jobs also pay reasonably well, e.g. ⁴_____ of solar panels
- new categories of work now, e.g. 'chrome-collar' (⁵_____) or 'green-collar' (linked to the environment) – this is where many ⁶_____ exist

Study options

- no longer necessary to study for a ⁷_____
- many courses lead to an ⁸_____ where you can learn as you work
- more graduates are attending community college to learn a ⁹_____
- young people no longer see their work life as one ¹⁰_____ in the way their grandparents did

4.2  11 Match the words and phrases (1–10) from the recording with the definitions (a–j).

- | | |
|------------------------------------|----------------------------------------------------|
| 1 job market | a a term used to describe jobs done with the hands |
| 2 employable | b areas of interest or study |
| 3 a living wage | c the supply of jobs available |
| 4 blue-collar jobs / manual labour | d a term used to describe office jobs |
| 5 white-collar jobs | e a series of jobs that will lead to your goal |
| 6 job vacancies | f learning while you work |
| 7 career paths | g enough pay to live on |
| 8 vocational education | h having the right skills to get a job |
| 9 on-the-job training | i positions available |
| 10 fields | j skills and education that prepare you for a job |

5 Choose the correct alternative to complete the sentences.

- 1 Finding the cure was a process of *trial and error* / *give and take*. We tried out many theories and failed many times before finally succeeding.
- 2 We are making a *human endeavour* / *concerted effort* to solve this problem.
- 3 It was only after several weeks of *strenuous exercise* / *feeble attempts* that I finally regained my fitness levels.
- 4 Building the pyramids was an amazing feat of *human endeavour* / *physical activity*.
- 5 He's currently employed as a labourer, which requires far too much *mental concentration* / *physical exertion*.

Speaking

Part 1 (4–5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

- 1 Do you like the building where you live? (Why? / Why not?)
- 2 What can you see from the windows where you live?
- 3 Are team sports popular in your country?
- 4 How important is it for children to do a team sport?
- 5 What kinds of food do people eat in your culture?
- 6 Is it a good idea for families to sit down to eat together? (Why? / Why not?)

Part 2 (3–4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a school you attended.

You should say:

- what you studied in this school
 - how long you studied there
 - what the teachers were like
- and explain what you enjoyed about studying there.

Part 3 (4–5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

- 1 Can you identify what makes a good student?
- 2 What qualities should a good teacher have?
- 3 What social skills do children learn at school?
- 4 Is there too much emphasis on academic study at school?
- 5 Do tests and exams help students to learn information? Why is this important?
- 6 Can you evaluate the importance of compulsory state education?
- 7 Should governments encourage students to take certain subjects at university? (Why/Why not)
- 8 Can you speculate on the challenges that universities will face in the future?



Test tip

Remember to give long answers to the questions. Include opinions, reasons and examples to extend your answer. You can also talk about different situations in your country or in other cultures.

Test one (Units 1–5)

- 1 An open friendly manner is of this region.
A personality B character C characteristic D individuality
- 2 The children have been as good as gold. So well-.....
A adjusted B dressed C intended D behaved
- 3 I thought his comment about my putting on too much weight was quite
A sensitive B egotistical C tactless D cynical
- 4 Our decision to go on holiday abroad was very The weather at home was terrible.
A sensible B selfish C sensitive D selfless
- 5 My sister is really self-..... She can join in a group without any introductions.
A centred B confident C controlled D absorbed
- 6 I read the newspapers every day because I like to be well-..... about what's going on in the world.
A informed B educated C known D brought-up
- 7 The paragraph gives the background to their research project.
A beforehand B retrospect C bygone D preceding
- 8 These are very times, and it may be a while before everything returns to normal.
A temporary B contemporary C rapid D turbulent
- 9 There has been a dramatic in the way we see modern society.
A alteration B amendment C variation D shift
- 10 The graph shows a contrast between UK and US sales.
A marked B slight C steady D noticed
- 11 There was only a change in the data between 2000 and 2010.
A dramatic B profound C slight D tremendous
- 12 The archaeologists uncovered several important at the site.
A ancients B artefacts C steady D noticed
- 13 We can all show our in some way through our clothes and personal style.
A individuality B individualities C behaviour D behaviours
- 14 When I lost my job, I tried to maintain a sense of by dressing in my usual work clothes each day.
A originality B individuality C normality D personality
- 15 Many people see smoking as a type of behaviour nowadays.
A mainstream B cultural C anti-social D conventional

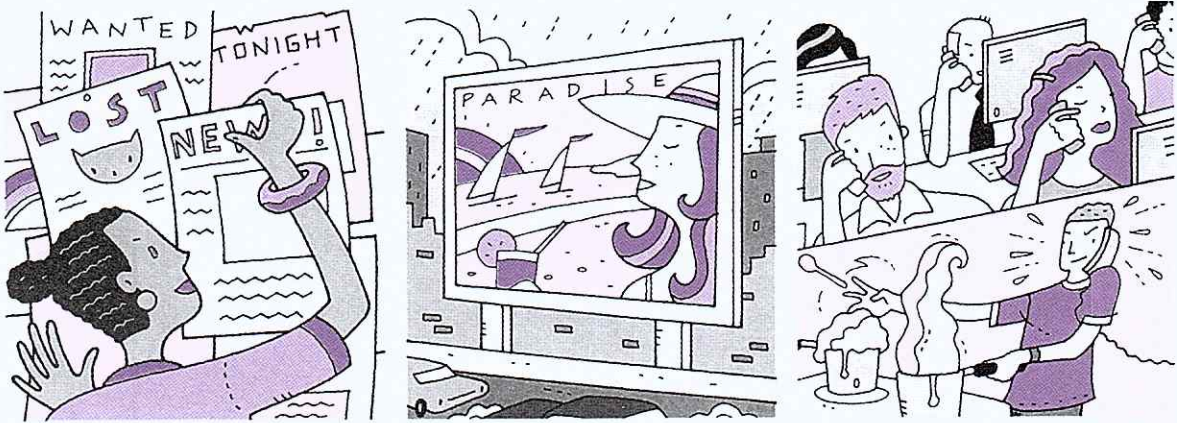
- 16 There was a worrying article recently about the social of modern America.
A pressure B decline C interaction D behaviour
- 17 At work, you make friends with people of different ages and outside of your group.
A social B minority C cultural D peer
- 18 It's a very community and people are generally very supportive.
A close-knit B diverse C isolated D deprived
- 19 The company was forced to close when the effects of their products were discovered.
A harmful B alternative C therapeutic D beneficial
- 20 She was so sick today that it is highly your teacher will be absent tomorrow.
A impossible B likely C disastrous D essential
- 21 The company spent millions of dollars marketing their new wonder drug.
A pharmacy B pharmacist C pharmacology D pharmaceutical
- 22 When the two substances are mixed, a reaction takes place.
A chemistry B chemist C chemical D chemicals
- 23 Although the drug is very effective, it does have some unpleasant
A side effects B benefits C therapies D remedies
- 24 There is no need to worry about being near other people as the condition is only slightly
A effective B contagious C dangerous D terrible
- 25 I thought it was knowledge that she was pregnant.
A limited B common C local D basic
- 26 The results were with the previous tests we had undertaken.
A theoretical B inferred C consistent D evident
- 27 The idea of manual doesn't appeal to me at all.
A effort B labour C endeavour D exercise
- 28 It's important to set clear goals and map out your path.
A profession B job C work D career
- 29 We made one last effort to move the broken-down vehicle.
A manual B concerted C physical D exerted
- 30 My father's knowledge trains was almost encyclopaedic.
A about B for C in D of

6

Powers of persuasion

Advertising, marketing

Advertising



1.1 Which of the different kinds of adverts and advertising in the box are shown in the illustrations? Where would you find the others?

sponsorship commercials pop-up ads brochures
billboards banner ads telemarketing jingles flyers

1.2 **12** Listen to two people discussing advertising. Which types of advert/advertising do they mention?

Error warning

Advertising describes the business of persuading people to buy things. Advertisement, and the abbreviations *advert* and *ad*, are used to refer to printed, audio or film products that are used to sell something, e.g. *I saw a funny advertisement on TV.* NOT *I saw a funny advertising on TV.* Commercial is only used for ads on radio or TV.

Types of advert/advertising	Adjectives		
Speaker 1 _____	<input type="checkbox"/> irritating	<input type="checkbox"/> persuasive	<input type="checkbox"/> disappointing
	<input type="checkbox"/> ubiquitous	<input type="checkbox"/> convincing	<input type="checkbox"/> distracting
	<input type="checkbox"/> compelling	<input type="checkbox"/> repetitive	
Speaker 2 _____	<input type="checkbox"/> invasive	<input type="checkbox"/> persuasive	<input type="checkbox"/> infuriating
	<input type="checkbox"/> disturbing	<input type="checkbox"/> slick	<input type="checkbox"/> irritating
	<input type="checkbox"/> unavoidable	<input type="checkbox"/> catchy	<input type="checkbox"/> effective

1.3 **12** Use a dictionary to check the meaning of the adjectives in the column on the right. Listen again and tick the adjectives which describe what the speakers think of the adverts/advertising.

1.4 **13** Now listen to a third speaker. He describes four types of advert/advertising. What are they?

2.1 Are the words in the box *marketing tools, verbs or people*?

jingle reassure vendor ploy gimmick client appeal assure pressurise consumer
 convince induce logo customer oblige urge branding entice distributor
 sales representative seduce slogan twist (your arm) tempt manufacturer

2.2 Choose the correct alternative to complete the sentences.

- 1 Customers can often feel *pressurised* / *reassured* into buying a product they don't need.
- 2 Many competitions are simply a marketing *branding* / *ploy* to help boost sales.
- 3 You are more likely to remember a humorous *advertisement* / *advertising* than a boring one.
- 4 Department stores often use smells and sounds to *induce* / *entice* shoppers into their stores.
- 5 The famous Nike *slogan* / *logo* was drawn by a design student who was only paid \$35.
- 6 Retailers prefer their *customers* / *clients* to make impulsive purchases rather than planned ones.

Marketing**3.1** Read the passage below and decide which paragraph (A–D) contains the following information.

- | | |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1 strategies that can encourage online shoppers to stay loyal | 3 the different concerns online shoppers have compared to ordinary shoppers |
| 2 an example of how one business can change to retain customers | 4 the negative impact the internet can have on all types of businesses |

A In a recent study, Swinda Janda and collaborator Hong-Youl Ha of South Korea's Kangwon National University explored ways that both online and physical businesses can cultivate and keep loyal customers and how relationships between businesses and customers mirror human relationships.

B Janda was not surprised to find that in order to create a relationship, consumers have to perceive it will pay off, monetarily or otherwise. The study found that promotional events designed to counter customers' negative attitudes can significantly enhance the customers' likelihood of engaging in a long-term relationship with the business. For a car dealership, Janda said this could mean providing relevant information such as the availability of rebates for the customer instead of using the traditional hard-sell approach.

C In terms of online retailers, in order to enhance customer loyalty, they should focus on enhancing customer perceptions of their trustworthiness. This can be accomplished by providing assurances

that personal and credit card information is secure. Janda's research shows that it takes more than satisfaction with a product for customers to return to a retail website, and suggests that online retailers use positive reinforcement like providing customers with discounts on future purchases, or free merchandise to increase the probability of future site visits. They should also bear in mind that customers judge online retailers not just by the quality of their products but also by whether the website loads quickly, and the frequency of pop-up windows.

D With the prevalence of social media, Janda said it is now more important than ever for companies to implement systems that are geared towards managing unhappy customers. As an example, he points to the more than eight million views for a video clip posted online by the dissatisfied customer of an airline. As Janda points out, with social networking, it's very easy for one dissatisfied customer to tell thousands of potential customers that your company has messed up.

3.2 Now read the passage again and find the following.

- 1 a word used in farming and in business (paragraph A)
- 2 a method of selling that is very persuasive (paragraph B)
- 3 amounts of money that are returned to you (paragraph B)
- 4 the adverb form of *money* (paragraph B)
- 5 activities intended to advertise something (paragraph B)
- 6 the terms used for shops on and off the internet (paragraphs A and C)

Error warning

The word **stuff** is informal and should be avoided in the IELTS exam. Try to use a more precise word such as **goods, products** or **items**.



4 Improve these sentences by replacing the underlined words with a phrase from the Vocabulary note.

- 1 It's amazing how many things are left on buses; we often find hats and scarves and even coats.
- 2 The shop specialises in things that only the very rich can afford.
- 3 As a student, I had barely any money, just enough for a few things I really needed.
- 4 At the hospital, they made a list of my things and put them in a bag.
- 5 The craft market sold many beautiful things which weren't manufactured.

Vocabulary note

The following terms in bold are all useful substitutes for the word **things**:
luxury goods, handmade products, articles of clothing, personal possessions, essential items

5 Complete the text below with suitable words from the box. Use each word once only. There may be more than one possible answer and you do not need to use every word in the box.

manufacturers exaggerate advertising selling consumer brands sales
 advertisements commercials customer products stuff marketing

We live in a ¹ _____ society where even the very young are conscious of famous ² _____ such as Lego and McDonald's. Because of this, I think it's important to teach children to be wary of ³ _____ they see on TV. There are many companies that target young children through the ⁴ _____ they sell. In order to increase their ⁵ _____, these ⁶ _____ bombard young children with colourful and entertaining TV ads.

⁷ _____ campaigns aimed at children often feature their favourite cartoon characters, so pre-schoolers need to be taught that not everything they're watching is a TV show. They also need to learn that companies often ⁸ _____ the features of toys and may make promises they cannot keep.

6 14 PRONUNCIATION Underline the syllable with the main stress in these words. Listen to check your answers. Then practise saying the words correctly.

advertise
 advertising
 advertisement
 commercial
 product
 irritating

exaggerate
 personal
 luxury
 articles
 possessions
 promotional

essential
 marketing
 pressurise
 brochure
 impulsive
 effective

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

History of advertising in the USA

Over a century ago, *Harper's Weekly* commented that advertisements were 'a true mirror of life, a sort of fossil history from which the future chronicler, if all other historical monuments were to be lost, might fully and graphically rewrite the history of our time'. Few if any historians today would claim that they could compose a complete history of an era from its advertisements, but in recent years scholars have creatively probed advertisements for clues about the society and the business environment that produced them. A history of advertising chronicles the movement from face-to-face selling to the repetitive, printed advertisements of early newspapers. It is a story of sellers struggling to find the best means to attract buyers, and a parallel story of the public's resistance, amusement, and annoyance.

By their very nature, advertisements are fleeting and ephemeral. Once they serve their intended purpose, they are typically discarded and quickly replaced. But some ads survive, preserved in old newspapers and magazines, on wire and tape recordings, and in videotapes. The presence of many excellent online collections of past advertisements provides students of advertising as well as established scholars with the opportunity to examine these sources in new ways. The experience can be tantalising and frustrating, since advertisements don't readily proclaim their intent or display the social and cultural context of their creation. Yet studying advertisements as historical sources can also be fascinating and revealing. These preserved advertisements can be studied in the present for what they reveal about our collective past.

Despite or because of its ubiquity, advertising is not an easy term to define. Usually, advertising attempts to persuade its audience to purchase a product or a service. But 'institutional' advertising has for a century sought to build corporate reputations without appealing for sales. Political advertising solicits a vote (or a contribution), not a purchase. Usually, too, authors distinguish advertising from salesmanship by defining it as mediated persuasion aimed at an audience rather than one-to-one communication with a potential customer. The boundaries blur here, too. When you visit a major online retailer, a screen often addresses you by name and suggests that, based on your past purchases, you might want to buy certain books or clothing, selected just for you. A telephone call with an automated telemarketing message is equally irritating whether we classify it as advertising or sales effort.

In the history of the United States, advertising has responded to changing business demands, media technologies and cultural contexts, and it is here, not in a fruitless search for the very first advertisement, that we should begin. In the eighteenth century, in colonial America, advertisements were most frequently announcements of available goods, but even in this early period, persuasive appeals accompanied dry descriptions. Benjamin Franklin's *Pennsylvania Gazette* reached out to readers with new devices like headlines, illustrations, and advertising placed next to editorial material.

Despite the ongoing 'market revolution', early and mid-nineteenth-century advertisements rarely demonstrate striking changes in advertising appeals. Newspapers almost never printed ads wider than a single column and generally eschewed illustrations and even special typefaces. Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages. Equally significant,

until late in the nineteenth century, there were few companies mass-producing branded consumer products. Patent medicine ads proved the main exception to this pattern. In an era when conventional medicine seldom provided cures, these manufacturers vied for consumer attention with large, often outrageous, promises and colourful, dramatic advertisements.

In the 1880s, several industries adopted new production techniques that created standardised products in unheard-of quantities, and sought to find and persuade buyers. National advertising of branded goods emerged in this period in response to profound changes in the business environment. Along with the manufacturers, other entities also turned to advertising. Large department stores in rapidly-growing cities, such as Wanamaker's in Philadelphia and New York, Macy's in New York, and Marshall Field's in Chicago, also pioneered new advertising styles. For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything from buttons to kits with designs and materials for building homes, to Americans who lived in the countryside – a majority of the US population until about 1920.

While advertising generated modern anxieties about its social and ethical implications, it nevertheless acquired a new centrality in the 1920s. Consumer spending was fuelled in part by the increased availability of consumer credit on automobiles, radios, and household appliances, and leisure-time activities like spectator sports and movies gained popularity in the generally prosperous 1920s. Advertising promoted these products and services. The rise of mass circulation magazines, radio broadcasting and, to a lesser extent, motion pictures provided new media for advertisements to reach consumers. Advertisements, as historian Roland Marchand pointed out, sought to adjust Americans to modern life, a life lived in a consumer society.

Questions 1–4

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

- 1 What is the writer doing in the first paragraph?
 - A Admitting that advertisements can teach us a certain amount about the past.
 - B Outlining the various techniques used in the earliest printed advertisements.
 - C Explaining how much advertisements have changed in the last 100 years.
 - D Introducing the idea that advertisements have a long history in business.
- 2 In the first paragraph, what point does the writer make about buyers?
 - A Advertisements that are entertaining appeal to shoppers the most.
 - B Buyers prefer certain forms of advertising more than others.
 - C Advertisements are largely ignored by their target audience.
 - D Consumers have always had mixed feelings about advertisements.
- 3 Which of the following best summarises the main argument in the second paragraph?
 - A The best resources for studying advertisements can be found in film.
 - B Though difficult at times, studying advertisements can also be rewarding.
 - C The variations in form of adverts presents the greatest difficulty for researchers.
 - D Advertisements can reveal a surprising amount about a society and its culture.

4 In the third paragraph, what point does the writer make about advertisements?

- A They can be difficult to categorise
- B Politics sometimes interferes with the messages
- C Studies should focus only on adverts related to shopping
- D New forms of media have changed attitudes to advertisements

Questions 5–13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

History of advertising in the USA

18th Century

- Most newspaper advertisements told of goods available in a basic way
- The Pennsylvania Gazette featured ads next to opinion pieces, and introduced the use of 5 and 6

Early to mid-19th Century

- Advertisements were relatively small and featured only ordinary 7
- Adverts in magazines generally only appeared at the 8

Late 19th Century

- Only advertisements for 9 were bold and eye-catching
- More products were being made
- This was the first time 10 products were advertised all around the country
- Large department stores emerged and found new ways to advertise and sell (e.g. 11 allowed customers living in remote areas to order products through the post)

1920s

- People spent more because 12 was easier to obtain
- As well as magazines, new media gave a wider audience for advertisers – especially 13



Test tip

For notes completion items, make sure you do not exceed the maximum number of words stated in the question but remember that less than this number is also possible. If you add extra unnecessary words then you will lose marks. NB Hyphenated words count as one word.


7

Ways and means

Tourism, travel

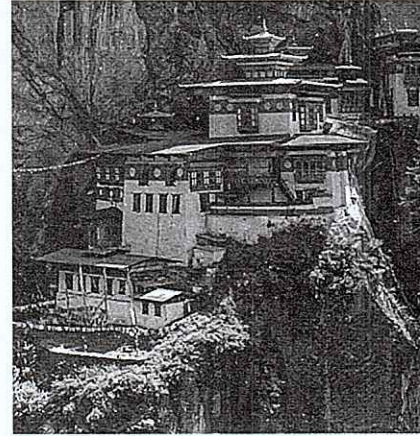
Tourism

1.1 Look at the photograph and write as many adjectives as you can think of to describe the scenery and location. Do not use *nice*, *lovely* or *beautiful*.

1.2  **15** Listen to a description of the place and note the adjectives you hear which describe these nouns.

place area buildings accommodation views landscape

2.1 Read the passage about a new tourism development in Bhutan. Are the statements on the opposite page **TRUE**, **FALSE** or **NOT GIVEN**?



From government ministers to rice farmers, every Bhutanese you speak with will declare that their country is in constant, imminent peril. But the invading armies they fear are those of tourists, and the threat is to their traditional way of life. After taking the throne in 1974, King Jigme Singye Wangchuck instituted a number of policies designed to preserve the country's cultural identity. While making education a priority, he restricted corrupting influences like television (which was introduced only in 1999) and required citizens to wear the nation's traditional kimono-like garb.

Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries, the government instituted a 'low-volume, high-value' tourist policy in the 1970s that continues to this day. The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver. The packages cost a minimum of \$200 a day, although this is arguably not bad value, considering everything that comes with it. The policy succeeds in keeping the backpacking hordes away; only 7,000 tourists fly into Bhutan's one airport – which is serviced by just two planes – every year.

Bhutan is thus a place where travel still feels like an adventure, where the illusion of true exploration is occasionally still believable. Go to Bhutan, and you may well find yourself driving for hours along terrifying, winding mountain passes and then climbing to a monastery perched on a cliff that seems to defy all laws of physics. If you are lucky, you may be granted permission to enter the primary temple in the centre of the courtyard. Stepping over the high threshold and into the inner sanctuary, you can barely see, because the room is dark and the air is thick with a mixture of smoke from the gas lamps and incense. But slowly, brilliant murals reveal themselves, along with an elaborate altar, behind which a group of finely detailed gold and bronze Buddhas seems almost to glow. For a split second, it is possible to feel that you are the first non-Bhutanese who has ever seen such a sight. That feeling, of course, is solid travel-industry gold. And a new luxury resort is set to capitalise on the fact that until now, even at \$200 a day, no accommodation in Bhutan could be considered international quality. Even in the country's very best hotels, the best that can be promised is that the showers will probably be hot, the toilets will probably flush and the electricity will probably work.

- 1 The local people are worried about the future of their country.
- 2 The king was keen to change his country to attract more tourists.
- 3 The local people were unhappy with the restrictions on their dress.
- 4 The Bhutanese government was impressed with developments in nearby areas.
- 5 Visitors are unable to visit Bhutan without prior planning.
- 6 Children would find visiting Bhutan a boring experience.
- 7 The new resort will be similar to existing accommodation.

2.2 Complete the sentences below with the words in the box. You may need to change the form of the words.

virtual sparse pleasant world convenient
traffic international long

- 1 There are no cars allowed on the island so the area is completely _____-free.
- 2 Our hotel was _____ located near the beach.
- 3 The outside looked very basic so we were _____ surprised to find our room had a private bathroom.
- 4 The custom in this area is to dine late at night so the restaurant was _____ empty when we arrived.
- 5 We finally departed for our _____-awaited holiday.
- 6 We couldn't wait to try the _____-famous deserts.
- 7 The hotel chain is _____ renowned for its luxurious setting.
- 8 Our budget room was very _____ furnished but adequate nevertheless.

2.3 The following extracts from an IELTS writing task 2 essay contain common errors made by candidates. Choose the correct alternative to improve the accuracy of the answer. Then decide whether the extracts (A–C) are part of an *introduction*, *body paragraph*, or *conclusion*.

Many more people travel now than in the past. Are there more advantages or more disadvantages for the countries that they visit?

A

Therefore, ¹*in/ from* my view, the benefits of tourism far ²*overweight / outweigh* the drawbacks, and many of these countries would not have survived without the ³*touristic / tourist* industry.

B

Mass ⁴*tourism / tourists* has brought a lot of benefits ⁵*to/ in* many countries around the world. In fact, in many countries it has become one of the most important ⁶*resources / sources* of income. However, tourism can also ⁸*have / make* negative ⁷*affects / effects* on a country and its people?

C

There are several problems associated with tourism. Perhaps the greatest impact is on the land. In order to ⁹*attract / persuade* more tourists, areas that were once pristine are suddenly filled with luxury hotels and resorts. In addition, the need for a clean water supply and good ¹⁰*transports / transport* takes its toll and inevitably leads to environmental ¹¹*damage / damages*. The tourists themselves may also pollute the area with their litter, while their ignorance of local culture can ¹²*cause / result* offence.

V Vocabulary note


Some common collocations with *tourism* and *tourist* are: *tourist attraction*, *tourist trade*, *tourist season*, *tourist centre*, *tourist information*, *tourist destination*; *tourism industry*, *mass tourism*, *local tourism*, *international tourism*.

V Vocabulary note

A compound adjective modifies a noun. It consists of two or more nouns or adjectives. The first word in the compound limits the meaning of the second, e.g. *a high frequency item*. *High* limits the *frequency* that modifies *item*. When it comes before the noun, the compound adjective is generally linked with a hyphen.

Adverbs can also modify an adjective and noun, but these are not hyphenated, e.g. *a highly significant change*, unless the adverb is *well*, e.g. *well-behaved*.

Travel

3.1  **16** Listen to a talk about the history of air travel in the USA and complete the timeline below with **NO MORE THAN TWO WORDS** for each answer.

- 1903** • The Wright brothers flew for the first time.
- 1923** • ¹ _____ planes were introduced.
- Planes were owned by the Post Office, which added ² _____ to increase income.
 - Planes couldn't cross ³ _____ so people made part of the journey by train.
- 1927** • Charles Lindbergh flew non-stop from New York to Paris.
- People were emotional on hearing about his ⁴ _____ in the French capital.
- Late 1930s** • The DC-3 airplane cut costs but train travel was still cheaper and more ⁵ _____.
- 1940s** • Events of the Second World War led to the growth of ⁶ _____.
- Developments in plane design meant better ⁷ _____ for travellers.
- 1960s** • Only ⁸ _____ flew regularly.
- 1970s and 80s** • Airlines were deregulated so airlines could set their ⁹ _____ and ¹⁰ _____ themselves.

3.2 Look at the question from Part 2 of an IELTS Speaking test and the extract from one candidate's answer below. Choose the correct alternative to improve the accuracy of the answer.

Describe a special trip you have been on. You should describe:

- where you went
 - what the journey was like
 - why you chose to go there
- and explain why the trip was special to you.

One ¹*travelling / trip* I remember really well was crossing Australia. I had read an article about it in a ²*travel / travelling* magazine so I thought I knew what to expect, but the ³*journey / travel* was so long that I thought it would never end. I stayed in Australia for three weeks and during the ⁴*travel / trip* I saw lots of amazing things. My favourite place was Sydney, though, because it has so many ⁵*tourist / tourism* attractions that ⁶*passengers / travellers* never feel bored there. I wished I could have stayed longer.

3.3 Decide how you would answer the questions in 2.3 and 3.2 yourself.



Error warning



Travel is a verb: I enjoyed my ~~travel~~ trip very much. It is only used as a noun in a general sense, e.g. *travel broadens the mind.*

Trip refers to both a journey: *the trip there was fine*; or a short stay: a business trip; or a holiday: *I'm going away on a trip.*

Journey only refers to getting from one place to another: *the journey there was very uncomfortable.*



Vocabulary note

Some common collocations with travel are: *travel operator, travel guide, travel industry, travel documents, travel destination, travel restrictions.*

Writing Task 1

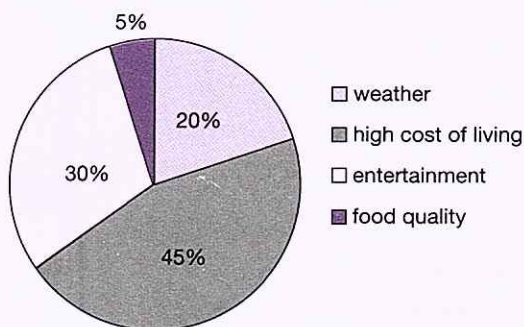
You should spend about 20 minutes on this task.

The charts below show the average number of tourists visiting Fairmont Island each season and the main advantages and disadvantages of the island according to a tourist survey.

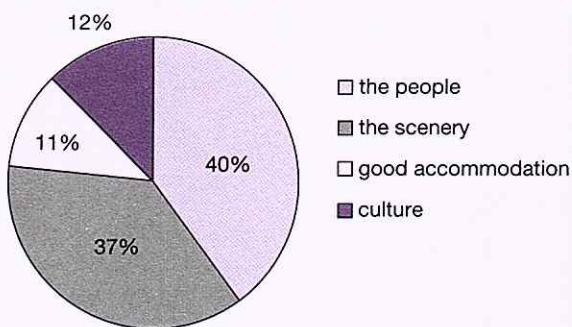
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

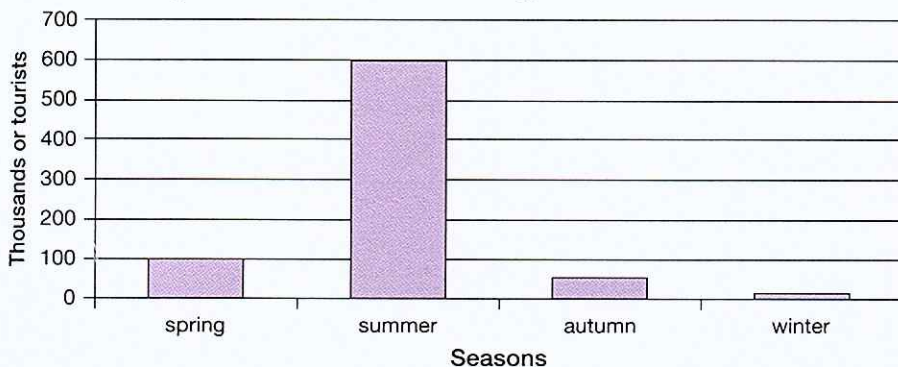
Most common disadvantages



Most common advantages



Average number of tourists visiting Fairmont Island each season



Test tip

Show the examiner you can paraphrase the figures in the chart. Use *just under half of*, *a third of* and *a fifth of* instead of 47%, 33% and 20%, for example.

Remember not to repeat the words in the question too many times.

You should find different words and phrases to mean the same thing. Use *plus points* and *benefits* in place of *advantages* and *drawbacks* or *problems* in place of *disadvantages*. You can also use longer phrases to mean the same thing, e.g. *advantages* = *things that people liked about*; *disadvantages* = *what visitors claimed to dislike about*.

8

State control

Government, society

Government



1.1 Which of the following services do you think receives the most government money in your country? Use a dictionary to check the meaning of the words. What other things do governments fund?

public transport education healthcare
social welfare the arts defence

1.2 Listen to a telephone conversation and complete the table with **NO MORE THAN TWO WORDS OR A NUMBER**.

Problem	Who to contact
broken ¹ _____	² _____ officer – name: ³ _____
dangerous cliff	⁴ _____ (secretary of the ⁵ _____) Tel: ⁶ _____
⁷ _____ needed on Bramhurst Road	John Marsden (the local ⁸ _____ of _____)

1.3 Match the jobs (1–6) with the definitions (a–f).

- 1 mayor
- 2 bureaucrat
- 3 prime minister or president
- 4 member of parliament
- 5 leader of the opposition
- 6 civil servant

- a is an administrator who works for the government
- b has the highest position in government in a country
- c represents a local community in the government
- d ensures correct rules and regulations are put in place
- e is in charge of the biggest political party not in power
- f is the leader of a group which governs a town or city

Test tip

IELTS Listening Part 1 will often contain a number and/or a name that you need to write. The names may be spelt for you. Before you listen to the recording, look carefully at the questions to see which ones will need a number or name. If you hear 'triple 3', you should write '333'. If you hear 'double n', you should write 'nn'.

- 2** *Mis-* is a common prefix which indicates something has been done wrongly or badly. Add *mis-* to the verbs in the box and use them to complete the sentences below.

understand manage interpret trust
judge inform calculate diagnose lead

- 1 A person deliberately telling someone something incorrect might *mis*_____ them.
- 2 A doctor might *mis*_____ a disorder.
- 3 A government might *mis*_____ the economy.
- 4 Someone trying to work out what something means might *mis*_____ or *mis*_____ it.
- 5 Someone trying to make you believe something that is untrue will *mis*_____ you.
- 6 Someone adding up figures might *mis*_____.
- 7 Someone who forms the wrong opinion of people will *mis*_____ them.
- 8 Someone who has experience of corruption might *mis*_____ your intentions.



Error warning



The word *government* is one of the most commonly misspelt words by IELTS candidates. To help you remember, divide it into two separate parts: *govern* + *ment*. Try to remember that it is the *government's* job to *govern* the country.

- 3.1** Make as many expressions as you can using a word from each of the three circles. There are several different possible combinations.

feel take
have lose be

blame entitled control
responsible charge responsibility

over of
to for

feel to blame for

- 3.2** Complete the sentences using the words in brackets. You may need to add verbs or prepositions.

- 1 We _____ what private businesses pay their staff. (no, control [n])
- 2 The culture department _____ the running of museums. (be, responsible)
- 3 I think the mayor has _____ the council. (lose, control)
- 4 Politicians should always _____ their emotions. (be, control [n])
- 5 Public spending is totally _____. (out, control [n])
- 6 The state _____ to provide healthcare. (have, responsibility)
- 7 We need to find out who _____ the crisis. (be, blame)
- 8 The government needs to _____ the current problems. (take, charge)
- 9 In some countries, you _____ free medical care. (be, entitled)
- 10 The party leader _____ their election defeat. (take, blame)

Society

4.1 Read the passage and complete the notes below using **NO MORE THAN TWO WORDS** from the passage.

V Vocabulary note

Some common collocations with social and society are:

social services, social worker, social mobility, modern society, civil society, consumer society.

A welfare state is a taxation system which allows the state to provide for the economic and social well-being of its citizens. It is based on the notion of equal opportunities for all, equitable distribution of wealth, and public responsibility for those unable to meet their own needs. The general term may cover a variety of forms of assistance but principally involves the payment of some form of pension. There are two main interpretations of the idea of a welfare state. One is a model in which the state assumes primary responsibility for the welfare of its citizens and in which all aspects of welfare are considered to be the right of every citizen. Alternatively, a welfare state can refer to the creation of a safety net to provide social services such as free childcare.

The existence of pensions can be traced back as far as the Roman Empire, when soldiers were provided with a pension on retiring from military service. The modern welfare system in the UK developed during the late 19th and 20th century and includes the provision of both cash welfare benefits (such as an old-age pension or unemployment benefit) and welfare services not involving money (such as healthcare). Through these provisions, a welfare state can empower its citizens and directly affect their well-being and personal autonomy. Welfare systems began to develop intensively at the end of the Second World War, when non-government organisations (e.g. charities) became important providers of social services.

Welfare state

Definition: *the government* gives financial support and takes responsibility for the
 1 _____ of the *people who live in that country*

Basis: *the belief* that:

- everyone should have *the same* 2 _____
- society should help *people who can't take care of themselves*
- everyone is entitled to financial help
- welfare can create a 3 _____ through the provision of social services and help for those in need

Forms of welfare:

1) **Financial**

- People *mainly* receive a type of 4 _____
- Two examples of monetary entitlements are 5 _____ and
 6 _____

2) **Non-financial**

- The government provides services, e.g. 7 _____ and 8 _____

Historical background:

- The Roman Empire gave a form of welfare payment to those who completed
 9 _____
- After the Second World War, some 10 _____ were taken care of by charitable organisations

4.2 PARAPHRASE Now find words and phrases in the first paragraph of the passage with a similar meaning to the words in italics in the notes.

9


Natural history

Animals, conservation

Animals

1.1 Look at the following questions and decide how you would answer them.

- 1 Do people in your country keep animals in their home? (Why? / Why not?)
- 2 Do you think the way farm animals are kept is acceptable?
- 3 Do you think we do enough to protect wild animals? (What type of things should we do?)
- 4 Should animals be used in scientific experiments?

1.2  **18** Listen to three speakers and decide which question in 1.1 each of them is answering. Is their attitude negative or neutral?

Speaker	Question	Attitude
1		
2		
3		



1.3  **18** Listen again and note the adjectives in the box that you hear.

appalling cruel distressing dreadful horrifying hypocritical
impartial irresponsible objective outrageous upsetting

1.4 The adjectives in the box are all negative except two. Which are they?

1.5 Match the beginnings of these answers (a–f) with the endings (1–6).

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a I think animals that are used in</p> <p>b I believe animal testing</p> <p>c I think it's common knowledge that</p> <p>d Not really. We should make sure people</p> <p>e Well, it is difficult to</p> <p>f Yes, they do. Pets</p> | <p>1 are kept well away from areas where endangered animals live and that their habitat is protected.</p> <p>2 argue against using animals in cancer research, but I object to animal testing for cosmetics.</p> <p>3 are very popular and almost every household has a cat, dog or hamster.</p> <p>4 is perfectly acceptable because medical research is more important than animal welfare.</p> <p>5 agriculture should have a good quality of life and a painless death.</p> <p>6 intensively reared livestock suffer horribly because of their cramped living conditions.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1.6 Now match the answers with the questions in 1.1. Then answer the questions in your own words.

2.1 Cross out the odd one out in each of the following lists. Give a reason for your answer.

1 wasp ant cockroach deer

the others are all insects

6 fur scales feathers trunk

2 hive flock nest den

7 swarm herd pack burrow

3 butterfly snail crab turtle

8 wasp fly bee scorpion

4 bear reindeer rhinoceros goat

9 zebra giraffe tiger bee

5 cat tiger dog horse

10 emu ostrich penguin eagle

2.2 Match the descriptions (1–7) with the animals (a–g).

1 a domestic pack animal

a penguin

2 a venomous arachnid

b bat

3 an aquatic invertebrate

c tarantula

4 a nocturnal, hibernating mammal

d gorilla

5 a flightless, nesting bird

e jellyfish

6 a parasitic insect

f mosquito

7 a critically endangered primate

g llama

3.1 Read the passage about the pygmy shrew and choose up to ten words to look up in a dictionary.

Having evolved 45 million years ago and remaining virtually unchanged in North America for at least ten million years, shrews are some of the world's most ancient and widespread mammals. Their speed of life defies imagination – they have the fastest heartbeat (1,200 per minute) and shortest lifespans (11 to 13 months) of any mammal. They don't sleep for more than a few minutes at a time and never hibernate. Instead, their brief life is spent foraging. To stay alive, the pygmy shrew has to eat three times its body weight daily, which means capturing prey every 15 to 30 minutes, day and night. In northern Montana, shrews manage to maintain their metabolism even in winter by building an extensive system of tunnels under the snow. Yet, at northern latitudes, they are unusually vulnerable to accelerated global warming: with their high-speed metabolism, they cannot survive exposure to temperatures higher than 77 degrees Fahrenheit (25°C). The shrew's Achilles' heel is its dependence on a habitat most affected by global climate change and interference from humans – in order to thrive, they require cool, dark coniferous bogs with dense understory, standing water and an abundance of decaying mossy logs.

**Test tip**

To help you prepare for the Reading test, try not to look up every word in a dictionary when you are reading a passage. Limit yourself to only ten words and try to work out the meaning of any other words from the context.

3.2 Are the following sentences **TRUE OR FALSE?** Use words from the passage to explain your answers.

- 1 Today's shrews are very different to those of ten million years ago.
- 2 Shrews are found within a limited area.
- 3 Shrews sleep through most of the winter.
- 4 Shrews spend most of their life looking for food.
- 5 Shrews construct a home underground to help shelter them from the cold.
- 6 Shrews are too small to be affected by global warming.
- 7 The ideal living conditions for the shrew are dry and warm.
- 8 Shrews are likely to be negatively affected by logging.

V Vocabulary note

Nature refers to all the things in the world that were not created by people: *I love wildlife and anything to do with nature.* NOT ~~the nature~~

The countryside = areas of land where there are no houses or cities: *We took a lovely walk in the countryside.*

Landscape = the appearance (or view) of the countryside: *The landscape was dotted with tents and caravans.*

Area = a more general term for a place, piece of land or country: *Too many tourists are visiting this area.* (NOT are visiting this ~~landscape~~)

Conservation

4.1 Read the following passage as fast as you can. Highlight or underline the possible threats to animals caused by humans. Can you think of any more?

Extinction is part of evolution. It was the *demise* of the dinosaurs that let mammals *flourish*, and humans *emerge*. But with an estimated 130 species disappearing each day, the world is on the *brink* of another mass extinction that could *rival* the one that saw the dinosaurs disappear. Environmentalists warn that the record rate of extinction due to human activity is putting the natural systems necessary for our survival *at risk*. Threats such as habitat loss, overexploitation, pollution, invasive non-native species, disease and climate change are on the rise. 'There is a high risk of dramatic biodiversity loss and accompanying *degradation* of a broad range of ecosystem services if the Earth's system is pushed beyond a certain *threshold*.' These 'ecosystem services' include the most basic human needs: food, fuel, clean water, materials and medicines. It might be said that there is not one aspect of our lives that doesn't require other species.

4.2 **PARAPHRASE** Match the words in italics in the passage in 4.1 with the words in the box with a similar meaning.

ruin in danger thrive verge level match appear death

4.3 Complete the sentences below with the correct form of the words in the box.

damage risk devastation harm

- 1 The oil spill caused a great deal of _____ to seabirds.
- 2 The spider's bite is painful, but it is _____ to humans.
- 3 Heavy rains and _____ winds caused several trees to fall.
- 4 Farms were attacked by a swarm of locusts that _____ crops in the area.
- 5 The introduction of foxes to this area put many native species at _____ of extinction.
- 6 Pesticides may help control pests but they are also _____ to local wildlife.

V Vocabulary note

We use **harm** for things or people but we use **damage** only for things: *Luckily no one was harmed in the accident, which damaged two buildings.*

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

Swarm theory

I used to think that ants knew what they were doing. The ones marching across my kitchen bench looked so confident that I figured they had a plan, knew where they were going and what needed to be done. How else could ants organise highways, build elaborate nests, stage epic raids and do all of the other things ants do? But it turns out I was wrong. Ants aren't clever little engineers, architects or warriors after all – at least not as individuals. When it comes to deciding what to do next, most ants don't have a clue. 'If you watch an ant trying to accomplish something, you'd be impressed by how inept it is,' says Deborah M. Gordon, a biologist at Stanford University. How do we explain, then, the success of Earth's 12,000 or so known ant species? They must have learned something in 140 million years.

'Ants aren't smart,' Gordon says, 'Ant colonies are.' A colony can solve problems unthinkable to individual ants, such as finding the shortest path to the best food source, or defending territory from neighbours. As individuals, ants might be tiny dummies, but as colonies they respond quickly and effectively to their environment. They do this with something called swarm intelligence. Where this intelligence comes from raises a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group? How do hundreds of honeybees make a critical decision about their hive if many of them disagree? What enables a school of herring to coordinate its movements so precisely it can change direction in a flash, like a single organism? One key to an ant colony is that no one's in charge. No generals command ant warriors. No managers boss ant workers. The queen plays no role except to lay eggs. Even with half a million ants, a colony functions just fine with no management at all. It relies instead upon countless interactions between individual ants, each of which is following simple rules of thumb. Scientists describe such a system as 'self-organising'.

Consider the problem of job allocation. In the Arizona desert, where Deborah Gordon studies red harvester ants, a colony calculates each morning how many workers to send out foraging for food. The number can change, depending on conditions. Have foragers recently discovered a bonanza of tasty seeds? More ants may be needed to haul the bounty home. Was the nest damaged by a storm last night? Additional maintenance workers may be held back to make repairs. An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one is in charge? Gordon has a theory.

Ants communicate by touch and smell. When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest and where it has been working. Before they leave the nest each day, foragers normally wait for early morning patrollers to return. As patrollers enter the nest, they touch antennae briefly with foragers. 'When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out.' To see how this works, Gordon and her team captured patroller ants as they left a nest one morning. After waiting half an hour, they simulated the ants' return by dropping glass beads into the nest entrance at regular intervals – some coated with patroller scent, some with maintenance worker scent, some with no scent. Only the beads coated with patroller scent stimulated foragers to leave the nest. Their conclusion: foragers use the rate of their encounters with patrollers to tell if it's safe to go out. (If you bump into patrollers at the right rate, it's time to go foraging. If not, it's better to wait – there might be a hungry lizard out there.) Once the ants start foraging and bringing back food, other ants join the effort. 'So nobody's deciding whether it's a good day to forage. The collective is.' That's how swarm intelligence works: simple creatures following simple rules, each one acting on local information.

When it comes to swarm intelligence, ants aren't the only insects with something useful to teach us. Biologist Thomas Seeley has been looking into the uncanny ability of honeybees to make good decisions. With as many as 50,000 workers in a single hive, honeybees have evolved ways to work through individual differences of opinion to do what's best for the colony. Seeley has been studying colonies of honeybees to see how they choose a new home. To find out, Seeley and his team applied paint dots and tiny plastic tags to 4,000 bees in several swarms that they ferried to Appledore Island. There, they released each swarm to locate five nest boxes they had placed on one side of the island. Scout bees soon appeared at each box. When they returned to the swarm, each performed a dance urging other scouts to go and have a look. These dances include a code to give directions to a box's location. The strength of each dance reflected the scout's enthusiasm for the site. Soon, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees sensed that a decision had been reached and returned to the swarm with the news. The bees' rules for decision-making – seek a diversity of opinions, encourage a free competition among ideas, and use effective mechanisms to narrow choices – so impressed Seeley that he now uses them in his role as chairman of his department.

Questions 1–5

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

- In the first paragraph, what does the writer conclude about ants?
 - They are far less impressive than we tend to think.
 - Their success is largely due to their construction skills.
 - Although skilful, they often rely on humans as a source of food.
 - They fall into social groups that are surprisingly similar to human ones.
- According to the second paragraph, what is the 'fundamental question' in nature?
 - How do large groups of animals appoint a leader?
 - How do large groups of animals reach an agreement?
 - Do different species of animals use similar behaviour?
 - Why are small insects better organised than larger mammals?
- What is the focus of Deborah Gordon's research?
 - The effects of bad weather on ant colonies
 - The number of ants required to maintain the nest
 - The methods ants use to assign different tasks
 - The role of the queen ant in organising the colony
- In the fourth paragraph, what are we told about forager and patroller ants?
 - A colony needs more forager ants than patroller ants.
 - Patrollers' movements determine what foragers will do.
 - Patrollers are the first ants to bring food back to the nest.
 - Foragers spend more time out of the nest than patroller ants.

- 5 In an experiment, Deborah Gordon's team
- A mimicked patroller ants returning to the nest.
 - B left a trail of food for patroller ants to follow.
 - C followed patroller ants to see where they went to.
 - D changed the scent of patroller ants to that of forager ants.

Questions 6–9

Complete the following sentences using **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

- 6 Approximately different types of ant have been identified.
- 7 Ants use their to identify another ant.
- 8 A is one animal that preys on ants.
- 9 Ant colonies use to reach a decision.

Questions 10–13

Complete the summary using the list of words, **A–G**, below.

Appledore Island honeybee study

First, the scientists **10** each of the bees involved in their experiment. Next the bees were **11** The scientists placed several nest boxes in an area away from the bees. Scout bees inspected the nest boxes and **12** to other bees where the boxes were. They chose their nest box once enough bees had **13** there.

- | | | | |
|--------------------|-----------------|--------------------|------------------|
| A attracted | B found | C gathered | D located |
| E signalled | F marked | G relocated | |



Test tip

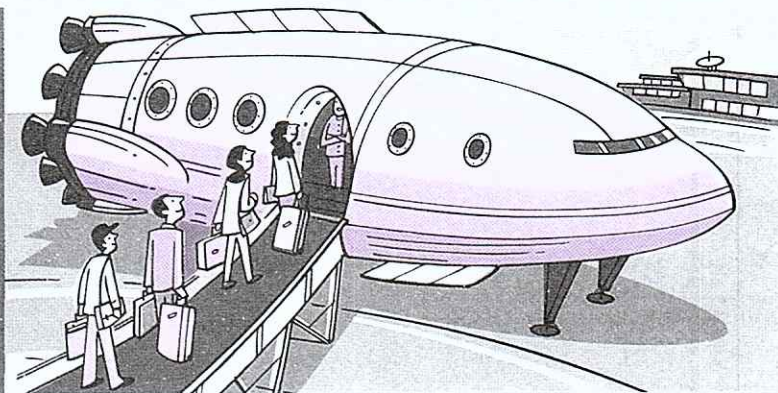
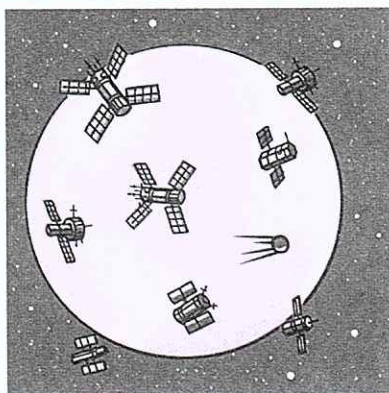
Summary completion items with a box of answers will usually feature paraphrase, not words from the passage. Before you start, use the heading to locate the part of the passage which is being summarised.

10

Rocket science

Space, physics

Space



1.1 Read the following opinions. Do you agree with them? For each one, reply with your own opinion. Use the phrases on the right to begin your replies.

Space doesn't concern me. There are too many problems here on earth.

I'm fascinated by the idea of life on another planet.

If I had the chance, I would definitely go into space.

They should stop spending such enormous amounts of money on space exploration. It's totally unjustified.


I find the very idea of outer space pretty scary.

- I couldn't agree more, ...
- I wouldn't say that ...
- I can't say I've thought much about it ...
- Absolutely – I'm pretty curious about ...
- I don't agree with that ...
- No, I would never consider ...
- I disagree – I imagine it would be ...
- Well, I seriously doubt that ...
- Yes, me too. I think ...
- Well, I suppose ...
- Really? I must admit I'm not the least bit ...

1.2 Use a dictionary to check the meaning of any of the words in the box that you don't know. Then answer the questions below and use the words in the box to help you expand your ideas.

communications satellites space debris unmanned spacecraft weightlessness
moon landings public investment space technologies space tourism military applications

- 1 Why are children so interested in outer space?
- 2 What are the benefits of space exploration?
- 3 Would you like to go into space on holiday? (Why? / Why not?)
- 4 Is it important for countries to have a space programme? (Why? / Why not?)
- 5 Should government funding for space missions be spent on other things? (Why? / Why not?)

- 2  Use a dictionary to check the meaning of any of the words in the box that you don't know. Then complete the passage with the correct words.

planets impact debris eclipse surface moons spins
gravity sustain climatic penetrate rotational

You might witness it once, or if you're particularly lucky or very long-lived, perhaps twice. But a total solar ¹_____ is worth the wait. At the height of totality, the fit of the sun and the moon is so perfect that beads of sunlight can only just ²_____ the rugged valleys on the lunar ³_____, creating the stunning 'diamond ring' effect. It's all thanks to a striking coincidence. The sun is about 400 times as wide as the moon but it is also 400 times further away. The two therefore look the same size in the sky – a unique situation among our solar system's eight ⁴_____ and 188 known ⁵_____. Earth is also the only planet known to ⁶_____ life. Our moon is different, but how did it form? Planetary scientists believe that, in the first 100 million years of our solar system, a Mars-sized object smashed into Earth. The ⁷_____ radically changed our planet, expelling a huge amount of ⁸_____ that eventually congealed into our oversized moon. Such a big moon is a big boon for life on Earth. As Earth ⁹_____ on its own axis, it has a natural tendency to wobble, owing to the varying pull from other bodies such as the sun. The unseen hand of the moon's ¹⁰_____ gently reduces that wobble, preventing ¹¹_____ instabilities which would otherwise have caused dramatic changes in Earth's ¹²_____ zones over time. Such instabilities would have made it much trickier for life to get started on our planet.



Error warning



Earth is the name of our planet so it has a capital letter: *It would be amazing to look down on Earth from space. (NOT look down on earth...)*

Be careful with the spelling of satellite and exploration.

3.1 Do the adjectives in the box mean a *big* or *small* amount or size?

vast imperceptible astronomical enormous minuscule infinitesimal
immense immeasurable colossal microscopic minute

3.2 Do the adjectives in this box refer to a *long* or *short* time?

brief fleeting prolonged sustained transient protracted
lengthy momentary enduring lasting instant

3.3 COLLOCATION Now choose the correct adjective to complete the sentences.

- The shooting star was only visible for a very *transient* / *brief* period before it disappeared.
- Space programmes require *vast* / *imperceptible* sums of money.
- It is made up of *microscopic* / *immense* particles that are invisible to the naked eye.
- Space exploration, with its rockets and robots, has an *enduring* / *protracted* appeal for children.
- There was a *lengthy* / *lasting* investigation into the failure of the launch system.
- The surface of the planet is covered in *colossal* / *astronomical* volcanoes, much larger than any on Earth.
- The camera shows the planet's rings in *fleeting* / *minute* detail.
- We've had two years of *sustained* / *prolonged* growth in science funding.

Physics

4 The words in the box are used to talk about scientific processes. Use a dictionary to check the meaning of each word and then complete the crossword. You may need to change the form of the words.

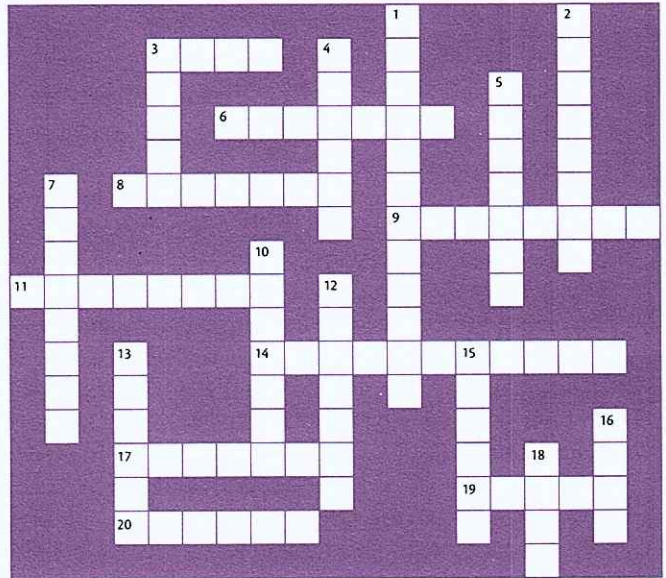
absorb activate attract boil burst
collide condense dilute dissolve evaporate
expand explode gravity magnet melt
pierce reflect release repel solid spin

Across

- 3 When water reaches 100°C, it starts to _____.
- 6 bombs do this
- 8 A negative charge will _____ a positive one.
- 9 to become solid
- 11 Sugar will _____ when placed in a hot liquid.
- 14 the process that causes a puddle to dry up
- 17 We use a mirror to _____ something.
- 19 the opposite of 8 across
- 20 to become larger

Down

- 1 the process that causes a vapour to change to a liquid
- 2 able to attract iron or steel



- 3 to suddenly break open
- 4 to make a substance weaker by adding water
- 5 to crash into
- 7 to cause something to start
- 10 to emit or let out
- 12 the force that makes things fall to the ground
- 13 to make a hole in something with a sharp object
- 15 A sponge will _____ a liquid.
- 16 to change from a solid to a liquid
- 18 to rotate or revolve quickly

5.1 **19** **PRONUNCIATION** The following words all end in the weak sound /zən/ or /ʃən/. Listen to the recording and decide whether the words end in /zən/ or /ʃən/.

collision	propulsion	rotation
evaporation	erosion	attraction
condensation	penetration	illusion
persuasion	navigation	reflection
dimension	situation	magnification
explosion	corrosion	division

5.2 Practise saying the words, paying particular attention to the endings.

Listening Part 4

▶ Test Practice Track 3

Questions 1–10

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Ideas for making physics fun			
Name of experiment	Equipment and method	Results and explanation	Real world application
The Brazil Nut Effect	<ul style="list-style-type: none"> Need a glass jar, a marble and 1 Put everything in the jar and shake 	<ul style="list-style-type: none"> Students will expect the marble to 2 but the opposite happens 	It's important in the preparation of 3
The Unpoppable balloon	<ul style="list-style-type: none"> Needs a balloon, a pin, and some 4 Pierce the prepared balloon with the pin 	<ul style="list-style-type: none"> Students expect there to be a 5 but there isn't 	Finding out whether a material is very 6 or not
The 7	<ul style="list-style-type: none"> You need a swivel chair and hand weights Students hold the hand weights and spin on the chair 	<ul style="list-style-type: none"> They use the weights to control their 8 holding the weights close causes them to 9 	The same principal can be seen in competitive 10



Test tip

For table completion items, make sure you read the heading of each column so you know what information to listen for, and use the other information in each row to help follow the talk.

Test two (Units 6–10)

- 1 People who worked in the industry were not generally well respected in society.
A advertising B advertisement C commercial D advert
- 2 There are some really large along the motorway as you come into town.
A flyers B billboards C banner ads D brochures
- 3 Marketing people hope to more customers by offering free samples.
A appeal B tempt C pressurise D endure
- 4 The queue at the checkout was really long, which was annoying because I only had one
A articles B goods C stuff D item
- 5 The salesman managed to me to buy a new printer as well as a computer.
A control B urge C persuade D make
- 6 While backpacking in a quiet, traditional region, I came across the seemingly fast food ads typical of my hometown.
A invasive B infuriating C irritating D ubiquitous
- 7 is a real problem on the island as there are no buses or cars allowed.
A Transports B Traffic C Transport D Trip
- 8 Ecotourism has been shown to have a negative on the environment.
A affect B effect C effective D influencing
- 9 The behaviour of can cause many problems for local inhabitants.
A tourists B tourist C tourism D touristic
- 10 The hotel was located in a very area of the country with no neighbours for miles.
A away B far C remote D long
- 11 The building was designed by – renowned architect, Frank Lloyd Wright.
A world B international C global D famous
- 12 The new resort was designed to be as friendly as possible.
A environmentally B environment C enviromentally D environmental
- 13 The has agreed to review the new tax system.
A political system B government C finance D community
- 14 The local imposed a new tax on vehicles travelling in the city in the rush hour.
A president B prime minister C counsel D council
- 15 We live in a society where shopping is all-important.
A customer B consumer C consumption D civil

- 16 The policy was perceived to be a deliberate attempt to the public.
A miscalculate B mislead C mistrust D misdiagnose
- 17 People often try to blame others their problems.
A by B for C of D with
- 18 Every country needs to have clear foreign
A parties B politics C policies D political
- 19 I think to animals is terrible. They should be treated with respect.
A cruelty B cruel C rights D right
- 20 There are ants everywhere. There must be a under the floor.
A hive B burrow C nest D den
- 21 I enjoy taking photographs of the whenever I manage to escape the city.
A country B land C landscape D nature
- 22 A of cattle walked slowly towards the farmhouse.
A colony B herd C hive D swarm
- 23 Increased logging caused many species in the area to be
A endanger B threaten C risky D vulnerable
- 24 The ideal for bees is a hole in a tree that is not too close to the ground.
A habitat B habitable C habitation D inhabitant
- 25 The aurora borealis is a spectacular though light display caused by millions of explosions.
A transient B imperceptible C microscopic D colossal
- 26 can be a health problem for people working for long periods in space.
A Lightness B Heaviness C Weightlessness D Lightweight
- 27 The two galaxies underwent a crash lasting two billion years.
A protracted B fleeting C transient D instant
- 28 Scientists believe that dinosaurs became extinct when a meteor with Earth.
A collision B collided C impact D impulse
- 29 A balloon can easily if it hits a sharp object.
A absorb B activate C burst D boil
- 30 We added water to the mixture because it was too strong.
A dilute B dissolve C evaporate D expand

Technology

1.1 Choose one or more of the adjectives in the boxes to complete the sentences about mobile phones.

essential annoying convenient unsafe fun invasive

I think mobile phones are ...

connected safe unhealthy harassed lonely anxious

My mobile phone makes me feel ...



1.2 Think of three things you use every day which are dependent on technology. Why are they important?

2.1 Read the passage and note the six advantages and one disadvantage of technological advances.

Advances in technology have done much to change the way we live and communicate, but no breakthrough revolutionised life as much as the advent of wireless technology, according to a panel of experts assembled by CNN in 2010. Back in 1980, when it came to communication technology, telephones were stuck to walls, facts were found in books, and people had to browse shelves in a record store if they wanted to buy the latest music. However, developments that occurred at the start of the twenty-first century meant we could access all that information just by reaching into our pockets for our mobile phone. From the very beginning of the Information Age, having immediate access to data was fundamental to progress. In some cases, technological advances served to overhaul industries at a lightning-fast pace. For example, the internet helped tech-savvy music lovers to force changes in the way the music industry did business, while text messaging over cellphones made written communication more immediate.

We embraced information technology to such an extent that having computer access in our homes was not quite enough. We wanted to use these tools everywhere. Wireless hot spots popped up in cafés, airports, universities – even whole city blocks. And just as computer use worldwide exploded, the brains behind them – the processors – became increasingly smaller. A computer chip that you could balance on your fingertip could hold massive amounts of data. This ability to store tons of information in cellphones or digital cameras allowed us to keep computer technology portable. The entertainment industry harnessed satellite technology to give consumers more choice, and video game technology developed to the point where it became a \$10 billion a year industry, producing games that invite players into a virtual world of fantasy, sport and even war.

However, there was a downside. This cutting-edge, more sophisticated technology brought with it a whole new set of problems. When the Information Age dawned, the World Wide Web seemed like a paradise. However, within a relatively short space of time, we were mired in problems caused by things like online scams and viruses – traps aimed at crashing our computers and even stealing our identity.

2.2 Answer the following questions with **NO MORE THAN THREE WORDS** from the passage.

- 1 What term refers to the era we live in now?
- 2 What is the name for areas where anyone can access the internet?
- 3 What adjective describes a game experience that is close to real?
- 4 Name one hazard associated with the internet.

2.3 **COLLOCATION** Highlight or underline each occurrence of the word *technology* in the passage and note the words used with it.

3.1 Complete the disadvantages column of the table below about the internet with the words and phrases in the box. Then try to think of possible solutions.

internet addiction illegal downloads internet fraud
health problems cyberbullying information overload

	Advantage	Disadvantage/s	Possible solution/s
1	less isolation; easier to make friends	<i>cyberbullying</i>	<i>take care when giving out personal information</i>
2	researching a subject is a lot easier		
3	shopping or banking online		
4	provides hours of entertainment	1 _____ 2 _____	
5	you can access music more easily and get the songs you like		

3.2 Now write sentences about the advantages and disadvantages of the internet, and possible solutions.

Design

4.1 Cross out the odd one out in each of the following lists. Give a reason for your answer.

- 1 brick steel metal plastic timber ~~plumber~~ all of the others are materials
- 2 brick stone foam rock marble _____
- 3 timber log plank cable _____
- 4 plastic cotton polyester concrete _____
- 5 cloth thread fibre fabric dye _____
- 6 demolish design innovate invent _____
- 7 turn revolve spin strike rotate _____
- 8 tower pillar support prop _____



Error warning



Be careful with prepositions used with the internet and computer:

I found it **on** the internet. (NOT ~~in~~ the internet)

Why don't you look it **up** on the computer? (NOT ~~in~~ the computer)




Test tip

For Writing Task 2, you need to plan your answer to make sure that your ideas are 1) logical, 2) relevant and 3) well organised. You can begin by making a list of the points you would like to include and then organise the ideas that are similar or contrasting.

4.2 COLLOCATION Match the verbs in box A with the nouns in box B. There may be more than one possible answer.

- A** push pull turn hit drill hammer
dig pour light operate press
- B** a dial a hole a machine liquid a button
a fire a lever a nail a screw a wheel a tap

4.3 Which of the verbs are also objects in the home?

5.1  **21** You will hear a talk about Leonardo da Vinci. Listen and complete the notes below with **NO MORE THAN ONE WORD** for each answer.



Test tip

For questions where you need to write a word or words, they will appear in the text in exactly the same form – you do not need to change them. The words in the question will usually be synonyms of the information in the text.

Introduction

- he was an artist, scientist, engineer and inventor
- his inventions could not be built in his day due to *expense* and a lack of the necessary ¹ _____
- examples of his *futuristic* inventions: the helicopter, *obtaining energy from the sun*, the ² _____

His legacy

- he kept journals containing his notes and ³ _____
- he *built* ⁴ _____ to show how a technique would work (e.g. the use of a ⁵ _____ to make movement from one area to another possible)

Mechanics


- he *showed* how *heavy* weights can be lifted and how a ⁶ _____ could be used in deep water

Inventions

- he worked in *a time* before ⁷ _____ so *we do not know* how many of his inventions *were made and used*
- some of his inventions are still used today: a type of ⁸ _____, a wire testing machine and ⁹ _____

War machines

- if made, Leonardo's tank could have *moved in a circle* but would not have *moved* ¹⁰ _____

5.2  **21** **PARAPHRASE** Now listen again and note the words and phrases with a similar meaning to the words in *italics* in the notes. You may need to listen several times and/or read recording script 21 at the back of the book.

6.1  **22** **PRONUNCIATION** Underline the syllable with the main stress in these words. Then listen to check, and practise saying the words.

technology

technological

advances

communication

information

overload

downloads

entertainment

wireless

6.2  **23** Now listen to these phrases. Practise saying them, paying attention to the stress.

communication technology

technological advances

information overload

illegal downloads

entertainment industry

wireless connection

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

The greatest experiment of all time

The digital traces we leave are transforming our understanding of human behaviour.

- A** Every move you make, every social media post you update, somebody is watching you. You may not think twice about it, but if you use a social networking or social media site, a cellphone or the internet regularly, you are leaving behind a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions. In short, it tells the world an awful lot about you. Now, as any researcher will tell you, good data is gold dust. Its absence leaves theories in the realm of speculation, and worse, poor data can lead you down a blind alley. Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens and culminating in massive modern-day experiments like the Large Hadron Collider in Switzerland. Biology was next, with genome sequencing throwing up so much data that genetics has turned partly into an information science. Now the study of human behaviour is heading the same way.
- B** Social scientists have long had to rely on crude questionnaires or interviews to gather data to test their theories, methods marred by reporting bias and small survey sizes. For decades, the field has been looked down upon as some poor cousin to the hard sciences. The digital age is changing all that. Thanks to social networking sites, practically overnight the study of human behaviour and social interactions has switched from having virtually no hard data to drowning in the stuff. As a result, an entirely different approach to social sciences has emerged, and it is becoming possible to tackle fundamental problems previous generations thought largely untouchable. 'Sociologists have been hunting for laws about human interactions and social networks for decades,' said Duncan Watts, then with early internet pioneer of Yahoo Research in New York, 'but the far-reaching implications of their theories have been effectively impossible to test. The measurement technology simply didn't exist. That's changing.'
- C** Watts was among the first to realise the potential of the digital trail we leave behind. In 2006, with his colleague Matthew Salganik, he designed a web-based experiment to examine how much social influence determines the popularity of music. To examine what made one song more successful than others, Watts and Salganik created a project called Music Lab. It featured a website where more than 14,000 people listened to any of 48 songs by relatively unknown bands, rated them and downloaded them if they wanted. These options provided a measure of quality (the average rating given) and popularity (the number of downloads). Critically, the duo were also able to control whether listeners could see how many times other people had downloaded any particular song or instead had to rely on their own judgment. In this way, they could effectively compare outcomes with the power of social influence turned on or off. The results strongly support the idea that human influence has a huge effect in making some songs more popular than others.
- D** These kinds of experiments are making routine the types of experimental studies which were once thought impossible, says Salganik. 'With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct laboratory-style experiments involving thousands, or even millions, of participants,' he says. Indeed, Jukka-Pekka Onnela and Felix Reed-Tsochas at the University of Oxford's Saïd Business School are now using a leading social networking site and its 400-million-plus users as a living laboratory to examine how ideas and behaviours spread through human groups. Watt and Salganik showed that when it comes to music preference, we behave like sheep. Onnela and Reed-Tsochas realised that analogous changes take place on sites where people share their profiles with online friends. Site users can choose to install applications – software components that personalise their profile page.

If one person adopts an application, their friends are automatically notified. Users also have access to a list of popular apps, akin to a bestsellers list. The data stored on the site makes it possible to analyse the growth in popularity of individual apps in unprecedented detail. Onnela and Reed-Tsochas analysed the popularity of several thousand applications in 2007 and then studied how users adopted them over time. They point out that their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods.

- E** The ocean of digital information about us isn't limited to likes and dislikes or opinions. Though it's still controversial, and difficult to get hold of, some teams are accessing much more in the way of personal details. For example, Albert-Laszlo Barabási and his colleagues at Northeastern University used cellphone data to analyse human

movements. Detailed data on such a scale as is now available never existed before cellphones became commonplace. Now millions of people carry a de facto tracking device with them all day that automatically logs their every move. However, as with some developments in physics and biology, the social data explosion also brings with it new risks, says Barabási. 'Anyone involved in this kind of research increasingly faces a dilemma – how do we avoid contributing to the creation of a surveillance state?'

- F** Such worries are, perhaps, another sign that social science is finally coming of age. Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists. As ever, with great power comes great responsibility.

Questions 1–6

The Reading Passage has six paragraphs, **A–F**. Which paragraphs contain the following information?

Write the correct letter, **A–F**, next to questions 1–6 below. **NB** You may use any letter more than once.

- 1 a way of making your social networking site look different to everyone else's
- 2 an unintended outcome of using a common digital device
- 3 a list of the types of information our use of digital devices can reveal
- 4 the problems associated with research procedures traditionally used by social scientists
- 5 a comparison between modern-day concerns in one field and those experienced previously in several other fields
- 6 a reference to the earliest scientific tool resulting in significant data collection

Questions 7–10

Look at the following statements and the list of people below.

Match each statement with the correct person, **A–D**.

Write the correct letter, **A–D**, next to questions 7–10.

- 7 The Digital Age gives us an opportunity to test out theories on a previously unheard of scale.
- 8 In the past, researchers in this field were unable to provide firm evidence to support their studies.
- 9 This new approach may threaten our privacy.
- 10 This research allowed us to confirm the findings obtained through a traditional research technique.

List of people

- A** Watts
- B** Salganik
- C** Barabási
- D** Onnela and Reed-Tsochas

Question 11

Choose the correct answer **A, B, C** or **D**.

- 11 In the first paragraph, the writer refers to physics and biology in order to
 - A** compare the advances in digital data with important discoveries in those fields.
 - B** contrast two scientific fields and the different ways they use digital data.
 - C** suggest ways in which social sciences could be taken more seriously.
 - D** imply that social sciences could learn a lot from techniques used in other fields.

Questions 12 and 13

Which **TWO** of the following methods were used in Watts and Salganik's experiment?


Choose the correct letters **A, B, C, D** or **E**.

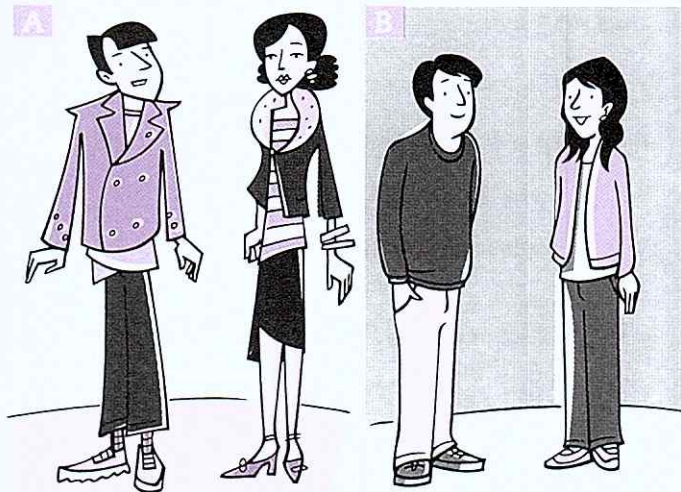
- A** Participants purchased music from a particular website.
- B** Some participants were not shown information about music downloads.
- C** Participants completed a survey at the end of the experiment.
- D** Participants were asked to judge the musical standard of the songs they listened to.
- E** Some participants were asked to convince other people to join the experiment.

Fashion and trends

- 1.1 Which of the adjectives in the box might be used to describe the clothes in picture A and picture B?

fashionable mundane trendy elegant
stylish drab sophisticated practical
chic comfortable impractical

- 1.2  24 Listen to a woman talking about fashion. What does she say about following fashion? Choose A, B or C.



- A She realised the problems with fashion at an early age.
B She feels it's important to keep up-to-date with fashion.
C She spends a lot of money on buying the latest styles.

- 1.3  24 Now listen again and complete the sentences.

- They were all the _____.
- They were a _____ item.
- They went _____ fashion.
- I'm not very fashion-_____.
- They know what's _____ fashion.
- They spend their money on the _____.
- It's just a _____ trend.
- It will soon be _____-date.

- 1.4 Match the phrases in bold in 1.3 with the meanings (a-d). You will need to use some letters more than once.

- a no longer popular
b very popular at the moment
c aware of fashion
d a temporary fashion

V Vocabulary note

Fashion can be both countable (when talking about different items of clothing) or uncountable (when talking about style in general):

The latest fashion at the moment is to wear several T-shirts at once. (uncountable)

We went to Milan to see all the latest fashions. (countable)

2 COLLOCATION Cross out the word in each list which does not collocate with the word in bold. Do the other words go before or after the word in bold?

- fashion** statement clothes accessory conscious
- designer** label handbag goods supplies
- dress** traditional evening casual waterproof
- clothes** wardrobe hanger basket line
- look** individual classic youth sophisticated

3 Spend one minute preparing for the following Speaking test Part 2. Try to use as many new words as you can. Record and time yourself if possible. When you have finished, listen and consider how you might improve your talk.

Describe an expensive item you bought recently. You should say

- what you bought
- why you chose it
- what you use or need it for

and say whether you are happy with your purchase, and why / why not.



Error warning



Clothes is always plural. If you want to use the singular, you need to say the name of the item: *I bought some new clothes. I bought a shirt in that shop.*

Use an **item of clothing** in a more formal situation: *The police took away an item of clothing.*

Dress can mean one item, e.g. *she wore a red dress*, or clothes of a particular type, e.g. *ceremonial dress*.

Consumerism

4.1 Use a dictionary to help you put the verbs in the box into the correct column.

store dispose of hoard archive throw away abandon maintain discard
save consume stockpile dump retain eradicate preserve conserve

<i>keep</i>	<i>get rid of</i>

4.2 Now complete the following sentences with the most suitable verb from the table.

- Rather than _____ plastic bags, people should recycle them.
- To prevent littering, the company has put a warning on the label asking us to _____ the wrapping carefully.
- The snow was so heavy that we had to _____ our car and walk.
- If you have a wood-burning fire, you need a special container to _____ the fuel in.
- Companies will cause an environmental disaster if they illegally _____ waste in our rivers.

5.1 Read the passage and answer the questions below with YES, NO or NOT GIVEN.

As the United States became the economic leader around the turn of the 20th century, it also took the lead in consumerism. By 2003, personal consumption accounted for 70% of the nation's gross domestic product. In 1950, the trend for families in the US was to own one car and save for a second. In 2000, nearly one in five families owned three cars or more. And while some other countries pride themselves on thriftiness, the converse would appear to be true for the US, where people spend more on garbage bags than 90 of the world's 210 countries spend on everything.

Why is our appetite for 'stuff' so insatiable? For one thing, we have come to think that buying is an essential expression of freedom and individualism. The normal pattern is: 'You get more money, you spend more money,' says Cornell economist Robert Frank. And yet, since the mid-1970s, when the disposable income of 80% of the US population virtually stopped growing, our spending patterns have bewilderingly continued expanding.

Much of our ferocious consumption arises simply from the sheer number of goods available. But, according to Professor James Twitchell, mass branding also spurred us to shop. Take, for example, Ralph Lauren's description of the Polo philosophy: 'What began with a tie ... has grown into an entire world that has redefined how American style and quality is perceived.' Now, says Twitchell, to curb our acquisitiveness we would have to de-brand: 'It's a scarf; it's not a Hermes scarf. It's a car; it's not a Lexus. You put it around your neck or you drive it.'

And after you get all the loot home, then what? Just as American as the need to buy, social observers say, is buyer's remorse. The backlash against American consumerism dates nearly to its conception. These days, our ambivalence and need to purge come in slick, packaged form: a magazine called *Real Simple* that specialises in de-cluttering. It can be yours for just \$3.95.

'The writer uses stuff to show their low opinion of consumer products. It is informal, and you should not use it in the IELTS exam.'

- 1 People in the US clearly like to show how good they are at reusing and recycling goods.
- 2 Spending patterns in the US are surprising given the income trends there.
- 3 In the 1970s, spending in the US was at an all-time high.
- 4 Having so many things to choose from can prevent people from spending.
- 5 In order to reduce spending, people need to ignore brands and see only useable products.
- 6 Many Americans return goods to the store after purchase.

5.2 Study the way the words and phrases in the box are used in the reading passage. Then use them to complete the sentences below.

consumerism personal consumption disposable income
 spending patterns mass branding acquisitiveness

- 1 Our natural _____ is not good for the environment or for our own bank balance.
- 2 Many special celebrations have lost their meaning because they have been taken over by _____.
- 3 The money you have left over after you have paid all of your expenses and bills is your _____.
- 4 _____ is a way of marketing your goods to the widest possible audience.
- 5 Individuals can help save the environment by reducing their own _____.
- 6 The chart shows the _____ of the average household in Berlin between 1990 and 2010.

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

The environmental impact of the clothing industry

On a Saturday afternoon, a group of teenage girls leaf through glossy fashion magazines at an American shopping mall. Their shopping bags are brimming with new purchases as they talk excitedly about what's in style this summer. Far away in Tanzania, a young man wears a T-shirt bearing the logo of an American basketball team while shopping at the local second-hand goods market. Although seemingly disparate, these two scenes are connected through the surprising life cycle of clothing. How does a T-shirt sold in a US shopping mall to promote an American sports team end up being worn by a teenager in Africa?

Globalisation, consumerism, and recycling all converge to connect these scenes. Globalisation has made it possible to produce clothing at increasingly lower prices, prices so low that many consumers consider this clothing to be disposable. Some call it 'fast fashion', the clothing equivalent of fast food. Fuelling the demand are fashion magazines that help create the desire for new 'must-haves' for each season. 'Teens are especially insatiable when it comes to fashion. They have to have the latest thing,' says Jane Wright, mother to 14-year-old triplets.

Yet fast fashion leaves a pollution footprint, generating both environmental and occupational hazards. For example, polyester, the most widely used manufactured fibre, is made from petroleum. With the rise in production in the fashion industry, demand for man-made fibres has nearly doubled in the last 15 years. The manufacture of polyester and other synthetic fabrics is an energy-intensive process requiring large amounts of crude oil and releasing emissions which can cause or aggravate respiratory disease. The Environmental Protection Agency considers many textile manufacturing facilities to be hazardous waste generators.

These issues do not apply only to the production of man-made fabrics. Cotton, one of the most popular fibres used in clothing manufacture, also has a significant environmental footprint. This crop accounts for a quarter of all the pesticides used in the United States. Much of the cotton produced in the United States is exported to China and other

countries with low labour costs, where the material is woven into fabrics, cut and assembled according to the fashion industry's specifications. In her 2005 book *The Travels of a T-Shirt in the Global Economy*, Pietra Rivoli, a professor at Georgetown University, writes that each year Americans purchase approximately one billion garments made in China, the equivalent of four pieces of clothing for every US citizen.

Once bought, an estimated 21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers, according to *Recycling of Low Grade Clothing Waste*, by consultant Oakdene Hollins. The report calls this stockpiling an increase in the 'national wardrobe', which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream. According to the Office of Solid Waste, Americans throw away more than 68 lbs of clothing and textiles per person per year, and this represents about 4% of the municipal solid waste. But this figure is rapidly growing.

In her book *Waste and Want: A Social History of Trash*, Susan Strasser, a professor of history at the University of Delaware, traces the 'progressive obsolescence' of clothing and other consumer goods to the 1920s. Before then, and especially during World War I, most clothing was repaired, mended or tailored to fit other family members, or recycled within the home as rags or quilts. During that war, clothing manufacturers reduced the varieties, sizes and colours of their productions and even urged designers to create styles that would use less fabric and avoid needless decoration. The US government's conservation campaign used slogans such as 'Make economy fashionable lest it become obligatory' and resulted in an approximate 10% reduction in the production of trash.

However, the spirit of conservation did not last long; by the mid-1920s, consumerism was back in style. During World War II, consumption rose with increased employment as the United States mobilised for the war. Industrialisation brought

consumerism with it as an integral part of the economy. When it comes to clothing, the rate of purchase and disposal has dramatically increased, so the path that a T-shirt travels from the sales floor to the landfill site has become shorter. Yet even today, the journey of a piece of clothing does not always end at the landfill site. A proportion of clothing purchases are recycled, mainly in three ways: clothing may be resold by the primary consumer to other consumers at a lower price, it may be exported in bulk for sale in developing countries, or it may be chemically or mechanically recycled into raw material that can be used to produce insulation.

Domestic resale has boomed in the era of the internet. Many people sell directly to other individuals through online shopping sites. Another increasingly popular outlet is charity and thrift shops, though only about one-fifth of the clothing

donated to charities is directly used or sold in their thrift shops. Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away.' So charities find another way to fund their programmes, using the clothing that they cannot sell. About 45% of these textiles continue their life as clothing, just not domestically. Certain brands and rare collectible items are imported by Japan. Clothing that is not considered vintage or high-end is baled for export to developing nations. For Tanzania, where used clothing is sold at the markets that dot the country, these items are the number one import from the United States. Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate because of the rise of consumerism in the United States and Europe and the increasing demand for low-cost clothing.

Questions 1–5

Look at the following statements (Questions 1–5) and the list of sources below.

Match each statement with the correct source, **A–F**.

Write the correct letter, **A–F**, next to questions 1–5.

NB You may use any letter more than once.

- 1 Less advanced countries will receive even more used clothing from the US in the future.
- 2 A change in clothing manufacturers' approach briefly helped decrease the amount of waste that was generated.
- 3 Age has an influence on our urge to buy new clothing.
- 4 We may have future problems with refuse because people continually add to the clothes they already own.
- 5 The amount of recycled clothing available in the US exceeds demand.

List of Sources

- A Jane Wright
- B The Environmental Protection Agency
- C Pietra Rivoli
- D Oakdene Hollins
- E The Office of Solid Waste
- F Susan Strasser



Test tip

With any matching-type question, the questions are not in the same order as in the text. A good strategy is to circle or underline the names of each of the people in the text, read what they say carefully and match what they say with the statements in the questions. **NB** You will be told if you need to use any of the people more than once and there may be people you do not need to use.

Questions 6–8

Choose **THREE** letters, **A–G**.

Write the correct letters next to questions 6–8.

Which **THREE** of the following consequences of fast fashion are mentioned by the writer of the passage?

- A increased risk of health problems
- B increases in petrol prices
- C increased use of chemicals
- D reduced wages for workers
- E lower profits for small local manufacturers
- F negative effects on other industries
- G production of unwanted dangerous materials

**Test tip**

In the Reading test, for multiple choice questions you may need to choose 1 out of 4 possible options, or 2 out of 5 options, or 3 out of 7 options. Pay close attention to the instructions and make sure you choose the right number of answers.

Questions 9–13

Answer the questions below.

Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** from the passage for each answer.

- 9 What is the name of a clothing material that is not natural?
- 10 Approximately what percentage of household garbage is made up of clothes?
- 11 In what era did Americans stop reusing old clothes?
- 12 What percentage of the clothes donated to US charities is sent overseas?
- 13 To which country does the US export a lot of its good quality used clothing?

**Test tip**

The question will always tell you how many words you should write but remember that 'NO MORE THAN THREE WORDS' means the answer might be one word, two words or three words.

13

Urban jungle

Rural life, city life

Rural life

1.1 ▶25 Listen to two people talking about where they live. Decide whether they live in a rural or urban area.

Speaker 1: _____

Speaker 2: _____

1.2 ▶25 Now listen again and make a note of the advantages and disadvantages of rural life that the speakers mention.



Speaker	Advantages of rural life	Disadvantages of rural life
1	<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____
2	<ul style="list-style-type: none"> • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____

2.1 Use a dictionary to help you put the words in the box in the correct parts of the mind map.

a public transport system open spaces high rises cottages pollution fresh air isolated congestion simple peaceful crowded remote slow pace countryside overpopulated tranquil frantic overdevelopment infrastructure a sense of community traditional

have

are

Rural communities

don't have

aren't

2.2 Complete the passage with words or phrases from the mind map. You may need to change the form of the words.

One of the main disadvantages of rural life in developed countries is the sense of ¹ _____ many people can feel. There isn't a developed ² _____, so people are very dependent on their cars to get around. It is often difficult for city dwellers to appreciate the benefits of the rural lifestyle, so it can be difficult to persuade doctors and teachers to come and work in the ³ _____. However, people born and raised in rural areas enjoy the ⁴ _____ of life and often feel overwhelmed by the ⁵ _____ pace of the city. Life may be ⁶ _____ in the countryside, but people living there enjoy the ⁷ _____ aspects that exist because things have remained relatively unchanged for hundreds of years.

3.1 Read the passage and answer the questions below. Do not use a dictionary.

The human species evolved some two million years ago. Our natural habitat was the savannah, where our forebears made their living by hunting and gathering. This way of existence required frequent moving. Within Europe, permanent settlement became the rule only after the Agrarian Revolution, which appears to have started some ten thousand years ago. Most people came to live in farmhouses, often grouped in villages. A few villages developed into towns and even cities. However, the percentage of the population that lived in an urban setting remained small in agrarian society. In Medieval Europe, some 90% of the population lived in the country. This pattern changed drastically after the Industrial Revolution, when, in less than two centuries, massive urbanisation took place.

Curiously, this massive exodus from the land to the city was not accompanied by negative attitudes to rural living. In fact, the reverse occurred. It would seem that the less rural life is practised, the more it is cherished and the greater the emphasis on the hazards of urban life. In the years following the Industrial Revolution, a new artistic theme emerged: the theme of pastoral idyll. Lyrics, novels and paintings began to emphasise the beauty of nature and the virtues of rural life. A constant undertone in this theme is that rural living is more satisfying than life in the town. We are led to believe that, in the country, we can find the safe, simple serenity that is so desperately needed by the alienated city dweller. In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting. In developed countries, rural people tend to be just as satisfied with life as city people. Moreover, in developing countries, rural dwellers are markedly less happy than city dwellers. The results of a survey conducted to find out where people would prefer to live given the choice showed that the pattern of preference is in fact the reverse of the pattern of settlement. Rural living is preferred more in the most urbanised parts of the world, while urban living is seen as most desirable in the least urbanised parts.

Write

- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- Our original ancestors were unable to live in permanent villages.
- The Agrarian Revolution occurred later in Europe than in other parts of the world.
- The Industrial Revolution led to food shortages in urban areas.
- When people stop living in rural areas, they idealise rural life.
- Studies on life satisfaction support city dwellers' beliefs about rural life.
- In developed countries, people living in urban areas are happier than those living in rural areas.



Test tip

Yes / No / Not given questions are slightly different to True / False / Not given ones. They are based on opinions or claims in the passage rather than facts. But the questions will still come in the same order as the information in the passage and should have information that will help you find the correct part of the passage. Even for Not given questions, you should still be able to find the part of the passage that might contain this information.

3.2 PARAPHRASE Highlight or underline words in the passage with a similar meaning to the following words and phrases.

- | | |
|-----------------------|-----------------------------------------|
| 1 developed gradually | 6 characteristic (that isn't obvious) |
| 2 proportion | 7 made it known |
| 3 a huge amount of | 8 peacefulness |
| 4 opposite | 9 made not to feel a sense of belonging |
| 5 remembered fondly | 10 noticeably |

City life

4.1 COLLOCATION Combine a word from box A with a suitable word from box B to form a new word.

A

concrete pedestrian traffic outer
housing high-rise police emergency
public urban recreational sewage water
garbage noise/air inner-city shanty


B

force estate services town congestion
crossing sprawl pollution suburbs
slums jungle transport facilities
buildings supply system collection

4.2 Which six of the phrases suggest a negative aspect of city life?

4.3 Complete the sentences with phrases from 4.1.

- 1 We need a stronger _____ to help keep the crime levels in our major cities down.
- 2 The city has far more _____ than rural areas, so young people don't get bored so easily.
- 3 An efficient _____ and frequent _____ are both essential to maintaining sanitation in densely populated areas.
- 4 _____ creates enormous problems for people travelling around the city at peak times.
- 5 Many people who move to the city from rural areas end up living in _____ because of a shortage of housing.
- 6 It is difficult to determine where the city ends because of the _____.

5  **26** Listen to a talk about urbanisation and answer the questions with **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 A 'megacity' is a city with at least how many people?
- 2 How many people were living in Rome in the early Middle Ages?
- 3 What percentage of the world's population was living in cities at the end of the twentieth century?
- 4 How many cities had more than one million people in 2007?
- 5 According to the UN, what proportion of the population will be living in cities in 2050?
- 6 What element of a megacity is it difficult to establish?
- 7 According to the UN, where will over two billion people be living in 2050?

6 In Part 1 of the Speaking test, you will be asked questions about things that are familiar to you. Look at the following questions and make a note of any new vocabulary from this unit you could use in your answers. Then answer the questions as fully as you can.

- 1 How would you describe the city or town where you live?
- 2 Do you prefer city life or country life?
- 3 Do you think your town or city has changed very much in the last 20 years? (If so, in what way?)
- 4 What changes would you like to see in the future?
- 5 What areas of your town or city would you recommend to visitors? (Why?)
- 6 In your country, where can people go to escape from busy city areas?

Listening Part 1

▶ Test Practice Track 4

Questions 1–10

Complete the notes below with **NO MORE THAN ONE WORD AND/OR A NUMBER**.



Test tip

Listen carefully to the words to see if you need to write a plural. Check your answers when you've finished – should any of them have an 's' at the end?

New accommodation

Area 1 Broadgreen

Advantages:

- there's a range of 1 options
- no need to pay for 2
- average rent is about 3 a week

Disadvantages:

- not many local 4

Area 2 West Derby

Advantages:

- It's very near the 5

Disadvantages:

- unlikely to find a 6 in the area
- may be too 7

Best person to contact:

John 8

tel: 9

arrange appointment for: 10



Study tip

When you have completed the test, listen to the recording again with the tapescript. Make a note of any language that would help you talk about accommodation and city life in your speaking test. Read the script aloud as you listen to practise pronunciation, stress, and tone.

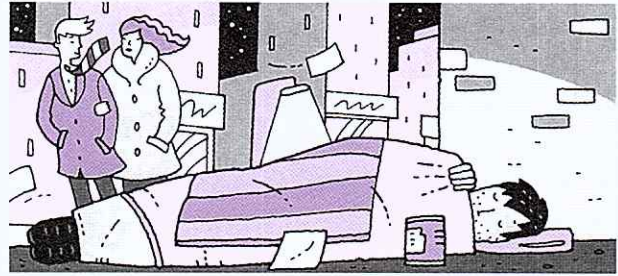
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Tackling issues

Problems, solutions

Problems

1 Look at the following definitions and complete the issues they refer to. The first letters are provided to help you.



- 1 a lack of jobs: u _____
- 2 using scientific techniques to create edible plants:
g _____ m _____
f _____
- 3 using scientific techniques to create humans or animals: c _____
- 4 a worldwide economic problem: g _____
f _____ c _____
- 5 being extremely overweight: o _____
- 6 the increase of trade around the world:
g _____
- 7 a lack of accommodation: h _____
- 8 problems affecting nature on a large scale:
e _____ d _____
- 9 a lack of oil:
e _____ c _____
- 10 the way the world's weather is changing:
c _____ c _____

2.1 Most of these words can be used for everyday problems. Underline the three which refer to more serious problems. Write the adjective form of the words marked with an asterisk (*).

difficulty trouble hurdle obstacle predicament
*disaster issue *challenge *controversy setback
*catastrophe dilemma crisis

2.2 Match the words (1–5) that are used to talk about kinds of problem with the definitions (a–e).

- | | |
|-------------------|------------------------------------------------------------------------------------|
| 1 setback | a an unpleasant situation which is difficult to get out of |
| 2 dilemma | b a lot of disagreement or argument about something, usually affecting many people |
| 3 predicament | c something that blocks you so forward movement is prevented |
| 4 obstacle/hurdle | d a situation where a difficult choice has to be made between two things |
| 5 controversy | e something that happens which delays or prevents a process from advancing |



Error warning



Trouble is usually an uncountable noun and so must be used in the singular form only: *I've had a lot of **trouble** with the second-hand car I bought. (NOT troubles)*

The word *troubles* is only used in very special circumstances to refer to all of the problems a person or country has: *Telling someone else your troubles can really help.*

However, it is better to avoid using it in this way unless you are completely sure. *Trouble* can also be used to mean *difficulty* in the phrase *have trouble + -ing*: *I had a lot of trouble starting the car this morning.*

2.3 Complete the sentences with the phrases in the box. Use the verbs in bold to help you choose the correct phrase.

major hurdle minor difficulties minor setback sensitive issue current predicament
total disaster significant challenge considerable controversy

- 1 We **experienced** a few _____ at the airport, but nothing very serious.
- 2 The enormous cost of this programme is a _____ that we need to **overcome**.
- 3 **Adopting** children from poor countries is a _____.
- 4 I doubt that recycling alone can **get us out of** our _____.
- 5 The building of this dam will **lead to** a _____ for the local wildlife.
- 6 Global warming **presents** a _____ for every government.
- 7 We **experienced** a _____ when we lost several plants, but the rest are thriving.
- 8 The use of drugs by athletes has **caused** _____ in the world of sport.

3.1 Read the passage below. Which **TWO** of the following statements are true?

- A People should try to ignore depression. D Ancient people may have suffered from depression.
B Depression is similar to obesity. E Depression is linked to old age.
C There may be an advantage to depression.

Depression is an ongoing and pervasive problem in our society, and it poses something of an evolutionary paradox: the brain plays a crucial role in our survival, so evolution should have left our brains resistant to such high rates of malfunction. The paradox could be resolved if depression was linked to growing old. After all, the functioning of all body systems and organs tends to deteriorate with age. This is not a satisfactory explanation for depression, however, as people are most likely to experience their first bout in adolescence. Perhaps depression is like obesity – a recent problem that has arisen because modern conditions are so different from those in which we evolved. Yet this is not a satisfactory explanation either, as depression exists in every culture, including small-scale societies where people are thought to live in environments similar to those that prevailed in our evolutionary past.

There is another possibility: depression is, in fact, an adaptation, a state of mind which can bring real benefits. This is not to say that depression is not a serious problem. Depressed people often have trouble performing everyday activities and tend to isolate themselves socially. So what could be so useful about depression? Depressed people often think intensely about their problems. Numerous studies have shown that this thinking style is often highly analytical and can be very productive. Depressed people dwell on personal problems, breaking them down into smaller components. Each individual component is less problematic, so what begins as an insurmountable problem is far less difficult. This type of thinking allows people to gain insight into their problems. Indeed, when you are faced with a daunting problem, feeling depressed is often a useful response that may help you analyse and solve it. After all, depression is nature's way of telling you that you've got complex social problems that the mind is intent on solving.

3.2 **COLLOCATION** Highlight or underline each occurrence of the word *problem* in the passage and note the adjectives and verbs used with it.

4 Look at these words and decide if they mean the same as *make better* or *make worse*.

exacerbate alleviate hinder mitigate rectify compound complicate improve aggravate

make better: _____

make worse: _____

Solutions

5.1 Choose two of the issues in 1. What solutions can you suggest for them?

5.2  28 Listen to five people. Which problem in 1 is each person talking about?

	Problems	Expressions
1		
2		
3		
4		
5		

5.3  28 Now listen again and complete the table above with expressions used to talk about dealing with problems.

6.1 Put the words in the box into the correct column below to show whether they collocate with *do*, *make* or *take*.

stock a mistake measures your best an effort notice of
sure a change a chance part more harm than good

<i>do</i>	<i>make</i>	<i>take</i>

6.2 Look at part of an essay on obesity and choose the correct alternative to complete the sentences.

Obesity currently ¹*causes* / *poses* a serious ²*problem* / *trouble*, and it is important to ³*resolve* / *find* a solution to it. To do this, we need to ⁴*do* / *make* a real effort to understand the underlying causes of obesity. When it comes to children, increased pressure to succeed, isolation, and loneliness, may be partly to blame. If we don't ⁵*tackle* / *meet* these, then then we cannot hope to ever completely ⁶*resolve* / *raise* this issue. In addition, we need to ⁷*look to* / *deal with* the factors that ⁸*create* / *make* the situation worse, namely poor diet and lack of exercise, and ⁹*take* / *make* measures to ¹⁰*protect* / *prevent* this problem from recurring. If we fail to deal ¹¹*in* / *with* the causes, we may make ¹²*rectify* / *exacerbate* the situation rather than making it better.

V Vocabulary note

Be careful with the verbs *prevent*, *protect* and *avoid*. Look at the following examples and how these verbs are used:

prevent (= stop something from happening): Sunscreen can help to **prevent** skin cancer. / Sunscreen can **prevent** you **from** getting skin cancer.

protect (= keep you safe): Sunscreen can help **protect** you **from** skin cancer.

avoid (= stay away from): Using sunscreen helps you to **avoid** skin cancer.

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many young children are now overweight and obesity is a growing problem in many parts of the world.

***What are the main causes of this problem?
Can anything be done to solve this issue?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Plan your answer here:

Problem

.....

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Causes

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Effects

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Possible solutions

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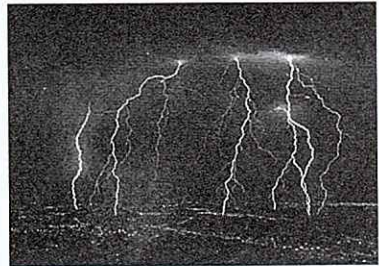
Test tip

For Writing Task 2, you may be asked to discuss a problem and possible solutions to it. For this type of question, you should explain exactly what the problem is (its causes and effects) and then consider the merits and drawbacks of various solutions.

Natural phenomena

1.1 Use a dictionary to help you decide what part of speech the words in the box are. Then write the words under the correct pictures.

erupt severe strike dense tropical ash lightning rain earthquake volcano
heavy wind fall lava torrential thunder freezing tremor aftershock fog



1 Nouns: _____
Verbs: _____

2 Nouns: _____
Adjectives: _____
Verbs: _____

3 Nouns: _____
Verbs: _____



4 Nouns: _____
Adjectives: _____

5 Nouns: _____
Adjectives: _____

6 Nouns: _____

1.2 Complete the passage with words from 1.1. You may need to change the form.

The storms took the whole island by surprise. There was a night of ¹ _____ rain, as well as severe ² _____, which blew down several outbuildings. At one point, the electricity in the atmosphere made it seem inevitable that high-rise buildings would be ³ _____ by lightning. Although that didn't happen, there was a twenty-minute period of deafening ⁴ _____, which terrified the islanders. Once the storms had passed, they looked towards the volcano and wondered if that might ⁵ _____ and cause even more damage.

2.1 Many of the words associated with weather are also used idiomatically or figuratively in English. Match the idioms (1–8) with the meanings (a–h).

- | | |
|--------------------------------------|-------------------------------------------------------|
| 1 every cloud has a silver lining | a feel overwhelmed, have too much work |
| 2 in the cold light of day | b be aware of current opinions |
| 3 weather the storm | c see something for what it really is |
| 4 know which way the wind is blowing | d endure a difficult period |
| 5 the calm before the storm | e be totally unaware of or ignorant of |
| 6 a storm in a teacup | f a small problem that has been exaggerated |
| 7 not have the foggiest idea | g difficult situations can also have positive effects |
| 8 be snowed under | h a period of peace followed by a period of chaos |

2.2 Now complete the sentences with idioms from 2.1. You may need to change the form.

- We need to ignore all of the media hype and examine this problem _____.
- If the government introduces necessary but unpopular measures, they should be prepared to _____ rather than please the public with a softer approach.
- Although the unemployment figures dropped today, experts believe this may be _____, with hundreds of job losses predicted for the coming months.
- Melting ice in Antarctica is leaving behind large numbers of tiny marine animals, proving that _____ really does have _____.
- Climate sceptics believe that scientists are exaggerating the current situation and this is simply _____.
- To be honest, I don't think the present government _____ what to do about either drug problems or obesity.

Agriculture

3 Cross out the word in each of the following lists that does not fit into the category in bold.

- flowers** petal fungus thorn stem leaf
- soil** mud earth pest dirt sediment
- trees** branch twig root trunk pasture
- plants** species native fauna horticulture
- agriculture** cultivate sow breed plough manufacture
- water** flow melt drip drop drain
- man-made water** dam reservoir stream canal
- ocean** current shore coast tide puddle

4.1 COLLOCATION Match the words in box A with the words in box B.

- | | | | |
|---|-------------------------------------------------------------------|---|------------------------------------------------------------------|
| A | acid soil greenhouse crop carbon
viable vicious fossil climate | B | fuel circle change yields gases
rain solution erosion dioxide |
|---|-------------------------------------------------------------------|---|------------------------------------------------------------------|

4.2 Read the passage as fast as you can, circling the phrases in 4.1 as you find them.

Current research models indicate that climate change associated with increasing levels of greenhouse gases is likely to lead to the soils in the interiors of the major continents drying out. In response to a drying of cropland, people are likely to seek either new sources of irrigation water or new, wetter areas to farm. If we choose desalination of seawater as a possible solution, large amounts of energy will be required. This means we are caught in a vicious circle as more fossil fuels are consumed. This results in an increase in carbon dioxide or greenhouse gas emissions. This in turn contributes to climate change, which warms up the planet. As a result, the earth dries out, causing soil erosion, and our crop yields decline, meaning that new sources of water need to be sought. Clearly, a long-term viable solution that does not produce acid rain and is not damaging to the environment is needed.

4.3 Complete the flow chart with **NO MORE THAN TWO WORDS** from the passage for each answer.

Alternative water sources (e.g. through ¹_____) are needed.

There is an increase in the use of ²_____ .

Not enough water for crops.

Irrigation problems

The level of ³_____ in the atmosphere rises.

There is a reduction in ⁴_____ .

Soils dry out.

The temperature increases.

5.1 29 Listen to a talk and complete the table with no more than **ONE WORD** for each answer.

Issue	leads to:	effects:
Climate change	<ul style="list-style-type: none"> higher ¹_____ 	<ul style="list-style-type: none"> decrease in yield from ²_____ increase in ³_____ and ⁴_____ poor soil quality
Extreme weather	<ul style="list-style-type: none"> periods of ⁵_____ increased risk of ⁶_____ 	<ul style="list-style-type: none"> loss of crops
Farming practices	<ul style="list-style-type: none"> use of ⁷_____ using land to feed ⁸_____ 	<ul style="list-style-type: none"> soil ⁹_____
Urban development	<ul style="list-style-type: none"> ¹⁰_____ to provide space for homes 	<ul style="list-style-type: none"> soil degradation
Genetically modified crops	<ul style="list-style-type: none"> increased ¹¹_____ 	<ul style="list-style-type: none"> crops that are ¹²_____ to diseases or pests reduction in the use of ¹³_____

5.2 29 Now listen again while reading recording script 29 at the back of the book. Highlight or underline all the words and phrases used to show cause and effect.

Listening Part 3

▶ Test Practice Track 5

Questions 1–7

What benefits do the speakers mention when talking about each of the following genetically modified crops?

Choose **SEVEN** answers from the box and write the correct letter, **A–I**, next to questions 1–7.

Genetically modified crops

- 1 maize
- 2 soya beans
- 3 wheat
- 4 potatoes
- 5 rice
- 6 tomatoes
- 7 poplar trees

Benefits

- A** has an improved taste
- B** reduction in the use of weedkiller
- C** not harmful to animals
- D** a healthier food source
- E** might solve existing pollution problems
- F** has uses in healthcare
- G** lower water consumption
- H** increased profits for farmers
- I** resistant to cold weather
- J** could lower food prices

Questions 8–10

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

- 8 What criticism do the speakers make about the article on genetically modified crops?
 - A** It will soon be out of date.
 - B** It was not very accessible.
 - C** It was a little too biased.

- 9 What do the speakers agree about the proposed changes to regulations?
 - A** It is likely to be unpopular with farmers
 - B** It may further reduce trust in GM crops.
 - C** It is likely to cause more confusion.

- 10 What do the speakers say is the main concern about genetically modified foods?
 - A** the impact on our health
 - B** the impact on animals
 - C** the impact on other crops



Test tip

For listening tasks where you need to choose answers from a list, it's important to be familiar with the options before you listen. Use the preparation time you are given to read through the options in the box carefully and underline any key words and phrases.

Test three (Units 11–15)

- 1 My mobile phone helps me feel to the world around me.
A contacted B connected C embrace D touching
- 2 Despite the advantages of wireless internet connections, technology seems more than ever.
A invasive B essential C convenient D harassed
- 3 The primary school banned the use of social media when became a problem.
A illegal downloads B internet fraud C cyberbullying D security threats
- 4 Natural materials such as are much more in demand nowadays.
A concrete B nylon C polyester D cotton
- 5 You can slow the train down by on this lever.
A pushing B turning C pulling D braking
- 6 Everything in the house could be operated with just the press of a
A button B control C dial D nail
- 7 I have to dress up a lot for work, so at the weekend I prefer to wear something more
A chic B mundane C trendy D elegant
- 8 That skirt is a real fashion I don't think I've ever seen one like it before.
A statement B conscious C clothes D follower
- 9 Growing consumerism causes environmental problems because of how much we need to of as a result.
A retain B store C dispose D hoard
- 10 Putting varnish on wood is one way of it.
A discarding B eradicating C abandoning D preserving
- 11 It's not your salary but your that retailers are really interested in.
A domestic product B personal consumption C private property D consumerism
- 12 Most of the residents of this community have a large disposable
A revenue B profit C income D salary
- 13 While I enjoyed the restfulness, I felt too cut off. The place was just too for me.
A hasty B pristine C remote D frantic
- 14 The biggest problem we have is the traffic on our roads.
A congestion B pollution C transportation D fragmentation
- 15 We hope our good and a strong workforce will encourage more companies to base themselves here.
A system B infrastructure C recreation D structure

- 16 The huge influx of people and a lack of cheap housing led to an increase in in the area.
A estates B suburbs C slums D towns
- 17 The council are encouraging high-rise apartments to try to stop the urban
A suburbs B shanty C housing D sprawl
- 18 We are carrying out a comparative study of health problems in urban and areas.
A wild B countryside C rural D rustic
- 19 The visiting politician's criticism of the government caused a lot of
A controversy B dilemmas C setbacks D hurdles
- 20 The failure to control the dumping of waste into the river system has been a disaster for the ecosystem.
A minor B total C sensitive D current
- 21 To sunburn, you need to reapply sunscreen every three hours.
A guard B avoid C protect D tackle
- 22 We finished the job, but only with great
A catastrophe B difficulty C crisis D disaster
- 23 Gale force winds the progress of the rescue teams.
A alleviated B rectified C improved D hindered
- 24 The arrival of the enormous telephone bill a further problem.
A overcame B resolved C remedied D presented
- 25 The strike caused a great deal of damage to the house.
A lightning B volcano C earthquake D tornado
- 26 It remains to be seen if the president can weather the political caused by his remarks.
A thunder B storm C force D wind
- 27 At the moment we are far too dependent on fuels to meet our energy needs.
A fossil B carbon C acid D alternative
- 28 The was built to shorten the trip for ships travelling to the United States.
A stream B dam C reservoir D canal
- 29 He was carried along by the until he found himself well out of his depth.
A coast B shore C current D drift
- 30 The farmers in the area dug ditches for their crops.
A flood B irrigation C erosion D drought

16

Energy efficient

Energy, natural resources

Energy

1.1 COLLOCATION The words in box A all collocate with *power*. Match each kind of *power* with the pictures (1–4).

A nuclear wind solar hydroelectric

1.2 Now combine the words in box A with as many words as possible from box B.

B dam plant panel turbine
waste power station farm

1.3 ▶ 31 Listen to a conversation between two students. Which types of power do they think are a good idea?

1.4 ▶ 31 Now listen again and note the phrases in 1.1 and 1.2 that you hear.

1.5 The following verbs can all be used with *energy*. Match the verbs (1–6) with the verbs with a similar meaning (a–f).

- | | |
|-----------|------------|
| 1 produce | a harness |
| 2 use | b supply |
| 3 need | c generate |
| 4 save | d conserve |
| 5 provide | e require |
| 6 capture | f consume |



Test tip

Accurately using words like verbs a–f in your Speaking and Writing test will improve your IELTS Band Score.

1.6 Complete the sentences with a suitable verb from 1.5. You may need to change the form.

- Many domestic solar energy systems don't _____ enough energy to meet all our needs.
- Statistics show that the majority of energy _____ in UK households is for heating.
- Large screen TVs _____ far more energy than older models.
- People say a solar energy plant on the moon would be capable of _____ all our energy needs.
- Turbines are used to _____ the energy from the wind.

2.1 Complete the crossword.

Across

- 1 Most UK household electricity is used for this.
- 5 toxic gases from cars which aren't good to breathe in
- 8 A country's _____ are the deposits it has in coal, gas, etc.
- 12 an adjective meaning *from the sun*
- 14 the type of power produced from the nucleus of an atom
- 15 Biofuels are more _____ friendly than petrol.
- 17 to totally use up
- 18 a different option
- 19 Fuel sources that won't run out are _____.
- 20 a type of petrol with the lead taken out
- 21 a battery that can be reused

Down

- 1 prefix connected with *water*
- 2 causing little or no damage to the environment
- 3 We put this in our cars to fuel them.
- 4 Gas, coal and oil are all _____.

7 People talk about reducing their carbon _____.

9 see 5 across: another word for these

10 to produce (energy)

11 This is produced when there is a fire.

13 able to be recycled

15 Demand for _____-friendly hybrid cars is soaring.

16 to use fuel, energy or time, especially in large amounts

2.2 Now complete the following passage with words and phrases from the crossword.

Hydrogen is a cleaner, greener ¹_____ to ²_____ but it does not occur naturally – it has to be made. Scientists have struggled to find a way to make it that doesn't ³_____ vast amounts of energy, use up scarce natural ⁴_____, or result in high levels of greenhouse gas ⁵_____. However, researchers at the University of Leeds have now found an energy-efficient way to make hydrogen out of used vegetable oils discarded by restaurants. The process they have developed creates the hydrogen gas which they claim is vital for our future as it provides a huge range of possibilities. Among many other things, it could be used instead of ⁶_____ to run our cars, and to ⁷_____ the electricity we need for the ⁸_____ that keeps our homes warm. It should also be possible to produce hydrogen in a ⁹_____ way by using other ¹⁰_____ materials in addition to cooking oil. 'We are working towards a vision of the hydrogen economy,' said one of the researchers working on the project.



Test tip

The information contained in a summary or set of notes in Reading test questions may be in a different order to the passage itself.

Natural resources

3 Choose the correct alternative to complete the sentences.

- We need to *curb / maximise* our use of fossil fuels.
- Our levels of petrol *burning / consumption* are not sustainable.
- At present, we burn fossil fuels to *generate / power* electricity.
- Domestic alternative energy sources can only produce enough energy to *run / provide* small appliances.
- Electricity / Electrical* power is something we just take for granted.
- Diesel cars are more *effective / efficient* than petrol ones because they use less fuel per kilometre.
- It's the *fumes / emits* cars produce that cause greenhouse gases.
- Many experts are concerned that if we continue to use petrol at the current rate, we will *exhaust / wear out* our natural reserves within the next 50 years.

! Error warning



We usually use *resources* in the plural, not the singular. *Source* is used to refer to the place something comes from:

Oil, gas and coal are natural resources used to produce energy. NOT *natural resource / sources*

Books should still be seen as a good source of information. NOT *a good resource of information*

4.1 32 Listen to a talk about the history of mining in Australia and match the dates (1–5) with the events (A–H) in the box.

Dates

- 1788
- 1799
- 1841
- 1849
- 1915

Events

- | | |
|-------------------------------------------|--------------------------------------------|
| A people left Australia in search of gold | E local stone was quarried |
| B first gold mine was established | F important site for precious stones found |
| C first deep coal mine was dug | G first shipments of coal sent overseas |
| D mining of metal began | H diamonds were first found |

4.2 32 Now listen again and match the words (1–6) with the definitions (a–f). Look at recording script 32 at the back of the book to check your answers, and use a dictionary to help you.

- | | |
|-------------|-----------------------------------------------------------------------------------------|
| 1 ochre | a easily changed into a new shape |
| 2 a quarry | b rock from which metal can be obtained |
| 3 malleable | c a naturally coloured type of rock or earth |
| 4 ore | d to obtain metal from a rock by exposing it to very high temperature |
| 5 smelt | e a large artificial hole in the ground where stone is dug for use as building material |
| 6 an opal | f a precious stone or gem |

5 33 PRONUNCIATION Many English words contain the weak sound 'schwa' (/ə/). In the following list of words, underline the syllable with the main stress and circle the schwa sound(s). Listen to check your answers and then practise saying the words.

alternative
neutral
efficient

consumption
emission
carbon

sustainable
renewable
energy

battery
recyclable
rechargeable

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

We should stop wasting money on alternative energy sources (for example, solar and wind power) because they are too unreliable to ever replace coal and oil.

To what extent do you agree or disagree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Plan your answer here:

Agree

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Disagree

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Getting down to business

Management, personal finance

Management

1.1 ▶ 34 Listen to two speakers talking about management. Which speaker (1 or 2) ...

- A is concerned about a management issue? _____
- B is proud of a recent project? _____
- C is in charge of a large workforce? _____
- D recently gained a promotion? _____
- E is linking up with another company? _____



1.2 ▶ 34 Now listen again. Which of the idioms in the box do the speakers use?

a golden opportunity sell like hotcakes a household name a spanner in the works
 a hands-on approach make a name for yourself corner the market the bottom line
 a win-win situation the tricks of the trade in the red

1.3 Now match the words (1–6) from the listening with the definitions (a–f).

- | | |
|-------------------|-----------------------------------------------------------|
| 1 promote | a to raise someone to a higher or more important position |
| 2 capital | b to join or unite to form a larger organisation |
| 3 calculated risk | c relating to your own country |
| 4 amalgamate | d a large amount of money for starting a company |
| 5 domestic | e a reduction in something made to save money |
| 6 cutback | f a chance that you consider to be worth taking |

1.4 COLLOCATION Choose the correct alternative to complete the sentences. Use the words in bold to help you.

- We need a set of guidelines for anyone wishing to *draw over* / *draw up* an employment **contract**.
- When times are tough, employers do not *take on* / *take up* as many **new staff**.
- We decided to *set down* / *set up* **an office** near the airport as many of our biggest clients were based there.
- New employees may be tempted to *take in* / *take on* too much **responsibility** when they first join a firm.
- Each of our managers is *in charge for* / *in charge of* around 20 **staff**.
- Starting up our own company was a **risk**, but it has really *paid up* / *paid off* for us.
- It's important to *keep track of* / *keep track for* how much **money** your department is spending.
- Setting up our own website allowed us to *break through* / *break into* **the overseas market**.

2 COLLOCATION Match the verbs in box A with the nouns in box B. Some verbs match more than one noun.

A negotiate hold take make sign chair
meet miss reach recruit manage

B a contract a deal a meeting staff an agreement
a deadline a project control

3 Look at the following extract from an IELTS Writing Task 2 answer. Choose the correct alternative to improve the accuracy of the answer.

A common belief nowadays is that the success of a company is determined by how happy its employees are. But ¹a pay / money alone is not sufficient to make staff happy. Instead, companies need to offer them good ²working / job conditions and benefits such as healthcare payments and childcare facilities. It also helps if people choose an ³employment / occupation that they enjoy and find fulfilling rather than simply doing a job to earn money.

Retaining ⁴a staff / an employee means that companies can save a lot of money recruiting and training new ones. A worker who feels well looked after by their ⁵employee / employer is more likely to stay in that job for a long time. Moreover, long-term employees are more likely to be promoted to a ⁶managing / managerial ⁷position / place within the company. This type of ⁸location / post can act as a reward for their loyalty and commitment.

Personal finance

4.1 Read the passage and then complete the sentences on the next page with **NO MORE THAN TWO WORDS** from the passage.

In this tough economy, the allure of purchasing lottery tickets seems like a pretty enticing way to erase financial problems. But new research from Vanderbilt Law School found that people who won between \$50,000 and \$150,000 only postponed bankruptcy. The researchers found that mid-level lottery winners did not in fact pay off their debt or increase equity in new or existing assets. And though these mid-level lottery winners were less likely than small winners (those who won less than \$10,000) to become bankrupt immediately after winning, they were 50 per cent more likely to do so three to five years after winning their prize. 'Our results are consistent with some winners using their prize to take additional risks or buy luxury goods,' said a researcher. 'Others simply lack the knowledge to handle large amounts of money wisely.'

The researchers used data from Florida's *Fantasy 5* lottery game from April 1993 through November 2002. They examined all winners who won more than \$600. This added up to almost 35,000 individuals. In all, almost 2,000 *Fantasy 5* winners were linked to a bankruptcy in the five years after winning. The fact that they filed for bankruptcy is significant for several reasons. 'Filing for bankruptcy is arguably the most extreme signal of financial distress,' said the researcher. 'Not only is it bad for creditors, but it also seriously harms a filer's credit rating, affecting the availability and cost of future loans.'

! Error warning




The word *staff* refers to all the people working for an organisation. To talk about one person, you need to say *member of staff* or *employee*: I recently had a problem with a *member of staff* in your company (or an *employee* in your company or one of your staff). NOT I recently had a problem with a *staff* in your company

V Vocabulary note

We use the preposition *in* with *employment, industry, a/the job* etc.: My father remained *in* the same job for 35 years. NOT ~~on~~ the same job. The number of women *in* higher posts has dropped recently. NOT ~~at~~ higher posts / ~~into~~ higher posts

- 1 People may buy a lottery ticket as a way of solving _____.
- 2 Researchers found that winners of between \$50,000 and \$150,000 failed to get out of _____.
- 3 Researchers believe lottery winners often spend their money on _____.
- 4 A certain number of lottery winners were _____ within five years of winning their prize.
- 5 Lottery winners may find it difficult to obtain _____ if they have had financial problems.

4.2 COLLOCATION Highlight or underline each occurrence in the passage of the words and phrases associated with money problems.

4.3 COLLOCATION  The words in bold in the following sentences collocate with either *cost*, *income* or *budget*. Use a dictionary to help you choose the right words to complete the sentences.

- 1 We increased our profits through a combination of _____-cutting and price increases.
- 2 I try to **stay within my** _____, but then I see something I really want to buy!
- 3 **Low-**_____ families must find it difficult to manage when prices rise rapidly.
- 4 You may need to take on an extra job to **supplement your** _____ and help pay off your debts.
- 5 Our department has **an annual** _____ of \$100,000 to cover travel expenses.
- 6 The recent rise in interest rates will increase the _____ of living.
- 7 My annual bonus **covers the** _____ of our summer holiday.

5 Look at the pie chart and complete the paragraph below with the words and phrases in the box. There is one extra word/phrase that you don't need.

spent 40,000 of 13,000 for amount of
paid seven thousand purchases on budget

According to the chart, the average family in the US made over
1 _____ dollars worth of household
2 _____ in 2003. The pie chart shows how this
3 _____ money was 4 _____.
The vast majority 5 _____ the family
6 _____ went on accommodation, which accounted
for over 7 _____ dollars on average.
The average household 8 _____ a total of \$6,021
for their groceries, while also spending over
9 _____ dollars 10 _____ travel.

! Error warning

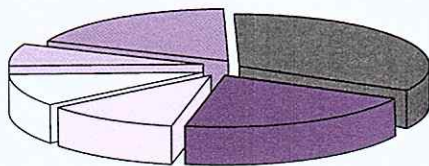


When you are writing large numbers, do not add an 's' to the number:
200,000 = *two hundred thousand*. NOT
~~two hundreds thousands~~

The plural form is only used to give an approximate idea: *There were thousands of people there*.

You can use numerals instead of words, but we usually write out larger numbers such as *three million*.

Average annual income in the US and how it is spent



■ Housing \$13,432	□ Entertainment \$2,187
■ Transport \$7,781	□ Clothing \$1,640
□ Food \$6,021	■ Other \$9,756
Total income: \$40,817	

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

Questions 1–6

The Reading Passage has six paragraphs, **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i–viii**, next to questions 1–6 below.

List of headings

- i** The advantages of offering a variety of products
- ii** Increasing profits by working with other industries
- iii** Increasing customer trust in contracts
- iv** Turning protection for the customer into profit for the company
- v** Initial good intentions that may eventually lose you customers
- vi** Setting customers free can encourage them to stay
- vii** The main reason companies choose to ignore a core business belief
- viii** Profiting from customers' wish to save money

- 1 Paragraph **A**
- 2 Paragraph **B**
- 3 Paragraph **C**
- 4 Paragraph **D**
- 5 Paragraph **E**
- 6 Paragraph **F**

Companies and the customers who hate them

Many companies encourage customers to make bad purchases.

- A** One of the most influential propositions in marketing is that customer satisfaction means loyalty and loyalty means profits. Why, then, do so many companies infuriate their customers with contracts, fees and fine print, penalising them for their business? Because, unfortunately, companies have found that confused and ill-informed customers, who often end up making poor purchasing decisions, can be highly profitable indeed.
- B** Some companies consciously and cynically exploit their customers' confusion in this way. However, in our conversations with dozens of executives in various industries we found that many firms have unwittingly fallen into this trap. Think of the cell or mobile phone service, and banking and credit card industries, each of which now profits from customers who fail to understand or follow the rules about data use, minimum balances, overdrafts, credit limits, or

payment deadlines. Most of the companies in these industries started out with product and pricing strategies designed to provide value to a variety of customer segments, each with its own needs and price sensitivities. Yet today, many companies in these industries find that their transparent, customer-centred strategies for delivering value have evolved into confusing company-centred strategies for extracting it. Although this approach may work for a while (many notable practitioners are highly profitable), businesses that prey on customers are always vulnerable to possible hostility. At any time, customers may retaliate with anger, lawsuits and defection.

- C** Companies can profit from customers' confusion, ignorance and poor decision making using several means. The first stems from a legitimate attempt to create value by giving customers a broad set of options. A company creates a diverse product and pricing portfolio to meet the price range and needs of different customer segments. All else being equal, a hotel that has three types of room at three different prices can serve a wider customer base than a hotel with just one type of room at one price. However, customers benefit from such diversity only when they are guided towards the option that best suits their needs. A company is less likely to help customers make good choices if it knows that it can generate more profits when they make poor ones. Of course, only the most flagrant companies would explicitly persuade customers to make bad choices. Yet there are subtle ways in which even generally well-intentioned firms use a complex range of choices to encourage poor decisions. A wide range of offers can confuse customers with a lack of transparency (hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades); they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services); and they can often take advantage of consumers' difficulty in predicting their needs (for instance, how much data they'll need on their cell phone each month).
- D** Companies can also profit from customers' bad decisions by over-relying on penalties and fees. Such charges may have been conceived as a way to deter undesirable customer behaviour and offset the costs that businesses incur as a result of that behaviour. Penalties for problems such as bouncing a cheque, for example, were originally designed to discourage banking customers from spending more money than they had and to recoup administrative costs. The practice was thus fair to customer and company alike. But many firms have discovered just how profitable penalties can be; as a result, they have an incentive to encourage their customers to incur them – or at least not to discourage them from doing so. Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.
- E** These strategies are common across industries from hotels to car rentals. Health club companies also have a long history of luring customers with attractive short-term offers, assaulting them with aggressive sales pitches, and then binding them with long-term contracts. That's because some of their most profitable customers have been those who were enticed to sign up for a long-term membership but then rarely visited the club. Indeed, many companies, knowing the typical health club customer will underuse the facility, intentionally sell many more memberships than they have floor space to accommodate.
- F** Some companies are challenging the industry's bad behaviour. In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether. Membership can be cancelled at any time with no penalty. Other smaller companies are experimenting with less antagonistic ways to retain customers, such as reward points for customers who work out regularly. As Brad Fogel, chief marketing officer at 24 Hour Fitness, explains, 'We learned that by giving customers incentives to visit the club more frequently, they become more loyal and ultimately remain with us longer.'

Questions 7 and 8

Choose **TWO** letters, **A–E**

Write the correct letters next to questions 7 and 8.

Which **TWO** of the following ways of making a profit are mentioned in relation to banks?

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A giving false information</p> <p>B limiting customer choices</p> <p>C giving confusing information</p> <p>D customers paying for their mistakes</p> <p>E hiding discounts</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Questions 9–13

Complete the sentences below. Choose

NO MORE THAN THREE WORDS from the passage for each answer.

- 9 Both hotels and car hire companies choose not to tell their customers about
- 10 Credit card companies would help customers avoid penalties by deciding to
- 11 Health clubs use tempting to persuade new customers to join.
- 12 is the name of a company that has decided not to make their customers sign a formal agreement.
- 13 are one way of encouraging customers to stay with a company without a contract.

Crime

1.1 Read the following questions and consider how you would answer them.

- Do you prefer going out alone or with friends? (Why?)
- Do you think young people today are well behaved? (Why? / Why not?)
- If young people commit a crime, who do you think is responsible?

1.2 ▶ 35 Listen to three speakers (A–C). Which question in 1.1 does each speaker answer? Write at least two types of criminal activity each speaker mentions.



	Question	Types of criminal activity	Possible causes
A			<ul style="list-style-type: none"> children left alone loss of _____ hang around with the wrong people
B			<ul style="list-style-type: none"> loss of _____ for the rules of society peer _____ too much violence in _____
C			<ul style="list-style-type: none"> increasing _____ levels economic reasons

1.3 ▶ 35 Listen again and complete the notes about the possible causes of crime the speakers mention.

1.4 COLLOCATION Match the adjectives and nouns in the box with the nouns below.

act unsolved statistics convicted organised
petty juvenile prevention investigation hardened
rate activity record armed gun offence

- crime _____
- _____ crime
- criminal _____
- _____ criminal

! Error warning



Criminal refers to the guilty person and crime refers to the act. We refer to the crime rate NOT ~~criminal rate~~ and the criminal world NOT ~~crime world~~. We also talk about juvenile crime NOT ~~young crime~~.

1.5 COLLOCATION Now complete the following sentences with either *crime* or *criminal(s)*. Use the words in bold to help you.

- Vandals are generally seen as **petty** _____.
- If young people become involved in **juvenile** _____, they are more likely to have a _____ **record** when they are older.
- The _____ **rate** has actually decreased in some parts of New York in recent years.
- He was a **hardened** _____ with a long list of previous convictions.
- Prosecutors have launched a _____ **investigation** into the firm's accounting practices.
- Police and federal officials are working together to target **gun** _____.



Error warning



The word **act** refers to a type of behaviour, e.g. *an act of violence, an act of bravery, an act of kindness, a criminal act*. NOT *criminal action*

The word **action** refers to the process of doing something, especially when dealing with a problem, e.g. *take action, a plan of action, this calls for prompt action*.

Punishment

2 COLLOCATION Match the words (1–6) with the words they collocate with (a–f).

- | | |
|---------------|--------------|
| 1 capital | a programme |
| 2 community | b fine |
| 3 a heavy | c service |
| 4 a prison | d punishment |
| 5 a life | e term |
| 6 a treatment | f sentence |

3.1 COLLOCATION Which words collocate with the verbs in the first column? Not all of the verbs require a preposition and the prepositions can be used more than once. Use a dictionary to help you.

accept		
accuse	a crime	to
arrest	a criminal	against
be	a victim	for
charge	on trial	from
commit	the defendant	of
convict	the consequences	on
punish	a suspect	with
sentence		

3.2 Now complete the sentences using the words in brackets and any other necessary words.

- Children should be taught to _____ their actions. (consequences)
- The graph shows that today, three times as many people are likely to _____ shoplifting than in 1970. (arrest)
- If you _____ a violent crime, it can take years to get over it. (victim)
- If a person is _____ a crime they did not commit, it's my job as a criminal lawyer to defend them. (charge)
- If you _____, you should be punished. (commit)
- A local drifter was _____ life without parole for the murder. (sentence)

4 36 You will hear someone talking about a study on prisons. Before you listen, try to complete as much of the passage about the study's findings as you can. Then listen to check your answers.

A recent study looked into the effect of ¹ _____ on criminals. The researchers found 96 pairs of convicted ² _____, and 406 pairs who had been ³ _____ assault. One member of each pair had been sent to prison while the other had been given some type of non-custodial ⁴ _____. All of the criminals had committed the same kind of ⁵ _____ and had had similar previous experiences of prison and had appeared ⁶ _____ the same number of times.

Criminals who were sent to prison were slightly more likely to ⁷ _____ than those who didn't go to ⁸ _____. The results support other studies that have shown that prison either fails to ⁹ _____ criminals or actually increases criminal activity.

There is still a place for prisons, and most people think dangerous criminals need to be ¹⁰ _____ in some way. But the study suggests that ¹¹ _____ may be just as suitable a form of punishment for minor offences.

5.1 Cross out the adjective in each of the following lists that does not mean the same as the adjective in bold. Use a dictionary to help you.

- shocking** atrocious hostile appalling horrifying
- minor** petty trivial insignificant compact
- severe** lenient harsh heavy strict
- worrying** concerning underlying troubling disturbing



Test tip

In the speaking test, you will be assessed on your use of stress and intonation. Using stress effectively can intensify the meaning of your ideas, e.g. I think this type of crime is **shocking**. However, I'm **totally opposed** to capital punishment.

5.2 The phrases on the right show support for or opposition to an idea. Use the phrases to make sentences showing how you feel about the following opinions.

- Some of the conditions in prisons are appalling.
- People should not be sent to prison for minor crimes.
- I think violent criminals deserve a severe punishment.
- Any increase in crime among young people is worrying.

I'm totally opposed to ... I can't condone ...

I'm all for ... I approve of ...

I don't agree with ... I can see a need for ...

I object to ... I don't approve of ...

19


The media

Fame and the media, media bias



Fame and the media

1.1 Look at the opinions and decide which ones you agree or disagree with.

- 1 Reality TV shows are not very entertaining.
- 2 Reality TV shows are as popular now as ten years ago.
- 3 The main reason people take part in reality TV shows is because they want to be famous.
- 4 Newspapers increase public enthusiasm for reality TV shows.
- 5 Some reporters go too far when they pursue famous people.
- 6 Some people are famous for the wrong reasons.

1.2  **37** Now listen to a conversation between Paul and Vickie and decide whether the opinions in 1.1 apply to ...

- A Paul B Vickie C both Paul and Vickie

1.3  **37**  Look at the words and phrases in the box associated with fame and use a dictionary to check the meaning of any you don't know. Then listen again. Which ones do the speakers use?

shoot to fame worldwide phenomenon media attention in the public eye
 high-profile in the headlines instant celebrities world-famous
 become famous overnight tabloid press paparazzi prominent eminent
 making headlines gossip columns new-found fame chief claim to fame earn fame

2.1 Which part of the media are the following words associated with? Put them into the correct column. Some words belong in both columns.

article reporter broadcaster viewer reader series print
 publication listener tabloid episode publisher screen
 the press headlines journalist online edition rolling news
 live stream programme gossip column

Television and radio	Newspapers and magazines

Vocabulary note

Infamous means famous for doing something bad, e.g. Ronnie Biggs, the *infamous* train robber, died in 2001.

Celebrity is used to refer to famous people: They invited a *celebrity* along to open the event.

The *paparazzi* are the photographers who follow celebrities around.

Error warning

We use the preposition *for* with the word *famous*: New Orleans is *famous for* its music. NOT *famous with / famous on*. *Famous* describes something that is well known by many people: The Eiffel Tower is a *famous* building in Paris.

We use *popular* to refer to things that are liked or used by a lot of people: The train is the most *popular* form of transport in my home town. NOT the most *famous* form of transport

2.2 Complete the following answers to two Speaking test questions. Some of the words you need to use are in the table in 2.1, but you may need to use them in a different form.

How do you think the media will change in the future?

Well, it's difficult to say, I mean it's already changed so much. In the past, people would generally get their news from ¹_____ newspapers and now it's mostly from reading digital ²_____. And, TV news isn't just a morning or evening ³_____ any more – we're used to a 24-hour stream of ⁴_____ on our ³_____. So our expectation now is that, when something happens, there'll be an immediate ⁵_____ of what's going on. In terms of future changes, I don't think news coverage could be made any faster than it is, so who knows, maybe the opposite will happen, and we'll revert to a slower news cycle. I think that would make a nice change actually!

What is the role of the media in our society today? Do you think they do a good job?

Well, I think they have a responsibility to keep us informed about what's happening in the world. But unfortunately, sometimes they're more concerned about profits and so there are lots of sensational ⁶_____ to try to persuade us to buy a newspaper, and sometimes as much prominence is given to a ⁷_____ column as to the serious news stories. Of course, I realise that the media is also there to entertain people, but we need to bear in mind the impact it has on our society. For example, they should make sure that unsuitable content is kept away from children. The images that are ⁸_____ on our television ⁹_____ are often not suitable for children, and I think ¹⁰_____ have a duty to warn parents about that.

Media bias

3.1 Read the passage on the next page and write YES, NO or NOT GIVEN for questions 1–8.

- 1 Baxter believes biased media reports reflect the attitude of the general public with regard to women in politics.
- 2 Baxter maintains that female politicians are treated more fairly on TV than in newspapers.
- 3 Baxter warns that the attitude of the media may lead to fewer women in politics.
- 4 Baxter suggests that the press try to show that female politicians make poor leaders.
- 5 According to Baxter, the general public is biased against the idea of female leaders.
- 6 In the tabloids, Baxter found fewer articles than anticipated about local politicians.
- 7 Most print media provide political reporting that is impartial.
- 8 Baxter should have included a wider range of newspapers in her study.



Error warning



The *media* refers to newspapers, magazines, radio and television and has a definite article.

Medium refers to a method or way of expressing something, e.g. the print *medium* / through the *medium* of television. I believe television is the most effective *medium* for advertising. NOT the most effective *media*

Medium is singular and *media* is plural, but we don't always use a plural verb with it.



Vocabulary note

Notice the following rules for the spelling of the words *programme* and *program*:

programme (UK only) = a show on television

program (US only) = a show on television

program (UK and US) = instructions for a computer (a verb and a noun)

Regardless of their suitability, the moment a female candidate announces their intention of entering the political arena, the press immediately begin to speculate about the possibility of a female president of the United States. The media debate doesn't stop even if the candidate fails to get nominated as a candidate.

In her recent book, *Media Bias and Politics*, Susanna Baxter explores the press treatment of female presidential candidates from the 1800s to the present day. Baxter contends that, while the public's attitude towards women in politics has evolved considerably, media coverage both on TV and in the press has failed to keep pace and remains biased against them. We generally use the press as our primary source of information about political candidates. According to Baxter, it could therefore be argued that, by treating women unfairly, media reports not only impede the progress of female candidates but also inevitably deter women from taking part in the political process.

The book begins by examining the stereotypes that the media ascribes to female candidates, and asserts that, as well as portraying women as incompetent leaders, reporters also tend to describe them their according to their fashion choices. Baxter also concludes that reporting on male candidates is far more likely to concentrate on political issues and questions whether we are in fact ready for a woman president. She claims that this blatant media prejudice against women contradicts opinion polls that indicate voters would actually support a female candidate.

Baxter's study involved a detailed analysis of national broadsheets and one tabloid from each candidate's local area. In my view, the inevitable home-town bias of local newspapers could give a distorted view in terms of the number and length of articles they contain. Furthermore, when it comes to elections, the coverage in the majority of newspapers is generally tainted with political bias. Consequently, selecting only one newspaper from each town seems too small a sample to reach any decisive conclusion.

3.2 Find the verbs (1–6) in the reading passage and then match them with the correct definitions (a–f).

- | | |
|----------------------------|-------------------------------------------------------|
| 1 announce | a guess possible answers to a question |
| 2 speculate | b discuss an idea carefully to discover more about it |
| 3 explore / examine | c show or make clear |
| 4 contend / argue / assert | d judge or decide something after some consideration |
| 5 conclude | e state something is true or a fact |
| 6 indicate | f state publicly |

3.3 Which of the verbs in the box are used to say that something is *not certain* or *in doubt*, and which are used to say that something is *true* or a *fact*?

disagree question state debate cite contest challenge declare dispute

4 Complete the following sentences with the words in the box.

biased prejudiced influential subjective impartial

- Some companies are _____ against taking on employees over 40.
- The mass media is very _____ in our society and has a big impact on young people.
- I think they're the best team here, but then I am _____ as I'm their teacher.
- The judging of artistic works can be very _____; we need to find a way to make it more specific.
- A good sports journalist tries to remain _____ and doesn't show support for any one team.

Speaking

Part 1 (4–5 minutes)

The examiner will ask you some questions about yourself, your home, work or studies, and familiar topics.

- 1 Do you work or are you a student?
- 2 Is it important to enjoy what you do? (Why? / Why not?)
- 3 Do you spend a lot of time with other people where you work or study? (Why? / Why not?)
- 4 Tell me about your home town in your country.
- 5 Is it a good place to visit? (Why? / Why not?)
- 6 What would you improve about your home town? (Why? / Why not?)
- 7 How often do you send letters or emails?
- 8 Do you prefer to write to someone or speak to them on the telephone? (Why?)

Part 2 (3–4 minutes)

The examiner will give you a topic like the one on the right and ask you to talk about it for one to two minutes. Before you talk, you have one minute to think about what you are going to say. The examiner will give you some paper and a pencil so you can make notes if you want to.

Describe a television programme you enjoyed recently.

You should say:

- what type of programme it was
 - why you chose to watch it
 - what happened on the programme
- and say why you enjoyed watching this television programme.

Part 3 (4–5 minutes)

The examiner will ask some more general questions which follow on from the topic in Part 2.

- 1 Do you think it's important for children to have books at home nowadays? (Why / Why not?)
- 2 Do you think we will read more or less in the future?
- 3 Is it important for people to be well-informed about current issues? (Why / Why not?)
- 4 Should young people read newspapers? (Why / Why not?)
- 5 Is local news more or less important than international news?
- 6 Is there too much news these days?
- 7 Should news services be controlled by the government or by private business? (Why?)
- 8 How easy is it for broadcasters and media outlets to manipulate public opinion?



Test tip

Make sure you keep to the time limit and, if possible, record your response so that you can play it back at the end. Use as much new vocabulary as you can.

The arts

1.1 38 Listen to a recording and label the map. Write the correct letter, A–H, next to questions 1–6.



- 1 ___ Sculpture garden
- 2 ___ Paintings
- 3 ___ Craft market
- 4 ___ Live music
- 5 ___ Meet the author
- 6 ___ Theatre in the park



1.2 Use a dictionary to help you complete the table.

Noun	Adjective	Noun	Adjective
figure		art	
creation		poetry	
imagination		music	
inspiration		fiction	
culture		drama	
originality		tradition	

1.3 COLLOCATION Match the nouns in the box with the verbs they collocate with (1–6).

a talent a song a play art a photograph a film

- 1 compose / record / play _____
- 2 perform / rehearse / stage _____
- 3 take / pose for / publish _____
- 4 make / shoot / screen _____
- 5 create / exhibit / collect _____
- 6 have / cultivate / nurture _____

1.4 Now complete the sentences with the appropriate form of words from 1.2 and 1.3.

- 1 Museums should e_____ indigenous art to help preserve t_____ art forms.
- 2 It's so hard to c_____ songs without any i_____. That's why I write about my experiences.
- 3 The original film was s_____ in black and white to make it more d_____.
- 4 Young people are very c_____ and we should do our best to n_____ their talents.
- 5 This is a theatre that prefers to s_____ plays based on o_____ writing rather than re-work the classics.

2 Complete the sentences below with **NO MORE THAN TWO WORDS** from the passage.

Rock engravings from the Copper Age found all over Europe in remote, hidden locations indicate the artwork of the period was more than mere visual images, researchers believe. In fact, prehistoric humans enjoyed a primitive version of cinema. 'The cliff engravings ... in our opinion are not just images but formed part of an audiovisual performance,' said Frederick Baker of the Museum of Archaeology and Anthropology at the University of Cambridge. 'There was still no moving image but the pictures created sequences like in animation ... this was not just a treat for the eyes but also for the ears, as these rock engravings are especially found in locations with particular echoes.'

The scientists have now launched a joint project with Weimar's Bauhaus University in Germany to recreate these 'films', using computer technology to establish the sequence of images and animate them like in a cartoon. The 'movies', dating back to 4000–1000 BC, often depict dances or hunts, but interestingly never show death and rarely portray women, the project's coordinators said. The project is being conducted in Val Camonica, in Italy's northern Lombardy region, where the highest concentration of such engravings – some 100,000 pictures – can be found.

- 1 During the Copper Age, prehistoric people carved _____ in rock.
- 2 Scientists believe the rocks may have been used as a very basic form of _____.
- 3 Frederick Baker compared the ancient pictures to a modern-day _____.
- 4 The fact that _____ are present in the areas indicate that sound may have been involved.
- 5 The subjects covered by the images include _____ and _____.
- 6 One subject that does not appear is _____.
- 7 Depictions of _____ very seldom occur in the images.




Error warning



We use **the arts** (plural) to refer to all artistic fields, e.g. *Even ancient civilisations showed a love and appreciation of the arts.* NOT **arts**


Art refers to a school subject, e.g. *I studied art at school,* or a general concept, e.g. *Putting an empty milk bottle on display in a gallery doesn't make it art.*

Personal taste

- 3 COLLOCATION**  Look at the phrases in the box with the word *taste*. Use a dictionary to help you choose the correct phrases to complete the sentences below.

in bad taste acquire a taste for have good taste in
have poor taste in suit all tastes a matter of taste
(to) my taste share the same tastes diverse tastes

- The jokes he made about the earthquake were _____ and quite offensive.
- I'm not a good judge of art but I believe I _____ clothes.
- My sister and I wanted to decorate our bedroom but we don't _____ so we could never agree on a colour!
- Humour can be quite personal and subjective – it really is _____.
- I have quite _____ in music – I enjoy opera and rap.
- I've tried them often but I've never managed to _____ oysters.
- I think it's virtually impossible to find a piece of music that will _____.

- 4**  Use a dictionary to help you replace the underlined words below with the adjectives in the box that have a similar meaning. There are two possible answers for each one.

abysmal joyless humorous monotonous terrified
dismal petrified spectacular tedious thrilling
spine-chilling hilarious terrifying gloomy

- The last movie I saw was supposed to be a really funny comedy, but I didn't laugh at all.
- I was expecting the circus acts to be really daring and exciting to watch, but it was all a bit disappointing.
- I really enjoy horror movies. I know it sounds strange, but I like the feeling of being really scared!
- I've really enjoyed his plays before, but this one was so boring that I was asleep by the third act!
- Last week I saw a horror movie, and the special effects were so realistic it was really scary to watch.
- The play was supposed to be a tragedy, but the acting was so bad it made me want to laugh, not cry!
- I got so sick of the relentlessly depressing plot, I decided to read something more uplifting instead.

- 5** Prepare to describe the last book you read (why you chose it, who wrote it, what it was about, what you thought of it) using as much new vocabulary as possible. When you are ready, record your answer if possible.

V Vocabulary note

Taste can refer to the flavour of something, e.g. *I love the taste of chocolate*, or to the things that a person likes. It can be singular, referring to one particular thing, e.g. *He has good taste in clothes*, or plural when referring to more than one thing, e.g. *I have very expensive tastes*.

! Error warning



Fun is a noun and also an adjective used to describe something you enjoy doing. Funny is an adjective used to describe something that makes you laugh: *I enjoyed riding on the roller coaster – it was really fun*. NOT ~~it was really funny~~

Be careful with *bored* and *boring*: *We had to wait in a queue for four hours, and I was really bored*. NOT ~~I was really boring~~

Reading

You should spend about 20 minutes on **Questions 1–13**, which are based on the Reading Passage below.

The Museum Dilemma

Can museums and art galleries make works of art both accessible to the public and protected at the same time?

On any day of the week, tourists flock to museums and galleries such as the Louvre in Paris and The Met in New York, willingly paying their steep entrance fees. This is in stark contrast to the 55,000 local museums around the globe, who often struggle when it comes to attracting visitors and the resulting much-needed funds. These institutions may be a source of pride to locals, but are too often perceived as dusty cabinets – useful when it comes to storing ancient things, but not very interesting to look at. The constant dilemma for museum curators is that increasing visitor numbers also brings a far greater chance of damage, which can be deliberate, incidental or accidental.

Deliberate damage cannot be controlled for, as the perpetrators act in a determined and destructive way. This was the case with the Leonardo da Vinci cartoon damaged by gunshot in the National Gallery in London in 1987, despite the painting being protected behind a glass screen. Incidental damage is easier to anticipate and often results from a visitor's innate curiosity and instinctive urge to touch. This is mainly managed through the use of signage, gallery attendants, or with a physical barrier such as a rope. Gallery attendants are the more expensive but preferred option as written warnings tend to be ignored. However, cutbacks in funding mean fewer and fewer attendants.

Rope barriers are commonplace but their very nature renders them ineffective – visitors can still get quite close to a painting. It was in recognition of this that staff at Huashan 1914 Creative Park in Taipei decided to place a raised platform between the barrier and a valuable 17th century oil painting as a reminder to visitors to not get too close. Unfortunately, the platform inadvertently contributed to extensive damage when a young boy tripped on it and put his hand through the painting while trying to break his fall.

Many galleries would rather not use barriers at all because they tend to spoil the overall look, and some have resorted to technology to get around this issue. In the past, museums such as the Stedelijk Museum in Amsterdam used alarms triggered by lasers to alert visitors to their proximity to a painting. Perhaps unsurprisingly, the trade-off between aesthetics and noise means this idea has not been taken up universally.

Nevertheless, technology does appear to solve the issues of attracting visitors, and there are more and more interactive displays popping up. Even so, incorporating the occasional exhibit that encourages visitor engagement can mean that visitors then assume it is acceptable to get up close and personal with all works of art. The ensuing surface damage is often not immediately apparent, but when thousands of subsequent visitors reach out to touch a beautiful sculpture, the effect builds up cumulatively causing irreversible damage to the patina of materials such as bronze. While the surface of a painting does not offer quite the same tactile allure, they too can suffer similar consequences.

Despite these challenges, technology use in museums seems likely to grow, especially as they are uniquely placed to take advantage of augmented reality, where real people and ancient artefacts can be juxtaposed in a virtual world. Tools such as these are being used to construct exciting experiences that can bring a dull museum visit to life while also keeping visitors away from precious and fragile objects.

One such example is an augmented reality project that was initially trialled at White Sands National Monument in New Mexico with great success. Staff there showed visitors how, by scanning a code with a smart phone camera, a troop of mammoths would appear to walk over the horizon. Curiously though, when the same idea was later deployed with The Etches Collection, an exhibit in Dorset, on Britain's Jurassic Coast, no one engaged with it. Rather than a lack of interest in the technology, the failure appears to have been due to the reluctance

of visitors to download the museum's app onto their own phone. The best technology in the world can't fix that.

A key challenge is the lack of insight into what visitors actually want and expect from a museum visit, and a recent study at several cultural sites in Scotland has tried to provide this. Through questionnaires and interviews, researchers made some surprising discoveries. While it had been assumed that more visual experiences would need less narrative, the study shows the opposite is true; visitors still see information about the place as important, whether the experience is virtual or

not. Interestingly, although audiences do enjoy immersive visitor attractions, if an exhibition is purely a simulation, they like to be able to handle objects at the same time for extra realism, such as at Culloden Battlefield, whose visitor centre has artefacts such as 18th-century weapons.

The clear message is that, although technology has much to offer the museums, and is arguably essential to their survival, there is clearly some way still to go. It can bring museums to life to the benefit rather than the detriment of the precious artefacts and artworks they are home to, but only if it gives visitors the experience they want.

Questions 1–6

Look at the following museums and galleries (Questions 1–6) and the list of comments below.

Match each place with the correct comment, **A–J**.

Write the correct letter, **A–J**, next to questions 1–6.

- 1 National Gallery, London
- 2 Huashan 1914 Creative Park, Taipei
- 3 Stedelijk Museum, Amsterdam
- 4 White Sands National Monument, New Mexico
- 5 The Etches Collection, Dorset
- 6 Culloden Battlefield, Scotland

List of comments

- A** This museum shows the benefits of using a physical barrier.
- B** An attempt to prevent damage had the opposite effect.
- C** This is a good example of the importance of alarm systems.
- D** This experience shows the potential benefits of technology for museums.
- E** Holding something real helps improve a virtual experience.
- F** An occurrence here shows that certain damage cannot be prevented.
- G** This shows that technology will only benefit museums if it is used.
- H** Some people prefer to have a real experience rather than a virtual one.
- I** A system used to protect artwork proved to be unpopular elsewhere.
- J** Visitors are not at all interested in using technology.

Questions 7 to 13

Do the following statements agree with the claims of the writer in the Reading Passage?

Next to questions 7–13, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 7 Even the most famous museums in the world generally struggle for funds.
- 8 The majority of people admit they have never visited their local museum.
- 9 Putting up written signs is the best way to avoid incidental damage.
- 10 Rope barriers have been shown to cause visitors to trip.
- 11 Some interactive exhibits can lead to more incidental damage.
- 12 Surface damage to paintings is very different to that of sculptures.
- 13 Even with simulated experiences, visitors still want to be told the history of a place.

**Test tip**

For matching questions like these, the people in the box will be in the same order as in the passage but the questions will be in a different order to the information in the passage. A good strategy is to circle or underline the people's names in the passage, read what they say very carefully and then decide which statement matches that information. You will not always need to use all of the people in the box.

Test four (Units 16–20)

- 1 power generally requires the building of a dam.
A Nuclear B Hydroelectric C Wind D Solar
- 2 One problem with wind is that they can spoil the natural environment.
A turbines B engines C panels D generators
- 3 If everyone less energy, then fossil fuels would last longer.
A generated B harnessed C consumed D conserved
- 4 Our coal produce harmful chemicals.
A mining B miners C minerals D mines
- 5 The government is seeking to carbon emissions from power stations.
A exhaust B decrease C curb D refuse
- 6 Although the country is rich in natural, they don't have the facilities to exploit them.
A resources B sources C fuels D electricity
- 7 Many banks don't have a reputation for good service.
A user B customer C consumer D creditor
- 8 Our small company with a much larger one last year and tripled in size.
A amalgamated B negotiated C promoted D calculated
- 9 Our business is so strong in Brazil that we've decided to set our own office there.
A down B in C up D on
- 10 I was put in charge 100 staff and had an annual turnover of \$10 million.
A for B from C off D of
- 11 I didn't want to the deadline so I asked all of the staff to work overtime.
A make B miss C hold D take
- 12 We tend to university graduates and train them ourselves.
A take B sign C recruit D locate
- 13 These men are criminals with previous convictions for violent crime.
A repeat B tough C hardened D expert
- 14 If you a crime, you should be punished for it.
A commit B convict C charge D offend
- 15 There are marked differences in crime and the types of crime carried out by adults.
A petty B juvenile C young D youth

- 16 Children should be taught to accept the consequences their actions.
A for B about C of D from
- 17 Because of the extent of the damage caused, everyone was shocked that the vandals received such a punishment.
A strict B harsh C heavy D lenient
- 18 We really shouldn't acts of violence like this.
A oppose B agree C accuse D approve of
- 19 He to fame following an Oscar nomination for his role in *Hamlet*.
A shot B stepped C jumped D leapt
- 20 When it comes to advertising, our preferred is television.
A media B medium C channel D broadcast
- 21 There has been a lot of in the media as to who will be chosen to light the Olympic Flame.
A announcement B speculation C conclusion D assertion
- 22 It's important for the judges to remain so they are not told the names of the artists until the judging is complete.
A biased B prejudiced C impartial D subjective
- 23 I much prefer watching a play on the stage to watching it on
A broadcast B episode C show D screen
- 24 The serious newspapers decided not to run the story, but the featured it on their front pages.
A journals B articles C press D tabloids
- 25 There was an outcry when the gallery decided to the work of a convicted criminal.
A exhibit B create C cultivate D perform
- 26 You can see examples of his on our website.
A artistic B artwork C arts D artist
- 27 I enjoy most seafood but I have never managed to a taste for oysters.
A acquire B suit C share D receive
- 28 I like rap, rock and classical music, so my tastes are pretty
A common B sophisticated C expensive D diverse
- 29 The book was so that I fell asleep before I'd finished the first page.
A abhorrent B disheartening C tedious D thrilling
- 30 Using only very dark, black and white images, the film maker painted a very picture of the countryside.
A dismal B humorous C spectacular D hilarious

Dictionaries

- 1.1** Read the notes and choose words from the box to complete them.

realise bilingual teaching phonemic translation
 look mean pronunciation explain lists definitions
 example sentences context grammatical informal
 understand locations family frequent spelling



Study tip

Book versions of more advanced dictionaries can be very heavy to carry around so a CD-ROM version or mobile app (application software for your phone) may be a better purchase, e.g. *Cambridge Advanced Learner's Dictionary*.

Choosing a dictionary

Beginners

- often prefer to use a ¹_____ dictionary.

Advanced students

- should use a dictionary that does not rely on ²_____.

Reasons for using an English–English dictionary:

- Using a dictionary is the first step in learning new words.
- You can ³_____ up the meaning of a word or phrase.
- You can check the ⁴_____ of a word and if it has double letters.
- You can learn the correct ⁵_____ of words in English, ideally on a recording or from the ⁶_____ script.

Features of a good dictionary:

- Language is graded and aimed specifically at ESL/ELT learners.
- The ⁷_____ explain the meaning of the word in a simple way.
- There are also ⁸_____ that clearly contextualise the word.
- It helps you learn new words by telling you the word ⁹_____ and if it is an adjective, noun or verb.
- It tells you ¹⁰_____ information (e.g. plural form).
- It warns you if a word is taboo, i.e. too impolite, or too ¹¹_____ to use in a formal situation.
- It tells how ¹²_____ the word is and if it is mainly used for speaking or writing.
- It contains useful ¹³_____ of academic words, prefixes, word families and idioms.

1.2



Look at the definition of the word *practice* taken from the *Cambridge Advanced Learner's Dictionary* and answer the following questions.

- Which meaning of the word doesn't have a plural form? What tells you this?
- What can you consult to find a list of words with a similar meaning?
- Which form of the word collocates with *dental*, *medical* and *legal*?
- Is the phrase *make a practice of* common?
- Which three adjectives collocate with *practice* (regular activity)?
- Look up the same word in a different dictionary to compare the information.

1.3



Use a dictionary to look up the words in italics and find the following.

- the noun form of *assume*
- the opposite of *import*
- the correct spelling of the past tense of *occur*
- another noun form of the word *method*
- a phrasal verb with *factor* which means 'to include something' when you are doing a calculation
- an idiom with *labour* which means 'to work hard because you enjoy it not because you will receive money for it'

1.4



Use a dictionary to help you choose the words in the box to complete the sentences below. You need to change the form of the words.

correlate ultimate maintain derive legislate authority pursue proportion

- The government are planning to introduce new _____ that will set a minimum wage for all.
- Researchers found a positive _____ between computer access at home and student academic performance.
- Many people spend a great deal of money in the _____ of happiness without ever finding it.
- The school gave me an _____ because I had been absent for 40 days that year.
- The survey found that a _____ number of politicians send their children to private schools.
- Older houses generally require more _____ than more modern houses.
- The students immediately fell quiet when they heard the _____ voice of their principal.
- Botox is a protein which is _____ from live bacteria.

practice UK ˈpræktɪs US ˈpræktɪs /ˈpræktɪs/ noun ACTION

Word Building **Extra Examples**

- 1. (U)** [U] action rather than thought or ideas
It seemed like a good idea before we started, but in practice it was a disaster. Officially, Robert's in charge, but in practice Hannah runs the office. I can't see how your plan is going to work in practice. How do you intend to put these proposals into practice, Mohamed?

SMART thesaurus

practice UK ˈpræktɪs US ˈpræktɪs /ˈpræktɪs/ noun REGULAR ACTIVITY

Extra Examples

- 2. (E)** [C or U] something that is usually or regularly done, often as a habit, tradition or custom
What can European companies learn from Japanese business practices? It's common practice in the States to tip the hairdresser. This is a crucial practice which should be banned immediately. What is standard practice (= what is usually done) in a situation like this? Newspaper editors have agreed a new code of practice on the invasion of privacy.

SMART thesaurus

- 3. make a practice of sth** UK OLD-FASHIONED
to do something regularly
I'll do your washing for you this time, but I'm not going to make a practice of it.

SMART thesaurus

practice UK ˈpræktɪs US ˈpræktɪs /ˈpræktɪs/ noun TRAINING

Extra Examples

- 4. (A)** [C or U] when you do something regularly or repeatedly to improve your skill at doing it
I need to get some more practice before I take my driving test. Are you coming to cricket practice this evening? She's never at home because she spends all her free time at hockey practices. You'll gradually get better at it - it's just a question of practice. I'm a bit out of practice (= I haven't had any recent experience) but I'd love to play. Do you mind if I have a few practice shots before we start the game?

SMART thesaurus

practice UK ˈpræktɪs US ˈpræktɪs /ˈpræktɪs/ noun WORK

- 5. (C)** a job or business which involves a lot of skill or training
a dental/medical/veterinary/legal practice
Our practice is responsible for about five thousand patients. She's decided to leave the Health Service and join a private practice.

Wordlists

2.1 In the following reading passage, three groups of words have been identified by underlining, bold or italics, and the rest are normal type. Read the passage and then match the types of words (1–4) in the key below with a–d.

A recent experiment by Shigeru Watanabe showed that the utterly un-artistic pigeon could be taught to **identify** ‘good’ and ‘bad’ children’s artwork. How was the pigeon able to perform this feat and why should we care that it did?

Step back for a moment and look around your **environment**. Perhaps you’re sitting at a desk, by a table, or near a window. Outside, you might see trees, grass, other people, birds, and flowers. **Despite** the fact that you’re probably receiving only a small amount of **visual** information about many of these stimuli, it seems to be an effortless and unthinking **process** to classify these objects into their respective **categories**. **Categorising** these patterns of **visual** stimulation allows you to make sense of an often **complex** and chaotic world.

It might very well be the case that much of our substantial neural machinery is built to address this **complex** problem of object recognition; **nevertheless**, **identifying** so many different kinds of objects must surely be a difficult **computational task**. After all, we rarely see the same **version** of any of these objects again. Still, the **task** may be simplified by **constraints** on the appearance of these objects. Most birds have beaks and wings; most trees have tall brown trunks and green leafy branches, etc. As well, the trees, flowers, and grass will stay relatively still, **whereas** the birds and people will move in ways that are true to their biological nature.

Remarkably, when pigeons are suitably trained, they too can learn a **variety** of **visual categories**. We train the animals to report these **visual categories** by placing them into an operant conditioning chamber or *Skinner box*, a common **psychological** testing apparatus.

Key

- | | |
|------------------------|---------------------|
| 1 high frequency words | a <u>underlined</u> |
| 2 low frequency words | b bold |
| 3 academic words | c <i>italic</i> |
| 4 technical words | d normal type |

2.2 Look at the passage again and answer these questions.

- Which kind of words are most common?
- Is it important to understand the meaning of the technical words?



Study tip

You can use specific wordlists to help you choose which words to learn. The words from 1.3 come from the *Academic Word List* by Averil Coxhead (Victoria University of Wellington, New Zealand). This list features words commonly used in academic texts, and you may find them in the IELTS Reading and Listening tests. Versions of the list are available online.



Vocabulary note

In 1953, Michael West published a *General Service List* (GSL) of the most frequently used words in English. The list contains over 2,000 headwords.

According to West, anyone who knew the first 2,000 words on his list should be able to understand 80% of a written text. Furthermore, the first 1,000 words represent approximately 77% of a written text and the second 1,000 words make up around 5%.

Some people feel that West’s list is no longer relevant, given its age (it contains words that are no longer in common usage, e.g. *shilling*, and lacks more recent words such as *plastic*, *digital*, *computer*, etc.). However, recent attempts to replicate the list show an agreement of 80%, and the differences are generally concerned with frequency rather than individual words.

In his book *Learning Vocabulary in Another Language*, I.S.P Nation writes: ‘In general, high frequency words are so important that anything that teachers and learners can do to make sure they are learned is worth doing.’

2.3 Look at the extracts (1–5). Decide what the words in *italics* mean based on their context.

- | | | | |
|---|--------------------------------------------------------------------------------------------------|---|--------------------------------------------------------|
| 1 | making <i>pseudoscientific</i> claims which are unsupported by scientific evidence | a | You can compare the word to others in a list. |
| 2 | these products give skin a healthy <i>glow</i> | b | The word can be defined by an adjective. |
| 3 | are more help than <i>hindrance</i> | c | The word may be part of a cause and effect sentence. |
| 4 | pharmacists, doctors and <i>dermatologists</i> | d | You can see if the word is compared with another word. |
| 5 | the use of white lead to cover the face resulted in <i>hallucinations</i> and <i>convulsions</i> | e | The word can be defined by a relative clause. |

2.4 Working out a low frequency word from its context can be done in a number of ways. Match the methods (a–e) with the extracts (1–5).**3.1** There are many ways to learn vocabulary. Tick the methods that you already use.

- 1 Choose words that look familiar first – you may remember them better.
- 2 Choose the words you learn from a list of frequent words.
- 3 Repeat words aloud so you remember the oral as well as visual aspect of the word.
- 4 Use a mind map to link words together into a topic.
- 5 Use a web browser to make a note of how a word is used.
- 6 Ask other students or teachers about the word.
- 7 Practise using the word with native English speakers.
- 8 Look for the words in exam practice materials.
- 9 Use a variety of techniques so you don't get bored.
- 10 Use a system of index cards with a synonym, antonym and translation on the back.
- 11 Use new words as often as possible.
- 12 Use diagrams and pictures to illustrate new vocabulary.
- 13 Use physical actions to help remember the words.
- 14 Play games with words.
- 15 Listen to recordings of words or make them yourself.
- 16 Cover the words you learn and guess them from their synonyms and antonyms.
- 17 Remember whether the word is formal, informal, positive or negative.
- 18 Learn vocabulary in lists of 18 or 36 words and revise them before you learn the next set.
- 19 Read English language newspapers and journals every day.
- 20 Read factual passages on unfamiliar topics.

3.2 Are there any other things you can add to the list of methods in 3.1?

Reading skills

1.1 Read the following extract from a passage and then answer the questions below.

To test the art discrimination abilities of pigeons, Watanabe first asked people to classify children's artwork as either 'good' or 'bad'. The pictures that were consistently classified as 'good' were placed into one group of pictures; those that were consistently classified as 'bad' were placed into a second group. The pigeons in this experiment were taught that pecking at the 'good' set of pictures would *yield* a grain reward, whereas pecking at the 'bad' ones would not do so. In an average of only 22 sessions, all of the pigeons that were so trained learned to *respond* most of the time to 'good' artwork and not to 'bad' artwork.

How had the pigeons done it? Although people might not immediately suspect *this strategy*, one possible way to solve this kind of discrimination task is to simply memorise most or all of the various pictures in each set, paying little attention to the categories themselves.

To test *this possibility*, Watanabe performed a generalisation test, in which new, similarly classified artwork was shown that the birds had never before seen. All of the birds were able to appropriately peck at the new 'good' pictures and to withhold pecking at the new 'bad' pictures. So, simple memorisation is probably not the main *avenue* by which they accomplished this complex visual discrimination.



Test tip

You have 20 minutes to answer 13 or 14 questions on each Reading passage. Divide up your time and practise sticking to a time limit, e.g.

- 3–4 minutes – quickly read the passage and items (this will tell you the gist of the passage and the types of question you need to answer).
- 13–14 minutes to answer each question – if a question is taking longer than a minute, move on to the ones you can answer more easily and come back to it later.
- 3–4 minutes to check difficult questions and to transfer your answers (NB no extra time is given to transfer answers).

- 1 A word can have many meanings. Look at the words in italics in the extract and circle the meaning used in this context.

<i>yield</i> :	agree	produce	bend/break	stop
<i>respond</i> :	react	reply	answer	
<i>avenue</i> :	road	possibility	method	

- 2 Pronouns can give referencing clues. Match the highlighted pronouns in the extract with the following. Two of the pronouns match one word/phrase.

pigeons _____ pictures _____ the experiment _____

- 3 Do the underlined phrases in the extract refer forwards or backwards?

this strategy _____ *this possibility* _____

1.2 A native speaker can read 100 words in 20 seconds. This reading passage has four paragraphs, or sections, of approximately 100 words each. Use a stopwatch and try to read each section in 30 seconds. At the end of 30 seconds, if you haven't finished a section, skip to the start of the next one. Read this passage to answer questions 2.1–2.10.

- A** Thirty years ago, two Hungarian educators, Laslo and Klara Polgar, decided to challenge the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess. They wanted to make a point about the power of education. The Polgars home-schooled their three daughters, and as part of their education, the girls started playing chess with their parents at a very young age. Their systematic training and daily practice paid off. By 2000, all three daughters had been ranked in the top ten female players in the world. The youngest, Judit, had become a grandmaster at the age of 15, breaking the previous record by one month.
- B** To people who have never reached a high level of competition in sport, it may appear that excellence is simply the result of playing daily for many years. However, simply living in a cave doesn't make you a geologist. Not all practice makes perfect. You need a particular kind of practice – deliberate practice – to develop expertise. Deliberate practice entails considerable, specific, and sustained effort. To illustrate this point, let's imagine you are learning to play golf. In the early phases, you try to learn the basic strokes and focus on avoiding embarrassing mistakes such as hitting another player with a ball. You practise with novices like yourself and, in a surprisingly short time, your game improves. You work on your skills and practise until your strokes become automatic. Your golf game is now a social outing, in which you occasionally concentrate on your shots.
- C** However, from this point on, additional time on the golf course will not substantially improve your performance, which may remain at the same level for decades. Why does this happen? You don't improve, because when you are playing a game, you get only a single chance to make a shot from any given location. You don't get to figure out how you can correct mistakes. If you were allowed to take five to ten shots from the exact same location on the course, you would get more feedback on your technique and start to improve your control.
- D** This kind of deliberate practice can be adapted to developing any kind of skill. Deliberate practice involves two kinds of learning: improving the skills you already have and extending the reach and range of your skills. The enormous concentration required to undertake these twin tasks limits the amount of time you can spend doing them. The famous violinist Nathan Milstein wrote: 'Practise as much as you feel you can accomplish with concentration. Once I asked my mentor, Leopold Auer, how many hours I should practise, and he said, 'It really doesn't matter how long. If you practise with your fingers, no amount is enough. If you practise with your head, two hours is plenty.'

Question type 1

Objective items (choose the correct answer, A, B, C, D, etc.)

2.1 MATCHING HEADINGS Choose the best heading for section A.

- i High intelligence does not guarantee success
- ii Disproving a commonly held belief about gender
- iii Establishing a link between success and age



Test tip

Notice that the headings cover the main point of a section and matching information items focus on specific details within a section.

2.2 MATCHING INFORMATION Which section (A–B) contains the following information?

- 1 an explanation of the type of preparation required to succeed
- 2 the specific aim of one particular experiment

2.3 IDENTIFYING INFORMATION Say if the following statements are **TRUE**, **FALSE** or **NOT GIVEN**.

- 1 Laslo Polgar gave up work in order to teach his children.
- 2 Judit Polgar was one month younger than the previous holder of the title of youngest chess grandmaster.

2.4 IDENTIFYING WRITER'S VIEWS/CLAIMS Do the following statements reflect the claims of the writer? Write **YES**, **NO** or **NOT GIVEN**.

- 1 Many people believe that women perform well in tasks requiring spatial thinking.
- 2 The Polgars might have produced the same results with a less punishing training schedule.

2.5 MULTIPLE CHOICE Choose the correct letter, **A**, **B**, **C** or **D**.

- 1 Why does the writer mention geologists in section B?
 - A to illustrate the need for deliberate practice
 - B to represent a broad range of scientific study
 - C to provide an example of a field of study requiring special expertise
 - D to explain why physical ability may be necessary in some areas of science

2.6 MATCHING FEATURES Scan the passage for the people listed in the box below and then match them with the statements (1–2).

- 1 It is the quality rather than the quantity of practice that is the most important.
- 2 Males and females have equal chances of achieving success.

List of people

- A Polgar B Milstein

2.7 MATCHING SENTENCE ENDINGS Choose the best ending for the following sentences.

- 1 When people begin to learn a new skill they may
- 2 If people find it difficult to make any progress they should

- A practise as often and for as long as possible.
 B practise with people of a similar level.
 C change the type of practice they do.



Test tip

Notice that *True / False / Not given* items focus on concrete facts. *Yes / No / Not given* items are based on claims or opinions. The difference between *False / No* and *Not given* is that *False / No* items are the opposite of the information in the passage. *Not given* items are neither true nor false because the information is not included in the passage.



Test tip

For multiple choice items, you may need to choose more than one letter. These items might focus on the way language is used in the passage, the reason a word or phrase is used, or the meaning of one part of the passage or the whole passage.



Test tip

Here, the questions are not in the same order as the passage.



Test tip

Here, the sentence beginnings are in the same order as the information in the passage, but the sentence endings are out of order.

Question type 2

Productive items (choose one or more words from the passage)

2.8 SENTENCE COMPLETION Complete the following sentences with **NO MORE THAN ONE WORD** from the passage.

- 1 When people are learning a new skill, they often practise with other _____.
- 2 Deliberate practice cannot be done for a long period of time because it requires a great deal of _____.

2.9 SHORT ANSWER QUESTIONS Answer the questions with **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

- 1 Where were Laslo and Klara's children educated?
- 2 In what year did the Polgars achieve their aim?

2.10 SUMMARY, NOTE, TABLE, FLOW CHART COMPLETION

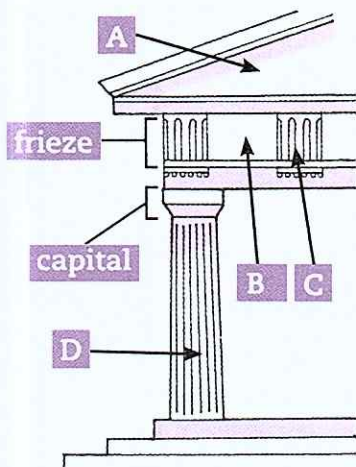
Complete the following notes with no more than **ONE WORD AND/OR A NUMBER** from the passage.

Deliberate practice

- requires a great deal of focused 1 _____ over a long period of time.
- according to Milstein, practising for 2 _____ hours each day may be enough to become an expert.

2.11 DIAGRAM LABELS In some reading passages, you will have to label a diagram. Greek Doric columns are described in the passage below. Write the correct letter, A–E, for each part of the column (1–4).

- | | | | |
|----------|-----|------------|-----|
| 1 metope | ___ | 3 triglyph | ___ |
| 2 shaft | ___ | 4 pediment | ___ |



The Doric order of architecture is very plain, but powerful-looking in its design.

Of the main classical styles found in Greece, Doric columns are the simplest and the capital at the top has two pieces. The tall, vertical shaft of the column has 20 sides and stands directly on the flat pavement of the temple. There is no base in the Doric order. The area above the column is called the frieze. This consists of the metopes and triglyphs. The metope is a plain rectangular element that fills the space between two decorated triglyphs. The triglyphs are thought to represent wooden beam ends. The frieze supports the roof section including the large triangular pediment.



Test tip

For all of the productive item types, pay careful attention to the type of word you need to find (a noun? a number? a date?). You will not score any marks if you write too many words or copy words incorrectly.



Test tip

The following item types are based on concrete facts in the passage and you may need to write a number. Use figures, not words, to avoid making spelling mistakes.



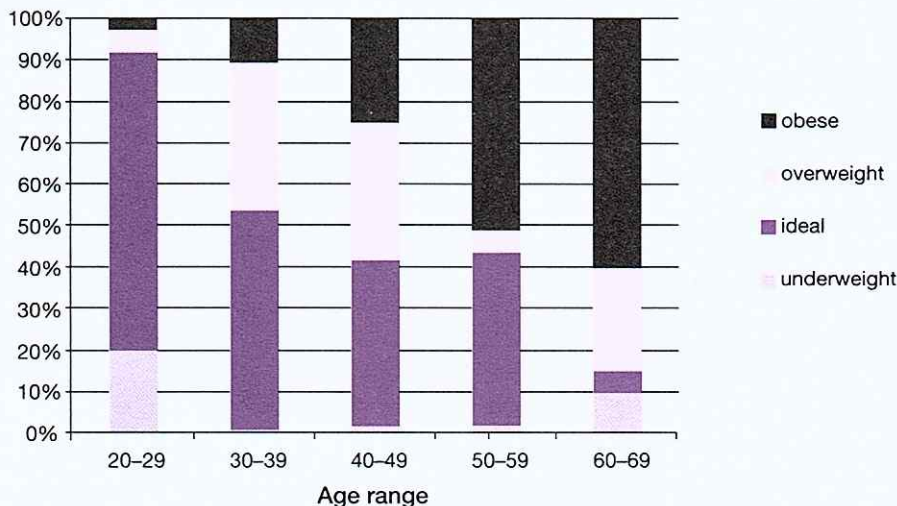
Study tip

When you have answered the questions in this book, look over the passages and study the vocabulary used. Make a note of any words you think are useful. Remember, technical words and low frequency words may not be useful for you to record and learn.

Writing Task 1

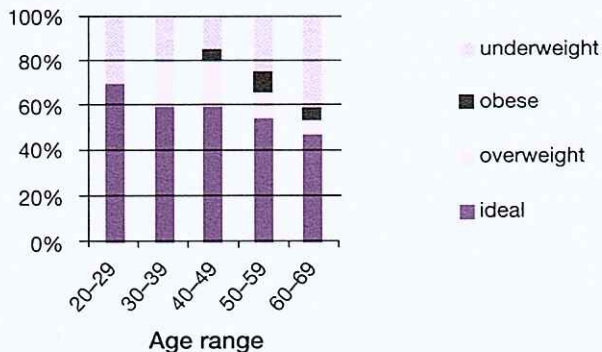
- 1.1 In Writing Task 1, you may be asked to describe facts or figures presented in a chart or graph. Describe the following bar chart. Make sure you include an introduction, overview and all the most noticeable trends. You will have to include all the age groups, all the weight categories, the percentage figures and main trends.

Weight assessment of inhabitants of Newtown 2010



- 1.2 Now look at the bar chart for 1950 and think about how you might describe it.

Weight assessment of inhabitants of Newtown 1950



Error warning



Be careful of the following common errors when describing numbers.

amount and number: *amount* is used with uncountable nouns; *number* is used with countable nouns, e.g. *The chart shows the amount of traffic in the city between 1950 and 2000.* NOT *number of traffic*

per cent and percentage: *per cent* is always used with a number; *percentage* is used on its own without a number, e.g. *The chart shows the percentage of females enrolled in tertiary education.* NOT *the per-cent of females.* According to the graph, *five per cent* of all government spending was on education. NOT *five percentage*

1.3 In Writing Task 1, you may be asked to describe one chart or compare two. Read the model answer below, which refers to the charts in 1.1 and 1.2. Choose the correct alternative for each gap.

The charts provide an analysis of the weight issues among the residents of the town of Newtown in 1950 and in 2010.

In 1950, the youngest age group had the smallest ¹number / amount of weight issues, with more than 70% of 20–29-year-olds being assessed as having a healthy weight. In the same year, excess weight was only a significant problem among 40–49-year-olds, 20–30% of whom were classified as either overweight or obese. In fact, being underweight was a more significant problem, affecting more than twenty ²per cent / percentage of each age group, and the elderly in particular, with 40% of the over 60s being classified as underweight.

In stark contrast to this, ³for / in 2010, being underweight was only a problem among 20–29-year olds, with 20% obtaining this diagnosis, and the number of underweight elderly people had fallen ⁴by / to 10%. The charts clearly show that, in modern times, obesity poses a considerable problem from the age of 30 upwards. In fact, there was a ⁵steadily / steady increase in this problem in almost every age group over 29 until the age of 60, when the vast majority are considered to have an unhealthy weight. It is important to note that, by the age of 60, less than 50% of each age group was considered to have a perfect weight by the year 2010. This is a fall ⁶in / of 10% compared ⁷of / to the same age group in 1950.

When ⁸compared / comparing the two years, it is clear that there has been a significant increase ⁹in / of the number of obese people in Newtown, and there was a general drop ¹⁰of / in the number of underweight people between 1950 and 2010.

! Error warning

Be careful of the following common errors when describing changes in numbers.

There was an **increase of 20%** between 1950 and 2010. NOT **an increase in 20%**

There was an **increase in obesity** between 1950 and 2010. NOT **increase of obesity**

2.1 You may need to describe how a process works using a diagram, or describe a map or plan. Study the following question.

The plans show proposed changes to a university art gallery.

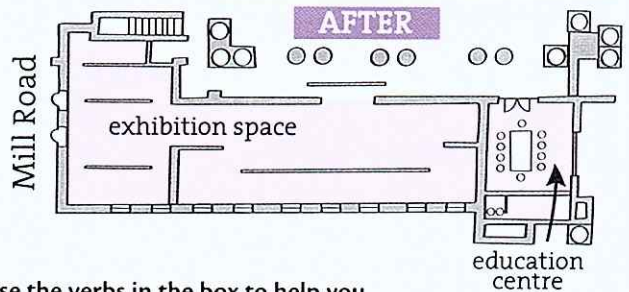
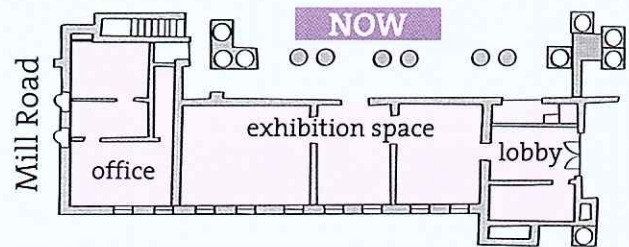
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

2.2 The words in the box can be used to describe the diagrams in 2.1. Decide if they mean *now* or *after*.

proposed current future existing planned
expected at present anticipated prospective

2.3 Now write your answer to the question in 2.1. Use the verbs in the box to help you.

enlarge widen divide replace move convert relocate
demolish renovate extend develop modify



Writing Task 2

- 3.1** Look at the Writing test question and at the ideas below and decide whether they are an advantage, a disadvantage or completely irrelevant to the question.

Tourism has increased so much over the last 50 years that it is having a mainly negative impact on local inhabitants and the environment. However, others claim that it is good for the economy.

Discuss the advantages and disadvantages of tourism and give your own opinion.

environmental damage
 climate change
 expenses associated with travel
 local people have more money to spend
 graffiti or littering
 infrastructure improves
 erosion from water sports
 boost to the economy
 places I would like to visit
 erosion of local culture and customs
 increased jobs
 damage to historical monuments
 local government may have more money to spend on environment



Test tip

Writing Task 2 is worth more marks than Writing Task 1 so it's important to allow a full 40 minutes of your total exam time to work on Writing Task 2. You will lose marks if either task is too short.

Consider your own writing. Which of the descriptions on page 123 do you think matches your level? Look at the level you are aiming for and pay particular attention to the words in bold.



Error warning



The top 11 most common spelling mistakes for candidates in Band Score 6 and above are:

government; environment; their; different; believe; percentage; society; until; which; nowadays; definitely.

All of these are high frequency words in the IELTS test.

- 3.2** Once you have decided which ideas to include, you need to organise and link them so that the meaning is clear and the message is easy to follow. Choose the correct alternative to complete these sentences.

- 1 *Although / Despite / However* there are clear benefits of tourism, there are also several drawbacks.
- 2 *Although / Despite / However* the fact that tourism has clear benefits, there are also several drawbacks.
- 3 Tourism clearly has many benefits. *Although / Despite / However*, it also has considerable drawbacks.
- 4 Several important historical monuments are showing signs of damage *because of / because* the thoughtless acts of tourists.
- 5 Several important historical monuments are showing damage *because of / because* tourists have behaved irresponsibly.
- 6 The government could try to introduce *a / the* system which limits the number of tourists allowed into an area.
- 7 Additional facilities such as *the / –* extra buses could be provided during the tourist season.

3.3 Look at the three introductions to different candidate responses to the Writing Task 2 question in 3.1. Which of the scripts ...

- | | |
|-----------------------------------|--------------------------------------------|
| 1 sounds natural? | 3 has a few careless spelling mistakes? |
| 2 copies words from the question? | 4 has occasional errors in word formation? |

Script	Band
A Nowadays the majority of people go abroad for trip. Following this, International tourism has impacted huge financial profit to a lot of popular places. In this essay, I shall discuss how the tourism effect to local inhabitants and the enviroment and examine the advantages of tourism and the disadvantages.	
B Aviation technology has been developing dramaticaly, with the result that tourism has been enormously popular in developed and developping countries. Nevertheless, this issue of whether international tourism is beneficial for our quality of life, especially local inhabitants and the environment, has become a matter of debate. In my opinion, it is definitely a beneficial impact of there life and environment for the three main areas.	
C Whether or not tourist places benefit from international tourism is a debatable issue. Some might say that economic benefits for locals are huge, and that is actually the only thing that counts, while others will say that during the tourist season all tourist destinations are overcrowded, therefore is it almost impossible to live normal every-day life there. This two groups are obviously extremis. So, in my opinion, the real truth is somewhere in the middle.	

3.4 Correct as many mistakes as you can find in the introductions in 3.3.

3.5 Look at the IELTS Band Scores awarded for lexical resource. Decide what score you think each introduction in 3.3 would be awarded.

Band	Lexical resource
9	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation
7	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation
6	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication
5	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader

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3.6 Now write a full answer to Writing Task 2 in 3.1.

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IELTS Listening

Part 1 and 2, Part 3 and 4

Part 1 and 2

1.1 In Part 1 and 2 you may need to write numbers or names that are spelt out for you. Practise saying the following numbers.

- | | | | | | |
|---|----|----|---|------------------|------------------|
| a | 15 | 50 | f | 21 st | 23 rd |
| b | 32 | 42 | g | 22 nd | 27 th |
| c | 65 | 55 | h | 31 st | 34 th |
| d | 13 | 30 | i | 26 | 26 th |
| e | 18 | 80 | j | 40 th | 14 th |

1.2 ▶ 39 Listen and circle the number that you hear.

1.3 ▶ 40 Listen and complete the sentences with **NO MORE THAN THREE WORDS AND/OR A NUMBER**.

- Peter lives at _____, Hamilton.
- The best number to call Mrs Smith on is _____.
- The guests should go to the _____ restaurant for a full breakfast.

2.1 ▶ 41 Listen and match the ideas in A–E with the ideas that you hear (1–5).

- | | | | |
|---|------------------------------------|---|-----|
| A | You need to be physically fit. | 1 | ___ |
| B | It's not a very suitable location. | 2 | ___ |
| C | The views are lovely. | 3 | ___ |
| D | The train services are good. | 4 | ___ |
| E | You can work any time. | 5 | ___ |

2.2 Match the headings (1–7) with the correct word or phrase (a–g).

- | | | | |
|---|----------------|---|-------------|
| 1 | Accommodation | a | saves money |
| 2 | Occupation | b | ferry |
| 3 | Problems | c | plumber |
| 4 | Facilities | d | library |
| 5 | Hobbies | e | caravan |
| 6 | Transportation | f | disease |
| 7 | Advantages | g | sewing |



Test tip

Because you will hear each section once only you need to listen carefully to all parts of the test. Don't lose careless marks in Part 1 and 2. If you are asked to write a word, listen to whether there is an 's' at the end. Make sure you take the word from the recording. You won't need to change the words.



Test tip

Notes completion or table completion items have headings that help you identify the type of word or information you need to listen for.

Part 3 and 4

3.1 In Part 3 and 4, you will be asked to process or interpret information based on academic topics. Match the words from the *Academic Wordlist* (1–10) with the correct synonym (a–j). Use a dictionary to help you if necessary.

- | | |
|----------------|--------------|
| 1 analyse | a importance |
| 2 approach | b translate |
| 3 evidence | c change |
| 4 percentage | d idea |
| 5 interpret | e guess |
| 6 vary | f proportion |
| 7 response | g method |
| 8 theory | h proof |
| 9 significance | i answer |
| 10 estimate | j study |



Test tip

Remember the questions will all be in the same order as the information in the recording. Use the information on the question paper to help you follow the talk or conversation. Use the time you are given between each section to prepare for the next section.

3.2 Context is important because many words can have more than one meaning. Listen and circle the synonym of the words in bold that match the context that you hear.

- | | | |
|---------------------|-----------|-------------|
| 1 APPROACH | come near | method |
| 2 FIELD | land | discipline |
| 3 FASHION | clothes | manufacture |
| 4 INTERPRET | translate | explain |
| 5 ILLUSTRATE | show | draw |
| 6 POSE | pretend | cause |
| 7 SPHERE | ball | area |

4.1 In the Listening test, you may be asked to match possible answers with the questions. Look at the question below. Before you listen, underline key words that you will need to listen out for.

Listen to two students discussing animal psychology. Choose three answers from the box and write the correct letter (A–F) next to questions 1–3.

- 1 Elephants
- 2 Capuchin monkeys
- 3 Scrub jays

- | | |
|----------|----------------------------|
| A | can only perform tricks |
| B | could open their enclosure |
| C | are able to plan ahead |
| D | are able to use tools |
| E | show self-awareness |
| F | are able to show emotions |

4.2 Match the nouns in the box with their synonyms in italics from the conversation in 4.1.

contradicts prove shown doubtful measure results ability decide awareness

- 1 Did you see the *findings* on the elephants at the Bronx Zoo?
- 2 The research team were able to *establish* that the animals knew they were looking at their own image.
- 3 No other animal apart from humans has *demonstrated* that kind of *consciousness*.
- 4 A lot of people are still *sceptical* about animal intelligence.
- 5 Well, the monkey case study certainly *disproves* that theory!
- 6 They can also *gauge* how long they can keep the food.
- 7 So, it basically has a planning *capability*.
- 8 It's amazing to think an animal can *determine* its potential food supply like that, isn't it?


4.3 The following words are common in the academic contexts in Listening Part 3. Match the words (1–10) with the definitions (a–j).

- | | |
|----------------|----------------------------------------------------------------------|
| 1 assignment | a a detailed account of the development of a person, group or thing |
| 2 journal | b a period of study involving a small group |
| 3 presentation | c practical activities done outside of your school |
| 4 dissertation | d the buildings of a college or university and the surrounding land |
| 5 tutorial | e a task or piece of work students are asked to complete |
| 6 study | f a university teacher who works with one student or a small group |
| 7 fieldwork | g a formal talk giving information about something |
| 8 campus | h a long piece of writing on a particular subject |
| 9 case study | i a specialist magazine |
| 10 tutor | j the examination of a subject in detail to discover new information |

4.4 Use a word from 4.3 to complete the following sentences.

- 1 The _____ is only to write a brief summary but it's taking forever and it's due in on Friday!
- 2 This is the main university _____, which boasts superb facilities.
- 3 By the end of this week you should have booked a half-hour _____ to discuss your progress.
- 4 I usually dread having to give any kind of _____ but I'm pretty well-prepared for this one.
- 5 If you refer to an extract from a particular _____ or periodical, you'll need to put that in the bibliography, too.
- 6 It's a Swedish _____ published in the *Scandinavian Science Quarterly*.
- 7 Professor Atkins is the course _____ and lecturer in physical chemistry.
- 8 We conducted extensive, topographical _____ in the region.

4.5 43 Listen to the recording again. Which words from 4.3 are used by the students?


5.1  **44** In Part 4, you may be asked to complete a set of notes. Listen and complete the notes below with **NO MORE THAN ONE WORD** for each answer.

Animal intelligence


Previous studies
 2001 Monkeys and their use of 1 _____
 2007 Birds and their ability to 2 _____

Challenges
 i) Need to have the animals' 3 _____
 ii) Expense: need for extra staff
 iii) Facilities: need for extra 4 _____

Current study
 Elephants at the Bronx Zoo

 **Test tip**

For notes completion items, use the headings and the other information on your question paper to help guide you through the task.

5.2  Match the words from the recording (1–10) with the correct meaning (a–j). Use a dictionary to help you if necessary.

- | | |
|-----------------|--------------------|
| 1 conduct | a task |
| 2 a stir | b excitement |
| 3 spur on | c carry out |
| 4 expand | d help |
| 5 peculiar | e time-consuming |
| 6 prolonged | f specific |
| 7 supplementary | g additional |
| 8 assist | h increase in size |
| 9 arduous | i encourage |
| 10 chore | j difficult |

5.3 Each time before you listen, use the time you are given to read the questions to predict the topic. Look at the extract below from Unit 1 Test practice and say if the talk will be about

- A ways of assessing intelligence
- B subjects you should study
- C how to be a better student
- D educational methods

- Other intelligences are not generally included because they are too 5

Uses in education

- Adapt activities to suit the type of student you are, e.g.
- a kinaesthetic type learner will not learn well from a 6 – they would learn better from taking part in a 7
- visual learners could create their own 8

Part 1

1.1 In Part 1 of the Speaking test, you will be asked a series of questions about yourself. Look at these questions and think about how you would answer them.

- 1 How often do you go to the cinema?
- 2 How do you usually spend your weekends?
- 3 What did you do last weekend?
- 4 Are you planning to visit anywhere special soon?
- 5 What job would you like to do in the future?

1.2 In the Speaking test, the score is based on four areas: fluency and cohesion (how well ideas are linked together), lexical resource (vocabulary and phrases), grammar and pronunciation. Read the summary of what a candidate should achieve in 'fluency and cohesion' and 'lexical resource' to achieve the following Band Scores.

6	7	8
<ul style="list-style-type: none"> • is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately • has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully • uses a range of pronunciation features with mixed control • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times 	<ul style="list-style-type: none"> • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility • uses lexical resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively • shows all the positive features of Band Score 6 and some, but not all, of the positive features of Band Score 8 	<ul style="list-style-type: none"> • speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively • produces a majority of error-free sentences with only very occasional inappropriacies or errors • uses a wide range of pronunciation features • is easy to understand throughout



Test tip

When you enter the test room, remember to smile and act confidently. Like all interviews, the first impression you make is extremely important. First, the examiner will ask for details about your identity for security reasons. The test starts when the examiner says: 'Now, in this first part, I'd like to ask you some questions about yourself.'

1.3 Which band do you think describes the following extracts? Which extract would be below band 6? Why? NB Pronunciation and grammar will also be taken into consideration for a final Band Score.

1 I usually go to shopping and I see my family and I see my friends and I go to work.

2 Erm, let me see, yes, actually, I'm planning on visiting my uncle and his family in Canada. I haven't seen them for about three years now, so I'm really looking forward to do it. He's working in a, as a, well, a type of accountant, in a large multinational accountancy firm. I'm not really sure how to explain it in English, but he's a very important man for his company. He's quite high up and my family is very proud of his achievements.

3 Well, on Saturdays I would normally get up quite early and doing some exercise, because I'm a bit of a fitness fanatic. Then, after that, I just try to relax as much as I can. I think it's important to relax because relaxing is good for the body and it also helps me studying better during the week.

1.4 Which band do you think describes your level? What about the level you would like to be? Correct any mistakes you can find in the three extracts in 1.3 and think about what you need to do to improve answers 1, 2 and 3.

2.1 PRONUNCIATION The phonemic chart can help you practise difficult sounds. Look at the chart and make a note of the vowel sounds that don't exist in your own language. These are the ones you will need to practise the most.

ɪ: READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	i FORTY
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW



Study tip

Use the recording scripts and recordings to help you improve your intonation, stress and pronunciation. Play the recording at a low volume but loud enough for you to hear. Try to keep pace with the recording as you read the script out loud and copy the stress patterns and intonation as much as possible.

2.2 PRONUNCIATION Write the words in the box under the correct symbol in the chart below, according to the way the underlined vowels are pronounced.

happy stop explode love year soil third deny shoe pair can't paint heal you're
butcher found women succeed talk health hand

ɪ:	ɪ	ʊ	u:	ɪə	eɪ	i
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ

Part 2

3.1 In Part 2 of the Speaking test, you will be asked to talk about a topic for about two minutes. You are given time to make notes beforehand. Look at the following question and then write notes in the correct parts of the mind map.

Describe a person who has greatly influenced you in your life.

how we know each other

where and how we met

why they are special

You should say:

- how you know them
- where or how you first met them
- what is special about them

and explain how this person has influenced you so much.

how they have influenced me

Person who has influenced me

special qualities

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes if you wish.

3.2 The way that you link your ideas is as important in the Speaking test as it is in the Writing test. Look at the following answer to the question in 3.1 and complete it with the words and phrases in the box.

What I mean is But in spite of all of that So, I would say that's
Because of that That's because When it comes to On top of that that's the reason

When I think about a person who has influenced me a great deal in my life, the first person who comes to mind is my grandfather. ¹_____, when he was young, he had a really hard life. His family had to work very hard and they didn't have a lot of money. So they couldn't afford for him to go to school, and when he was only 14, he had to go to work in the family business. ²_____, his own father became very ill so he and his mother had to work extremely hard to make enough money to keep his family together. ³_____, whenever I think of my grandfather, I think of a man who is always happy and smiling. I think ⁴_____ what makes him special – his outlook on life is always so positive. ⁵_____ the way that he's influenced me, I think he's made me a calmer person. ⁶_____, he helped me to see that you can achieve a lot just by persevering and getting on with whatever task needs to be done. You see, my grandfather used to look after me when I was very small and he would build things with me. But I was very impatient and if we didn't get it finished quickly, I would become very angry. But my grandfather taught me to relax and enjoy the work and to not always be in a hurry to get it finished. ⁷_____, I learned to slow down. And I'm sure ⁸_____ why I enjoy my work and my studies now. ⁹_____ he has been a very big influence in my life so far.

3.3 Look at some of the following ways of keeping talking. Then, if possible, record yourself giving your talk to answer the question in 3.1. Try to use some of the words in your notes and in the box above.

Hmm, I'm not really sure about ...,
but I think ...

Well, I suppose if I had to choose
one thing, it would be ...

Well, I haven't really thought about this
very much, but ...

Part 3

4.1 In Part 3, the final part of the Speaking test, you will have more opportunities to show your higher-level vocabulary and especially to show that you can use your 'lexical resource flexibly to discuss a variety of topics'. Look at the following beginnings of answers and match each one with the most appropriate question below.

A

Well, I think you only have to look at the mountains of rubbish we throw away each day and each year to see the biggest problem.

B

That may be true to a certain extent, but I don't think it's true for everybody.

D

I'm not so sure about that – maybe the reverse will be true. What I mean is, if the population is ageing, and our cities become too crowded, maybe people will start to move out of the cities instead of into them.

F

Well, I think they used to be, but nowadays there are so many other sources that are more immediate that it's difficult to say.

H

I don't think they exist any more, do they? Actually, no, that's not true. My last neighbour was extremely friendly and helpful.

- 1 In what way do you think advances in our scientific knowledge will change our lives in the future?
- 2 In your opinion, what makes a good neighbour?
- 3 Some people think we are too influenced by celebrities these days. What's your opinion?
- 4 Are newspapers the best source of news?
- 5 Some people believe that in the future, everyone will live in cities. Do you agree?
- 6 What negative effects does our consumer society have on our life?
- 7 Is progress always a good thing?
- 8 Do you agree that workers would like the retirement age to be lowered?

4.2 Now try to answer the questions. Give as long and full an answer as you can. If possible, record your answers and then listen to them carefully. Can you improve your answers?

**Test tip**

Part 3 is designed to show how well you can answer less personal questions. Avoid talking about yourself. It is better to use examples that are currently in the news or compare what happens in your country to what happens in other countries or regions. A well-structured answer with causes, results, reasons, examples and opinions will help you speak for longer and make a much better impression on the examiner.

C

That's true, I suppose. I mean, just look at how popular gossip columns are.

E

Well, I think it depends on what you mean by progress. Do you mean technological progress or progress in terms of the way we live?

G

Hmm, that's an interesting question. I think many of the things we've achieved are positive – for example, the medical advances we've made. But on the other hand ...

Test five (Units 21–25)

- 1 I like to work through a list of words rather than just study random vocabulary.
A phonemic B important C frequent D idiom
- 2 A dictionary is more suitable for elementary level students than advanced students.
A monolingual B multilingual C linguistic D bilingual
- 3 In a Reading text, you may be able to work out the meaning of a word from its
A spelling B position C context D opposite
- 4 IELTS Reading and Listening questions often feature of the words in the text.
A synonyms B homonyms C acronyms D antonyms
- 5 A good dictionary will tell you if a word is and so may cause offence.
A typical B taboo C topical D tactful
- 6 The workers were given an to return to work by the end of the day or they would be sacked.
A ultimatum B ultimate C ultimata D untilmatum
- 7 It's important to 'speed read' a text before answering any questions to get the of the topic.
A gist B understanding C meaning D context
- 8 When reading a text, remember that some words may backwards to something mentioned earlier in the text.
A reference B lead C infer D refer
- 9 New technology has opened up a new of research.
A road B drive C possibility D avenue
- 10, no one in the audience noticed when the heel of my shoe fell off.
A Surreptitiously B Surprisingly C Supremely D Shockingly
- 11 Although he was only a, he realised the change was a significant one and notified his supervisor.
A mentor B member C novice D expert
- 12 It's important to new words if you want to widen your vocabulary.
A realise B practise C expertise D exercise
- 13 Almost of the people involved in the study had completed tertiary education.
A all B majority C every D each
- 14 The chart shows the of traffic on the roads in 1900 and in 2000.
A number B figure C amount D percent
- 15 There was a dramatic increase the number of female students from 1965 onwards.
A of B by C in D for

- 16 In to the number of female students, the number of male students remained steady throughout this period.
A compared **B** comparison **C** comparing **D** compare
- 17 the drawbacks of this method, it is by far the most economical approach to take.
A Although **B** However **C** Consequently **D** Despite
- 18 This is by far the most economical method, there are certain drawbacks.
A although **B** even **C** despite **D** in spite of
- 19 Next week we have to give a on this topic to the class.
A presentation **B** project **C** assignment **D** thesis
- 20 You will hear a about some recent research into climate change.
A lecturer **B** lecture **C** tutorial **D** tutor
- 21 I chose this course because of the I find it much more interesting than being stuck in a lecture theatre.
A study **B** theory **C** thesis **D** fieldwork
- 22 It's important to understand the for the accident if we want to prevent this from happening again.
A actions **B** consequences **C** reasons **D** results
- 23 We really need to adopt a new to the problem.
A approach **B** discussion **C** tackle **D** method
- 24 She's an expert in her and advises the government on policy.
A field **B** activity **C** interest **D** land
- 25 We currently lack the to predict where an earthquake will strike.
A capability **B** enablement **C** possibility **D** manner
- 26 Finding a number of coins allowed us to the approximate age of the site.
A control **B** score **C** determine **D** discriminate
- 27 What I by that is, we are more aware now of the harmful effects that smoking can have on everyone around you.
A say **B** mean **C** state **D** mind
- 28 The word worse rhymes with the word
A talks **B** force **C** rocks **D** purse
- 29 I think my father's attitude to work me a great deal.
A learned **B** influenced **C** impacted **D** effected
- 30 In the Speaking and Writing tests, you will be penalised if you use too much
A range **B** flexibility **C** paraphrase **D** repetition

Answer key

Unit 1

1.2

- 1 neighbour; eccentric
- 2 friend; clumsy; cheerful
- 3 colleague/team-mate/co-worker; indecisive

1.3

Positive qualities	Negative qualities
assertive	anxious
charming	apprehensive
cheerful	clumsy
self-confident	cynical
sensible	egotistical
tactful	gullible
well-liked	self-conscious

1.4

self-absorbed, self-assured, self-centred, self-confident, self-congratulatory, self-deprecating, self-important, self-reliant

well-adjusted, well-behaved, well-bred, well-brought-up, well-dressed, well-educated, well-informed, well-mannered, well-rounded

1.5

inconsiderate, insensitive, indecisive, impatient, unreliable

2.2

- 1 personality 2 characteristics 3 character
- 4 personalities 5 characteristics

3.1

- 1 False (*It found that adolescents saw being popular and being well-liked as two very different things*)
- 2 False (*young people may not see popularity as a desirable trait*)
- 3 True (*having an attitude of superiority*)
- 4 True (*disrupting the classroom*)
- 5 False (*This was contrasted with well-liked students, who were much less likely to belong to groups of well-liked peers*)
- 6 True (*being popular is about the group that you fit into, whereas being well-liked is about the individual person's inherent characteristics*)
- 7 Not given (We are not told whether a single student has more power than the others.)

3.2

- 1 young people = adolescents/teenagers
- 2 wish they were popular = see popularity as a desirable trait
- 3 look down on = having an attitude of superiority
- 4 prevent others from learning = disrupting the classroom
- 5 tend to = (be) likely to; others = peers
- 6 true character = inherent characteristics
- 7 thought to = perceived to

Test practice

- 1 personality 2 logical 3 movement
- 4 feelings 5 complex 6 academics 7 discussion
- 8 poster/s 9 diagram 10 demonstration

Unit 2

1.2

Speaker 1: question 1
Speaker 2: question 4

1.3

(Speaker 1) spare time, last an eternity, drags on (and on), (went on for) ages, had so much time on my hands, in next to no time, time seems to speed up, it just goes so fast, there aren't enough hours in the day, pressed for time (Speaker 2) the past is another country, for hours and hours at a time, time passes in the blink of an eye, make the most of every moment of it (time), an instant (ago), have the time of their life, brief, fleeting

2.1

The past: retrospect, bygone, preceding
The present: contemporary, immediate, current, topical, status quo

2.2

- 1 bygone 2 contemporary/current/topical
- 3 status quo 4 immediate 5 retrospect
- 6 current/topical 7 preceding 8 current

3.1

- 1 pioneers 2 (ancient) villages
- 3 (ancient/prehistoric) fires 4 sites
- 5 historic places 6 antiques 7 excavate
- 8 artefacts

3.2

- times = era
- societies = civilisations
- lived = dwelt
- remains = remnants
- hidden under = buried beneath
- but = however
- produced = yielded
- finds = discoveries
- official list = register
- very important = vital
- kept safe = conserve(d)
- totally = fully
- find = uncover

4.1

large	small
enormous total dramatic	minute modest gradual
complete immense	minor infinitesimal
profound extraordinary	moderate slight
sweeping tremendous	
drastic major huge	

4.2

- Synonyms of *change*: 1 transition 2 reversal 3 shift
 4 improvement; transformation 5 evolution
 6 movement
 1 smooth
 2 abrupt/sudden/rapid
 3 temporary
 4 gradual (*smooth* does not collocate with *improvement*)
 5 turbulent
 6 gradual

4.3

See 4.5

4.4

increase gradually, rise steadily, fall slightly, differ markedly /
 be markedly different, level out temporarily, rise very slightly

4.5

- 1 period 2 and 3 trend 4 steady 5 remained
 6 periodic 7 steadily 8 temporarily 9 from 10 by

Test practice

- 1 F (*Elizabeth Barber ... has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal.*)

- 2 B (*according to Lambert, in some cases ancient textiles survived well because they'd spent centuries in arid, freezing or low-oxygen environments*)
 3 C (*chemical analysis ... can reveal ... how the yarns were made, what weaving techniques were employed and what dyes or pigments were used to ... notes Kathryn Jakes*)
 4 A (*What I love most is being able ... to improve access to the past based on very tiny pieces of evidence ... says Good*)
 5 E (*Penelope Drooker ... Evidence from tools and weapons can lead to skewed interpretations of past life, she says.*)
 6 A (*Scholars held that any silk dating from 2400 to 700 B.C. was carried afar on trade routes from China. But our work is now calling that assumption into question ... Now it looks like some of the silk industry outside China was earlier than thought and more widespread,' Good says.*)
 7 Yes (*The amino acids present ... vary in different species of moths and therefore provide clues as to where the silk was made.*)
 8 No (*Much of the insight is coming from minuscule samples of textiles, ... Until recently, these remains were usually overlooked*)
 9 Not given (*Lambert says that 'Most cloth and other fibre goods degrade over time and eventually disappear'. And that, 'in some cases ancient textiles survived well' but there is no information given about predicting how long the materials will last.*)
 10 No (*Jakes says, because caches of those seeds have been recovered ... although the plants have no known dietary use.*)
 11 Not given (*there is no information about whether the experiment has been carried out before*)
 12 No (*scholars had assumed that ancient people used relatively simple and inexpensive methods ... Evershed's findings call that assumption into question.*)
 13 Yes (*As sophisticated techniques of analysis have revealed more detailed information about ancient textiles, scholars have been rethinking ideas about the early development of skills such as spinning and weaving.*)

Unit 3

1.2

Topics mentioned: social media (blog, social media), clothes (through what they wear), car

1.3

blend in with (e.g. everyone), fit in with (e.g. everyone) = be the same as

1.4

- 1 join in 2 stand out from; fit in with / blend in with
- 3 break away from / drop out of / opt out of
- 4 drop out of / opt out of 5 fit in with / blend in with

2.1

- 1 C 2 F 3 D 4 B 5 A

2.2

- tolerant attitude = open-minded approach
- harmful to society = anti-social
- approved of by society = socially acceptable

2.3

- 1 influential 2 segment 3 flaunt
- 4 skewed 5 suburban 6 status

3.1

- 1 ✓ 2 ✓ 3 ✓ 4 X 5 ✓ 6 ✓ 7 ✓ 8 X

3.2

- 1 conform = behave according to our accepted standards
peaceful = harmonious
- 2 obey = observe; social customs = social mores
- 3 conventional = conservative; traditions = heritage
- 4 traditional ways = customs
- 5 what is normal = the norm
- 6 different from the group = unconventional
- 7 an alternative social group = a counter-culture; rebel
against the traditional way of life = shun mainstream
values
- 8 usual = standard

4

- 1 decline 2 member 3 behaviour
- 4 interaction 5 Minority 6 pressure

5.1

- 1 censored = /s/ censured = /ʃ/
- 2 coarsen = /s/ caution = /ʃ/
- 3 censure = /ʃ/ sensor = /s/
- 4 partial = /ʃ/ parcel = /s/
- 5 seek = /s/ chic = /ʃ/
- 6 chauffeur = /ʃ/ sofa = /s/
- 7 furnish = /ʃ/ furnace = /s/
- 8 subtle = /s/ shuttle = /ʃ/
- 9 crust = /s/ crushed = /ʃ/
- 10 sealed = /s/ shield = /ʃ/
- 11 rust = /s/ rushed = /ʃ/
- 12 sip = /s/ ship = /ʃ/

5.2

- 1 censured 2 coarsen 3 sensor 4 partial 5 seek
- 6 sofa 7 furnace 8 shuttle 9 crushed 10 shield
- 11 rust 12 sip

Test practice

Model answer

The chart gives information about the proportion of Australian residents who visited four different places in their leisure time in 2010. These residents are organised into three categories, namely, people born in Australia, and new migrants from both English-speaking and non-English-speaking countries. Overall, it is clear that the cinema is the most visited of these places, and the theatre is the least popular with all groups.

For the two native English-speaking groups, visiting the cinema is by far the most popular activity, with 70% of non-migrants and 65% of English-speaking migrants choosing to do this. Although half of migrants from non-English-speaking countries watch films, 5% more choose the library instead, while approximately 38–40% of the other two groups would choose to do this in their free time.

Australian zoos are visited most by English-speaking migrants, with half of them choosing this activity compared to just over 40% of those born in Australia and approximately 35% of the migrants born where English is not widely spoken. The theatre is visited by the smallest numbers of all residents, with only 10% of non-English-speaking migrants choosing to see a play. Although twice as many of the other two groups are theatre-goers, their numbers remain below 25%.

Unit 4

1.1

- 1 Some common chemical elements you should know are: oxygen, carbon, hydrogen and nitrogen.
- 2 A chemist or a chemical engineer studies or works with chemicals.
- 3 Some common household products which contain potentially harmful chemicals are: bleach, detergent, antifreeze, air fresheners, shampoo, paint, hair colouring and batteries.
- 4 H₂O is the chemical formula for water. It means water consists of two hydrogen atoms and one oxygen atom.
- 5 Farmers use pesticides and herbicides to kill pests and weeds. They use fertilisers (like nitrogen, phosphorus and potassium) to promote plant growth.

1.2

Across

- 1 PHARMACEUTICALS 5 CARBON 6 CO₂
 7 REACTION 10 FERTILISER 12 ABSORB
 15 BLEACH 16 TOXIC 17 SUBSTANCE
 18 EMISSION 19 PETROCHEMICALS

Down

- 2 ADDITIVES 3 CFCS 4 EFFECT
 6 CONTAMINATION 8 ORGANIC 9 PLASTICS
 11 PESTICIDES 13 GREENHOUSE 14 RADIATION

2.2

- 1 a mixture of carbon and hydrogen
 2 something that can act like a metal
 3 a commonly told story not based on fact
 4 the amount of medicine you should take
 5 a chemical that combines two or more elements

2.3

- 1 (the) food chain 2 pesticides 3 (an) urban myth
 4 (the) dosage 5 (the immense) cost

2.4

- 1 polluted location = contaminated site; through = via;
 come into contact with = exposure can take place
 2 what we eat = the food we consume
 3 the idea = the notion
 4 toxic = poisonous
 5 examining = analysing/assessing; potential
 consequences = possible interactions

3

- 1 protein/s 2 blood 3 infection 4 compounds
 5 alternative 6 dosage 7 side effects 8 pure
 9 absorb 10 capsule 11 bacteria 12 Medical staff
 13 natural remedies

4.1

- 1 absolutely/completely 2 extremely
 3 highly/extremely 4 highly/extremely
 5 extremely 6 slightly

4.2

Suggested answers

highly	absolutely	extremely
probable	essential	probable
skilled	terrible	anxious
valued	necessary	addictive
addictive	crucial	controversial
unusual	useless	disappointing
recommended	vital	overweight
educated	awful	difficult
		unusual

Test practice

- 1 C (*we really thought it would take a while ... but we've been overwhelmed ... Even in the first week...we were almost at capacity.*)
 2 B (*a lot of that is driven by the 18 to 20-year-old age group. I'd say they make up the majority of our visitors right now*)
 3 A (*but even better than that, we're right on the river, which you can see from almost every window as well as from the rooftop café*)
 4 B (*that's on our YouTube channel ... anyone who visits the Science centre this month will automatically be given a link and a special code to use online*)
 5 G (*people need a bit of time at each one, so I'd plan to get there before 11 if you don't want to have to rush through*)
 6 F (*but we do ask parents to supervise their children, just because it can get a bit boisterous in there!*)
 7 B (*You put on a protective suit ... anyone can get to be an astronaut for the day*)
 8 A (*there is a small fee to cover the materials*)
 9 I (*It's a really serene experience*)
 10 H (*this is only a temporary exhibit, so be sure to get in now before it closes next month.*)

Unit 5

1.2

Speaker 1: C

Speaker 2: A

1.3

Speaker 1: studying accounting (a subject), keep motivated, facts and figures to learn, the exams are really gruelling, study hard, set myself a goal, give myself something to aim for, learning process, rewarding myself with, successful in a test, reap the rewards, qualified, my aim is

Speaker 2: further my career, taking a (computer) course, finding it a struggle completing my assignments, help each other revise and study for our exams, dry subject, teaching us in a pretty boring way, broadening my knowledge of (computers)

1.4

- 1 a limited knowledge of
- 2 common knowledge
- 3 a specialist knowledge of / a detailed knowledge of / an in-depth knowledge of
- 4 broaden my / (his etc.) knowledge of
- 5 prior knowledge

2

Verb	Noun	Adjective
analyse	analysis analyst	analytical
assess reassess	assessment reassessment assessor	assessable
conceptualise	concept conception misconception conceptualisation	conceptual
consist (of)	consistency inconsistency	consistent inconsistent
contextualise	context	contextual
define redefine	definition	definable defined undefined
establish	establishment	established

Verb	Noun	Adjective
formulate	formula formulation	formulated
hypothesise	hypothesis	hypothetical
indicate	indication indicator	indicative
interpret	interpretation interpreter	interpretive
signify	significance insignificance	significant insignificant
theorise	theory theorist	theoretical
validate	validity validation	valid

3.1

- 1 B 2 C 3 A 4 D 5 A

3.2

- 1 people who took part in the study = participants
- 2 feeling of having accomplished something = sense of achievement
- 3 calculating = measuring; forecast = predict
- 4 carried out = conducted
- 5 proof = evidence; strongly affect = profoundly influence; acquire = learn/develop

4.1

- 1 service 2 technical 3 carpenter 4 installer
5 technician 6 job vacancies 7 degree
8 apprenticeship 9 skill/trade 10 vocation

4.2

- 1 c 2 h 3 g 4 a 5 d 6 i 7 e 8 j 9 f
10 b

5

- 1 trial and error 2 concerted effort
- 3 strenuous exercise 4 human endeavour
- 5 physical exertion

Test one

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

- | | | |
|---------------|---------------|---------------|
| 1 C (Unit 1) | 11 C (Unit 2) | 21 D (Unit 4) |
| 2 D (Unit 1) | 12 B (Unit 2) | 22 C (Unit 4) |
| 3 C (Unit 1) | 13 A (Unit 3) | 23 A (Unit 4) |
| 4 A (Unit 1) | 14 C (Unit 3) | 24 B (Unit 4) |
| 5 B (Unit 1) | 15 C (Unit 3) | 25 B (Unit 5) |
| 6 A (Unit 1) | 16 B (Unit 3) | 26 C (Unit 5) |
| 7 D (Unit 2) | 17 D (Unit 3) | 27 B (Unit 5) |
| 8 D (Unit 2) | 18 A (Unit 3) | 28 D (Unit 5) |
| 9 D (Unit 2) | 19 A (Unit 4) | 29 B (Unit 5) |
| 10 A (Unit 2) | 20 B (Unit 4) | 30 D (Unit 5) |

Unit 6

1.1

flyers billboards telemarketing
You would find sponsorship at sports events; commercials and jingles on TV and radio; banner ads and pop-up ads on the internet and brochures in shops.

1.2

Speaker 1: pop-up ads, banner ads

Speaker 2: telemarketing

1.3

Speaker 1: irritating, distracting, repetitive

Speaker 2: invasive, infuriating, irritating

1.4

1 flyers 2 billboards 3 (radio) jingles / commercials 4 (sports) sponsorship

2.1

marketing tools: jingle, ploy, gimmick, logo, branding, slogan

verbs: reassure, appeal, assure, pressurise, convince, induce, oblige, urge, entice, seduce, twist (your arm), tempt

people: vendor, client, consumer, customer, distributor, sales representative, manufacturer

2.2

1 pressurised 2 ploy 3 advertisement 4 entice
5 logo 6 customers

3.1

- 1 C (suggests that online retailers use positive reinforcement like providing customers with discounts on future purchases, or free merchandise to increase the probability of future site visits)
- 2 B (For a car dealership,...this could mean providing relevant information such as the availability of rebates for the customer rather than using a hard-sell approach.)
- 3 C (trustworthiness... assurances that personal and credit card information is secure...whether the website loads quickly and the frequency of pop-up windows)
- 4 D (more than eight million views for a video clip posted online by the dissatisfied customer of an airline... with social networking, it's very easy for one dissatisfied customer to tell thousands of potential customers that your company has messed up).

3.2

1 cultivate 2 a hard-sell approach 3 rebates
4 monetarily 5 promotional events
6 online businesses / retailers / shops / stores; physical shops / stores / businesses

4

1 articles of clothing 2 luxury goods
3 essential items 4 personal possessions
5 handmade products

5

1 consumer 2 brands
3 advertisements/commercials 4 products
5 sales 6 manufacturers 7 Advertising/Marketing
8 exaggerate

6

advertise	exaggerate	essential
advertising	personal	marketing
advertisement	luxury	pressurise
commercial	articles	brochure
product	possessions	impulsive
irritating	promotional	effective

Test practice

- 1 A (While few if any historians today would claim that they could compose a complete history of an era from its advertisements, in recent years scholars have creatively probed advertisements for clues about the society and the business environment that produced them)
- 2 D (A history of advertising ...is a story of sellers struggling to find the best means to attract buyers, and a parallel story of the public's resistance, amusement, and annoyance.)
- 3 B (The experience can be tantalising and frustrating ... Yet studying advertisements as historical sources can also be fascinating and revealing)
- 4 A (... advertising is not an easy term to define... The boundaries blur here, too...A telephone call with an automated telemarketing message is equally irritating whether we classify it as advertising or a sales effort.)
- 5 headlines / illustrations (Benjamin Franklin's Pennsylvania Gazette ... novel devices like headlines, illustrations, and advertising placed next to editorial material.)
- 6 illustrations / headlines (5 and 6 can come in any order)
- 7 typefaces (Newspapers almost never printed ads wider than a single column and generally eschewed illustrations and even special typefaces)
- 8 back (Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages).

Answer key

- 9 medicines (*The promotion of medicines proved the main exception...these manufacturers vied for consumer attention with ... colourful, dramatic advertisements*)
- 10 branded (*National advertising of branded goods emerged in this period*)
- 11 catalogues (*For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything*)
- 12 credit (*Consumer spending was fuelled in part by the increased availability of consumer credit*)
- 13 radio (*The rise of mass circulation magazines, radio broadcasting and, to a lesser extent...*)

Unit 7

1.1

Some possible adjectives: magnificent, breathtaking, amazing, stunning, spectacular, dramatic, memorable; remote, mountainous, precarious; traditional, rustic, historic, charming

1.2

place: memorable, amazing, historic, rustic, charming

area: remote, mountainous

buildings: precarious

accommodation: traditional, basic

views: spectacular, breathtaking

landscape: dramatic

2.1

- 1 True (*every Bhutanese you speak with will declare that their country is in constant, imminent peril*)
- 2 False (*King ... instituted a number of policies designed to preserve the country's cultural identity*)
- 3 Not given (*We are told they need to wear kimono-like clothes (garb) but we are not told how they felt about this.*)
- 4 False (*Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries*)
- 5 True (*The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver.*)
- 6 Not given (*There is no information about this.*)
- 7 False (*It will be a luxury resort; existing accommodation is basic.*)

2.2

- 1 traffic 2 conveniently 3 pleasantly 4 virtually
- 5 long 6 world 7 internationally/world 8 sparsely

2.3

- 1 in 2 outweigh 3 tourist 4 tourism
- 5 to 6 sources 7 have 8 effects 9 attract
- 10 transport 11 damage 12 cause; Extract B is from an introduction, C is from a body paragraph, and A is from a conclusion.

3.1

- 1 Passenger 2 seats 3 mountains 4 (safe) arrival
- 5 comfortable 6 commercial aviation
- 7 journeys/flights 8 business travellers
- 9 routes fares 10 fares routes

3.2

- 1 trip 2 travel 3 journey 4 trip 5 tourist
- 6 travellers

Test practice

Model answer

The three charts show the average number of visitors arriving on Fairmont Island each season and the aspects of the Island that tourists enjoy the most and the least. Overall, far more tourists visit the island in summer, and the main benefits are the people and the scenery with the main disadvantage being the high prices on the island.

While 100,000 people visit Fairmont Island in spring, summer is the peak tourist season with 6 times this number of visitors. Of the four features that these visitors say they like most, the local people and scenery are by far the most popular, with more than two thirds of tourists listing these as the greatest advantages. The culture and accommodation on the island are also seen as a plus by 11% and 12% respectively.

When it comes to the negative aspects, the high cost of living, and the quality or lack of entertainment are cited most often. In spite of the high costs on the island, 5% of visitors complain about the quality of the food available, and even though the majority visit in the spring and summer months, 20% of visitors still complain about the weather.

Unit 8

1.2

- 1 (shop) windows 2 community 3 Hilary Sharpe
4 Lynne Denton 5 mayor 6 35679994
7 road repair 8 member; parliament

1.3

- 1 f 2 d 3 b 4 c 5 e 6 a

2

- 1 misinform 2 misdiagnose 3 mismanage
4 misunderstand; misinterpret 5 mislead
6 miscalculate 7 misjudge 8 mistrust

3.1

- | | |
|-------------------------|--------------------------|
| feel to blame for | have responsibility for |
| feel entitled to | have a responsibility to |
| feel in control of | lose control of |
| feel responsible for | be to blame for |
| take the blame for | be entitled to |
| take control of | be in control of |
| take responsibility for | be responsible for |
| take charge of | be in charge of |
| have control over | be the responsibility of |

3.2

- 1 have no control over 2 is responsible for
3 lost control of 4 be in control of 5 out of control
6 has a responsibility 7 is to blame for / to blame for
8 take charge of 9 are entitled to
10 took the blame for

4.1

- 1 (social) well-being / welfare
2 opportunities
3 safety net
4 pension
5 old-age pension / unemployment benefit
6 unemployment benefit / old-age pension
7 childcare/healthcare
8 healthcare/childcare
9 military service
10 social services

4.2

- the government = the state
people who live in that country = citizens
the belief = the notion
the same = equal
people who can't take care of themselves = those unable to meet their own needs
mainly = principally

Test practice

Model answer

Healthcare and education are both important services that cost a great deal to deliver. Some people argue that the government should meet all of these costs. Although a free system seems ideal, there are often hidden costs.

Undoubtedly, health and education are vitally important. Without adequate healthcare, people of all ages can become extremely ill and thus unable to earn a living or take care of themselves. So it is essential for governments to provide well-equipped hospitals with highly trained staff. In addition, without a good public education system, people may find they are limited in their work choices. If education is not free, those born into poverty may find themselves unable to rise above that level, and may experience greater financial and health issues as a result. Therefore, there are clear benefits to a society when these services are made available to everyone.

Nevertheless, these services need to be paid for in some way. If this falls to the government, then they will need to obtain the funds from somewhere, and generally this is done through increasing income taxes. Alternatively, access to welfare can be means-tested and based on personal levels of income. Thus, those on a higher income effectively pay for these services for those who cannot afford them. Unfortunately, not everyone supports this idea and governments are often elected because of their promises to cut taxes, which inevitably has an impact on the funding of essential services. Thus, a government-funded well-fare system can only work with the support of its citizens.

In conclusion, although I completely support the idea of a free healthcare and education system, it seems clear that no welfare system can ever be completely free for all. To succeed, there will always need to be some form of financial support from the wealthier in society.

Unit 9

1.2

Speaker	Question	Attitude
1	4	negative
2	3	negative
3	2	neutral

1.3

- (Speaker 1) horrifying, distressing, outrageous, objective
(Speaker 2) irresponsible
(Speaker 3) impartial, hypocritical, upsetting, appalling

Answer key

1.4

impartial, objective

1.5

a 5 b 4 c 6 d 1 e 2 f 3

1.6

a 2 b 4 c 2 d 3 e 4 f 1

2.1

Suggested answers

- 2 flock – is a group of animals; the others are places where animals live
- 3 butterfly – the others all have a shell but no wings; a butterfly is not an aquatic animal
- 4 bear – the others all have horns antlers, don't eat meat and can't walk on two legs
- 5 tiger – the others are considered to be domestic animals, not endangered wild animals
- 6 trunk – the others are things that cover an animal's body
- 7 burrow – is where animals (e.g. rabbits) live; the others are all names of groups of animals
- 8 scorpion – the others are flying insects
- 9 giraffe – the others all have stripes (or bee – it's the only insect; the others are all mammals)
- 10 eagle – none of the others can fly

2.2

1 g 2 c 3 e 4 b 5 a 6 f 7 d

3.2

- 1 False (They are virtually unchanged.)
- 2 False (They are widespread.)
- 3 False (They never hibernate.)
- 4 True (Their life is spent foraging.)
- 5 True (They build a system of tunnels under the snow.)
- 6 False (They are vulnerable to accelerated global warming.)
- 7 False (They require cool, dark bogs with decaying mossy logs.)
- 8 True (They require the understory – the area at ground level in a forest which is dark and cool.)

4.1

Possible threats in the passage: habitat loss; overexploitation; pollution; invasive non-native species, disease; climate change

Other possible threats: logging; poaching; overfishing; urban development; farming; use of pesticides; oil spills; increased competition; proximity to roads/housing; land clearing; deforestation; flooding; fire

4.2

demise = death
flourish = thrive
emerge = appear
brink = verge

rival = match
at risk = in danger
degradation = ruin
threshold = level

4.3

- 1 damage 2 harmless 3 damaging/devastating
- 4 damaged/devastated 5 risk
- 6 harmful/damaging/devastating

Test practice

- 1 A (*Ants aren't clever little engineers, architects or warriors after all – at least not as individuals; A is wrong because although it is mentioned, the writer does not conclude this; B is wrong because they achieve great things as a group; C is wrong because although it is mentioned, the writer does not conclude this.*)
- 2 B (*a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group?; A is wrong because we are told they do not have a leader; C is wrong because though different species are mentioned, comparing them is not the fundamental question; D is wrong because no contrast is raised between insects and mammals.*)
- 3 C (*Consider the problem of job allocation ... An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one's in charge?; A is wrong because though bad weather is mentioned, this wasn't the focus of the research; B is wrong because the number of maintenance ants was not the main focus; D is wrong because the queen does not organise the colony.*)
- 4 B (*'When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out'; A is wrong because no comparison is made between numbers of patroller or forager ants; C is wrong because foragers bring back the food and no mention is made of patrollers carrying food; D is wrong because we do not know how long any of the ants spend outside of the nest.*)
- 5 A (*they simulated the ants' return by dropping glass beads into the nest entrance at regular intervals – some coated with patroller scent; B is wrong because the researchers did not use food; C is wrong because they captured the patroller ants, they didn't follow them; D is wrong because they added different scents to beads, not to the ants.*)
- 6 12,000 (para. 1 – *the success of Earth's 12,000 or so known ant species*)

- 7 antennae (para. 4 – *When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest*)
- 8 lizard (para. 4 – *there might be a hungry lizard out there*)
- 9 swarm intelligence (para. 2 – *They do this with something called swarm intelligence.*)
- 10 F (marked) (*Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees*)
- 11 G (relocated) (*each of several swarms that they ferried to Appledore Island*)
- 12 E (signalled) (*These dances include a code to give directions to a box's location.*)
- 13 C (gathered) (*After a while, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees at that box sensed that a decision had been reached*)

Unit 10

2

- 1 eclipse 2 penetrate 3 surface 4 planets
5 moons 6 sustain 7 impact 8 debris 9 spins
10 gravity 11 rotational 12 climatic

3.1

big: vast, astronomical, enormous, immense, immeasurable, colossal

small: imperceptible, minuscule, infinitesimal, microscopic, minute

3.2

long: prolonged, sustained, protracted, lengthy, enduring, lasting

short: brief, fleeting, transient, momentary, instant

3.3

- 1 brief 2 vast 3 microscopic 4 enduring
5 lengthy 6 colossal 7 minute 8 sustained

4

Across

- 3 BOIL 6 EXPLODE 8 ATTRACT 9 SOLIDIFY
11 DISSOLVE 14 EVAPORATION 17 REFLECT
19 REPEL 20 EXPAND

Down

- 1 CONDENSATION 2 MAGNETIC 3 BURST
4 DILUTE 5 COLLIDE 7 ACTIVATE 10 RELEASE
12 GRAVITY 13 PIERCE 15 ABSORB 16 MELT
18 SPIN

5.1

/ʒən/: collision, persuasion, explosion, erosion, corrosion, illusion, division

/ʃən/: evaporation, condensation, dimension, propulsion, penetration, navigation, situation, rotation, attraction, reflection, magnification

Test practice

- 1 (some) sand 2 sink (down)
3 (powdered) medication(s) 4 (sticky) tape
5 (loud) bang / loud sound 6 elastic
7 arm engine 8 (own) speed
9 accelerate / spin faster / go faster 10 ice skating

Test two

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

- | | | |
|---------------|---------------|----------------|
| 1 A (Unit 6) | 11 A (Unit 7) | 21 C (Unit 9) |
| 2 B (Unit 6) | 12 A (Unit 7) | 22 B (Unit 9) |
| 3 B (Unit 6) | 13 B (Unit 8) | 23 D (Unit 9) |
| 4 D (Unit 6) | 14 D (Unit 8) | 24 A (Unit 9) |
| 5 C (Unit 6) | 15 B (Unit 8) | 25 A (Unit 10) |
| 6 D (Unit 6) | 16 B (Unit 8) | 26 C (Unit 10) |
| 7 C (Unit 7) | 17 B (Unit 8) | 27 A (Unit 10) |
| 8 B (Unit 7) | 18 C (Unit 8) | 28 B (Unit 10) |
| 9 A (Unit 7) | 19 A (Unit 9) | 29 C (Unit 10) |
| 10 C (Unit 7) | 20 C (Unit 9) | 30 A (Unit 10) |

Unit 11

2.1

Advantages:

can access information more easily and more quickly

can access music more easily

written communication is more immediate

can now access the internet almost anywhere

more choice in entertainment

more realistic video games

Disadvantage:

online scams and viruses

2.2

1 (the) Information Age

2 wireless hot spots

3 virtual

4 (online) scams / (online) viruses

2.3

advances in technology; wireless technology; communication technology; (technological advances); (tech-savvy); embraced information technology; computer technology; harnessed satellite technology; video game technology; cutting-edge, more sophisticated technology

3.1

Suggested answers

	Disadvantage/s	Possible solution
1	cyberbullying	take care when giving out personal information
2	information overload	learn how to find good sources
3	internet fraud	check a site is secure
4	1 internet addiction 2 health problems	1 limit time on the internet 2 take physical exercise
5	illegal downloads	educate people not to download illegally

3.2

Suggested answers

- The internet can help people feel less isolated and makes it easier to make friends. However, it can also lead to problems such as cyberbullying. One possible solution to this is to always take care when giving out any personal information.
- Although researching a subject is a lot easier on the internet, there is also the danger of information overload. One way of dealing with this is to learn how to find good sources of information.
- Despite the convenience of shopping or banking online, there is the problem of internet fraud. One way to solve this problem is to make sure that the website you are using is secure.
- The internet can provide hours of entertainment. However, it can also lead to internet addiction or health problems. People can combat these by limiting the amount of time they spend online and taking exercise.
- While you can access music more easily online, illegal downloads have had a negative impact on the music industry. One way to tackle this is to educate people not to download their music illegally.

4.1

Suggested answers

- foam – all of the others are hard materials
- cable – all of the others are related to wood
- cotton – all of the others are man-made
- dye – all of the others are related to fabrics and materials; dye is a colour applied to materials
- demolish – all of the others are about creating something new
- strike – all of the others involve a circular movement
- tower – all of the others are used to support something or hold something up

4.2

push a button pull a lever turn a screw / a dial / a wheel
hit a nail drill a hole hammer a nail dig a hole
pour liquid light a fire operate a machine
press a button

4.3

drill, hammer and light are also things found in the home (NB you switch on/off a light or turn on/off a light)

5.1

- material(s)
- calculator
- diagrams/drawings
- models
- tunnel
- pump
- patents
- bridge
- scissors
- forwards

5.2

expense = (being) too costly; futuristic = ahead of his own time; obtaining energy from the sun = solar power; built = constructed; showed = demonstrated; heavy = great; a time = an era; we do not know = it is impossible to say (with any certainty); were made and used = passed into general and practical use; moved in a circle = rotate (on the spot); moved = progress

6.1

technology	communication	downloads
technological	information	entertainment
advances	overload	wireless

Test practice

- D (*users can choose to install applications or software components that personalise their profile page*)
- E (*people inadvertently carry a de facto tracking device with them all day that automatically logs their every move*)
- A (*a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions*)

- 4 B (methods marred by reporting bias and small survey sizes)
- 5 F (Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists)
- 6 A (Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens)
- 7 B (says Salganik, 'With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct laboratory-style experiments involving thousands, or even millions, of participants')
- 8 A (Duncan Watts... 'but the far-reaching implications of their theories have been effectively impossible to test.)
- 9 C (says Barabási, 'Anyone involved in this kind of research increasingly faces a dilemma – how do we avoid contributing to the creation of a surveillance state?')
- 10 D (Onnela and Reed-Tsochas ... point out that their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods.)
- 11 A (Physics was the first science to be transformed by accurate information... Biology was next, ... Now the study of human behaviour is heading the same way.)
- 12 & 13 B and D (in any order) (B: the duo were also able to control whether listeners could see how many times other people had downloaded any particular song D: people listened to any of 48 songs by relatively unknown bands, rated them... provided a measure of quality (the average rating given)).

Unit 12

1.1

Suggested answers

A: fashionable, trendy, elegant, stylish, sophisticated, chic, impractical

B: mundane, drab, practical, comfortable

1.2

A

1.3

1 rage 2 must-have 3 out of 4 conscious 5 in
6 latest trend 7 passing 8 out-of

1.4

1 b 2 b 3 a 4 c 5 b 6 b 7 d 8 a

2

1 clothes; after 2 supplies; after 3 waterproof; before
4 wardrobe; after 5 youth; before

4.1

keep: store, hoard, archive, maintain, save, stockpile, retain, preserve, conserve

get rid of: dispose of, throw away, abandon, discard, consume, dump, eradicate

4.2

Suggested answers

1 throw away 2 dispose of 3 abandon 4 store
5 dump

5.1

- 1 No (And while some other countries pride themselves on thriftiness, the converse would appear to be true for the US)
- 2 Yes (And yet, since the mid-1970s, when the disposable income of 80% of the US population virtually stopped growing, our spending patterns have bewilderingly continued expanding.)
- 3 Not given (And yet, since the mid-1970s ... continued expanding – there are no specific figures here for the 1970s)
- 4 No (Much of our ferocious consumption arises simply from the sheer number of goods available.)
- 5 Yes (Now, says Twitchell, to curb our acquisitiveness we would have to de-brand: 'It's a scarf; it's not a Hermes scarf. It's a car; it's not a Lexus. You put it around your neck or you drive it.')
- 6 Not given (And after you get all the loot home, then what? Just as American as the need to buy, social observers say, is buyer's remorse – there is no information here about returning goods to the shop)

5.2

- 1 acquisitiveness 2 consumerism
3 disposable income 4 Mass branding
5 personal consumption 6 spending patterns

Test practice

- 1 C (Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate)
- 2 F (Susan Strasser traces the 'progressive obsolescence' of clothing ... to the 1920s ... clothing manufacturers reduced the varieties, sizes and colours of their productions and even urged designers to create styles that would use less fabric and avoid needless decoration. However, the spirit of conservation did not last long)

Answer key

- 3 A (*Girls especially are insatiable when it comes to fashion. They have to have the latest thing,' says Mayra Diaz, mother of a 10-year-old girl*)
- 4 D (*Oakdene Hollins. The report calls this stockpiling an increase in the 'national wardrobe', ...a potentially large quantity of latent waste that will eventually enter the solid waste stream*)
- 5 C (*Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away*)
- 6–8 A, C, G (in any order) A (*releasing emissions which can cause or aggravate respiratory disease*) C (*This crop accounts for a quarter of all the pesticides used in the United States*) G (*Environmental Protection Agency considers many textile manufacturing facilities to be hazardous waste generators*)
- 9 polyester (*For example, polyester, the most widely used manufactured fibre*)
- 10 4% (*which represents about 4% of the municipal solid waste*)
- 11 mid-1920s (*by the mid 1920s, consumerism was back in style*)
- 12 45% (*About 45% of these textiles continue their life as clothing, just not domestically*)
- 13 Japan (*Certain brands and rare collectible items are imported by Japan. Clothing that is not considered vintage or high-end is baled for export to developing nations.*)

Unit 13

1.1

Speaker 1: urban Speaker 2: rural

1.2

Suggested answers

Speaker	Advantages of rural life	Disadvantages of rural life
1	<ul style="list-style-type: none"> • peace and tranquillity • fresh air 	<ul style="list-style-type: none"> • limited job opportunities • travel long distances (to shops)
2	<ul style="list-style-type: none"> • more freedom for children • safe environment 	<ul style="list-style-type: none"> • easy to feel isolated • not a lot of choice when it comes to education

2.1

Rural communities ...

have: open spaces, cottages, fresh air, slow pace, countryside, a sense of community

don't have: a public transport system, high rises, pollution, congestion, overdevelopment, infrastructure are: isolated, simple, peaceful, remote, tranquil, traditional aren't: crowded, overpopulated, frantic

2.2

- 1 isolation/remoteness (though *isolation* collocates better with *sense of*)
- 2 public transport system
- 3 countryside
- 4 slow(er) pace
- 5 frantic
- 6 simple(r)
- 7 traditional

3.1

- 1 Yes (*This way of existence required frequent moving.*)
- 2 Not given (*We are told it happened ten thousand years ago, but there is no comparison made between Europe and the rest of the world.*)
- 3 Not given (*There is no information about the impact of the Industrial Revolution on food availability.*)
- 4 Yes (*It would seem that the less rural life is practised, the more it is cherished and the greater the emphasis on the hazards of urban life.*)
- 5 No (*In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting.*)
- 6 No (*In developed countries, rural people tend to be just as satisfied with life as city people.*)

3.2

- 1 evolved
- 2 percentage
- 3 massive
- 4 reverse
- 5 cherished
- 6 undertone
- 7 revealed
- 8 serenity
- 9 alienated
- 10 markedly

4.1

Suggested answers

concrete jungle, pedestrian crossing, traffic congestion, outer suburbs, housing estate, high-rise buildings, police force, emergency services, public transport, urban sprawl, recreational facilities, sewage system, water supply, garbage collection, noise/air pollution, inner-city slums, shanty town

4.2

concrete jungle, traffic congestion, urban sprawl, noise/air pollution, inner-city slums, shanty town

4.3

- 1 police force
- 2 recreational facilities

- 3 sewage system; garbage collection
- 4 Traffic congestion
- 5 inner-city slums / shanty towns
- 6 urban sprawl

5

- 1 10 million (people) / 10,000,000 (people) / 10m (people) / ten million (people)
- 2 20,000 (people) / twenty thousand (people)
- 3 47(%) / 47 (per cent) / forty-seven (per cent)
- 4 468 (cities)
- 5 more than 6 billion
- 6 (its/the) outer limits
- 7 (in) slums

Test practice

- 1 transport 2 parking 3 (£)120 4 shops
- 5 hospital 6 flat 7 expensive 8 Godfrey
- 9 0451 666 3891 10 Friday

Unit 14

1

- 1 unemployment 2 genetically modified (GM) foods
- 3 cloning 4 global financial crisis 5 obesity
- 6 globalisation 7 homelessness
- 8 environmental disasters 9 energy crisis
- 10 climate change

2.1

Serious problems: disaster, catastrophe, crisis
 Adjectives: disastrous, challenging, controversial, catastrophic

2.2

- 1 e 2 d 3 a 4 c 5 b

2.3

- 1 minor difficulties 2 major hurdle 3 sensitive issue
- 4 current predicament 5 total disaster
- 6 significant challenge 7 minor setback
- 8 considerable controversy

3.1

C (*depression is, in fact, an adaptation, a state of mind which can bring real benefits*)

D (*depression exists ... in environments similar to those that prevailed in our evolutionary past*)

3.2

Adjectives: ongoing, pervasive, recent, serious, personal, insurmountable, daunting

Verbs: arise, think about, dwell on, gain insight into, be faced with, analyse, solve

4

make better: alleviate, mitigate, rectify, improve

make worse: exacerbate, hinder, compound, complicate, aggravate

5.2

- 1 obesity 2 climate change 3 homelessness
- 4 environmental disasters
- 5 genetically modified (GM) foods

5.3

- 1 tackling this problem
- 2 overcome the difficulties raised by this issue
- 3 remedy this situation
- 4 to prevent a catastrophe / to find a way / to reach a compromise
- 5 resolve this issue

6.1

do: your best, more harm than good

make: a mistake, an effort, sure, a change

take: stock, measures, notice of, a chance, part

6.2

- 1 poses 2 problem 3 find 4 make 5 tackle
- 6 resolve 7 deal with 8 make 9 take
- 10 prevent 11 with 12 exacerbate

Test practice

Model answer

Obesity poses a serious problem worldwide affecting all age groups, including children. The health implications of this are serious and so an effective solution must be found.

It is important to begin by understanding the underlying causes of the problem. When it comes to children, obesity can reflect a poor diet, overeating, and a lack of exercise. However, these problems may hide even deeper issues, such as increased pressure to succeed, isolation, and bullying. We also need to consider the modern-day lifestyle, which has changed the way that young children are raised. Rather than playing outside, the attraction of technology and concerns about safety keep them indoors. The situation is exacerbated by the fact that stressed parents have less time to supervise, or prepare healthy food. Clearly, this is a very complex issue.

Although very difficult, finding a solution is not impossible. We can begin by addressing the main causes,

Answer key

which as we can see are not limited to diet alone. To make any lasting changes, children need good role models. This means adults need to change too. If the whole family becomes more active and limits technology so that they can connect in real life rather than virtually, this will help to take away feelings of isolation and may remove a common means of bullying. Becoming more physically fit and active will also increase their appetites. Thus, a crucial further step is to educate parents and children in ways to prepare delicious but healthy meals. With this a multi-step approach, not only the children but also the parents will benefit.

In conclusion, obesity in children is a complex issue that reflects our modern-day lifestyle. In my view, it can be solved, but only if the whole family make changes that go beyond simply diet or exercise.

Unit 15

1.1

Suggested answers

- 1 strike (n/v), lightning (n), thunder (n/v)
- 2 rain (n), heavy (adj), fall (v), torrential (adj)
- 3 erupt (v), ash (n), volcano (n), lava (n)
- 4 dense (adj), freezing (adj), fog (n)
- 5 severe (adj), tropical (adj), wind (n)
- 6 earthquake (n), tremor (n), aftershock (n)

1.2

- 1 heavy/torrential 2 wind/s 3 struck
- 4 thunder 5 erupt

2.1

- 1 g 2 c 3 d 4 b 5 h 6 f 7 e 8 a

2.2

- 1 in the cold light of day 2 weather the storm
- 3 the calm before the storm 4 every cloud; a silver lining
- 5 a storm in a teacup 6 has the foggiest idea

3

Suggested answers

- 1 fungus – is a plant, like a mushroom, not a type of flower or a part of a flower
- 2 pest – is a type of animal or insect and is not related in any way to soil, as the other words are
- 3 pasture – is an area of grassland, and the others are all parts of a tree
- 4 fauna – the others all relate to plants, but fauna is the animals of a particular area
- 5 manufacture – is to do with industry, not farming

- 6 melt – is not connected to movement of water, as the others are
- 7 stream – is not man-made, as the others are
- 8 puddle – is a small amount of water

4.1

acid rain; soil erosion, greenhouse gases, crop yields, carbon dioxide, viable solution, vicious circle, fossil fuel, climate change

4.2

climate change, greenhouse gases, vicious circle, fossil fuel, carbon dioxide, climate change, soil erosion, crop yields, viable solution, acid rain

4.3

- 1 desalination 2 fossil fuels / energy
- 3 carbon dioxide / greenhouse gases 4 crop yields

5.1

- 1 temperatures 2 crops 3 weeds 4 pests
- 5 drought 6 flood/s / flooding
- 7 machinery / tractors 8 cattle 9 erosion / loss
- 10 deforestation 11 productivity
- 12 resistant 13 chemicals/pesticides

5.2

bring about, (inevitably) result in, (inevitably) leads to, stems from, produces, cause, result from, have a (negative) impact on, this means that, so leads to, so, leads to, due to, is one of the main causes of, comes at the cost of, so, means that, so

Test practice

- 1 C (*was described as being wildlife-friendly... won't have a detrimental effect on nearby livestock*)
- 2 B (*designed to be resistant to weeds*)
- 3 J (*with a crop like wheat, that'd drive down the cost of food*)
- 4 I (*they're aiming to introduce an antifreeze ... so they can withstand extreme temperatures*)
- 5 D (*the plan is to create a crop that contains a richer supply of nutrients...rice that'll supply high levels of vitamin A in particular.*)
- 6 F (*use tomatoes to transport medicines... they're hoping to make an edible vaccine using tomatoes*)
- 7 E (*a tree that can soak up contaminants like heavy metals right out of the soil.. could potentially eradicate many of our current environmental issues*)
- 8 C (*it could have been a been a bit more balanced in its approach... I suppose so. There was really only one side presented*)

- 9 B (It's bound to make the public feel even more uneasy than they are at present... It's certainly not going to win over anyone who already has their doubts about GM crops)
- 10 A (it's far more worrying that we still can't completely rule out possible allergic reactions to these foods)

Test three

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

- | | | |
|----------------|----------------|----------------|
| 1 B (Unit 11) | 11 B (Unit 12) | 21 B (Unit 14) |
| 2 A (Unit 11) | 12 C (Unit 12) | 22 B (Unit 14) |
| 3 C (Unit 11) | 13 C (Unit 13) | 23 D (Unit 14) |
| 4 D (Unit 11) | 14 A (Unit 13) | 24 D (Unit 14) |
| 5 C (Unit 11) | 15 B (Unit 13) | 25 A (Unit 15) |
| 6 A (Unit 11) | 16 C (Unit 13) | 26 B (Unit 15) |
| 7 B (Unit 12) | 17 D (Unit 13) | 27 A (Unit 15) |
| 8 A (Unit 12) | 18 C (Unit 13) | 28 D (Unit 15) |
| 9 C (Unit 12) | 19 A (Unit 14) | 29 C (Unit 15) |
| 10 D (Unit 12) | 20 B (Unit 14) | 30 B (Unit 15) |

Unit 16

1.1

- 1 solar power 2 hydroelectric power
3 wind power 4 nuclear power

1.2

nuclear plant, nuclear waste, nuclear power station
wind turbine, wind farm
solar plant, solar panel, solar farm
hydroelectric dam

1.3

solar power, wave power

1.4

solar farm/s, hydroelectric dams, wind farms, wind turbines, solar power, nuclear (power) plant

1.5

1 c 2 f 3 e 4 d 5 b 6 a

1.6

- 1 produce/generate 2 used/consumed
3 use/consume/need/require 4 providing/supplying
5 capture/harness

2.1

Across

- 1 HEATING 5 FUMES 8 RESOURCES 12 SOLAR
14 NUCLEAR 15 ENVIRONMENTALLY 17 EXHAUST
18 ALTERNATIVE 19 RENEWABLE 20 UNLEADED
21 RECHARGABLE

Down

- 1 HYDRO 2 SUSTAINABLE 3 PETROL
4 FOSSIL FUELS 7 FOOTPRINT 9 EMISSIONS
10 GENERATE 11 SMOKE 13 RECYCLABLE
15 ECO 16 CONSUME

2.2

- 1 alternative 2 fossil fuels 3 consume
4 resources 5 emissions 6 petrol 7 generate
8 heating 9 sustainable 10 recyclable

3

- 1 curb 2 consumption 3 generate 4 run
5 Electrical 6 efficient 7 fumes 8 exhaust

4.1

1 E 2 G 3 D 4 A 5 F

4.2

1 c 2 e 3 a 4 b 5 d 6 f

5

altern@tive	emiss@on	en@rgy
neutr@l	carb@n	batt@ry
effici@nt	s@stain@ble	recycl@ble
consumpt@on	renew@ble	recharg@ble

Test practice

Model answer

Pollution producing fossil fuels are being used at an ever-increasing rate. However, the green energy sources that can provide an alternative are not supported by everyone. Some even feel we should cease working on solar and wind power altogether, a view I do not support.

The critics of alternative energy contend that current technologies are unreliable and a waste of money. This argument reflects short-term thinking and, perhaps, a lack of understanding of just how serious the issues surrounding fossil fuels are. Oil and coal are non-renewable. Because of this, they are finite and will eventually run out. In addition, it is an established fact that the use of these fuels creates emissions that are harming our atmosphere and polluting the planet. These reasons alone are enough to warrant increased rather than less spending on finding an alternative.

Answer key

Nevertheless, there are even more pressing reasons for continuing to fund green energy research. Almost all scientific discovery involves false starts and failures. What is more, the early models of any technology are always less powerful and less effective than those that follow, and many great inventors admit that their work is built 'on the shoulders of giants.' In other words, later discoveries that provide unlimited, renewable power, will only be possible if we persevere with the more limited options we have now. Therefore, even if we do not benefit from it ourselves, we should continue with this work and see it as an investment for future generations.

In conclusion, I completely disagree with this statement. Despite any current limitations of alternative energy, we should not give up on it now. It is only by persevering when the future looks bleak that we can eventually overcome the problems that beset us today.

Unit 17

1.1

A 2 B 1 C 2 D 1 E 1

1.2

a golden opportunity, make a name for yourself, a win-win situation, a household name, a hands-on approach, the tricks of the trade, the bottom line

1.3

1 a 2 d 3 f 4 b 5 c 6 e

1.4

1 draw up 2 take on 3 set up 4 take on
5 in charge of 6 paid off 7 keep track of
8 break into

2

negotiate a contract / a deal / an agreement / a deadline
hold a meeting
take control
make a deal / an agreement / a deadline
sign a contract / a deal / an agreement
chair a meeting / a project
meet staff / a deadline
miss a meeting / a deadline
reach a deal / an agreement
recruit staff
manage a meeting / staff / a project

3

1 money 2 working 3 occupation 4 an employee
5 employer 6 managerial 7 position 8 post

4.1

1 financial problems 2 debt 3 luxury goods
4 bankrupt 5 credit / (future) loans

4.2

financial problems, bankruptcy, (pay off) their debt, become bankrupt, financial distress, creditors

4.3

1 cost 2 budget 3 income 4 income 5 budget
6 cost 7 cost

5

1 40,000 2 purchases 3 amount of 4 spent
5 of 6 budget 7 13 thousand 8 paid
9 seven thousand 10 on

Test practice

- 1 A vii 2 B v 3 C i 4 D iv 5 E vi 6 F iii
7 and 8 C and D (para. C – *they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services)*; para. D – *Penalties for problems such as bouncing a cheque*)
9 (possible) upgrades (para. C – *hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades*)
10 deny a transaction (para. D – *Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.*)
11 short-term offers (para. E – *have a long history of luring customers with attractive short-term offers*)
12 Life Time Fitness (para. F – *In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether.*)
13 Reward points (para. F – *experimenting with less antagonistic ways to retain customers, such as reward points for customers*)

Unit 18

1.2

A 3 petty crimes, serious crimes, robbery, car theft
B 2 graffiti, vandalism, juvenile crime
C 1 knife crime / stabbing (getting stabbed), mugging, theft

1.3

- A family values B respect; pressure; the media
C unemployment

1.4

- 1 crime statistics, crime prevention, crime rate
2 unsolved crime, organised crime, petty crime, juvenile crime, gun crime
3 criminal act, criminal investigation, criminal activity, criminal record, criminal offence
4 convicted criminal, petty criminal, hardened criminal, armed criminal

1.5

- 1 criminals 2 crime; criminal 3 crime 4 criminal
5 criminal 6 crime

2

- 1 d 2 c 3 b 4 e/f 5 f 6 a

3.1

- accept the consequences of
accuse the defendant / a criminal/suspect of
arrest a suspect for
be a victim of
be on trial for
charge the defendant / a criminal / a suspect with
commit a crime (against)
convict the defendant / a criminal for
punish a criminal for
sentence a criminal to

3.2

- 1 accept the consequences of 2 be arrested for
3 are a victim of 4 charged with
5 commit a crime 6 sentenced to

4

- 1 prison sentences 2 burglars 3 charged with
4 penalty 5 offence 6 in court 7 re-offend 8 jail
9 deter 10 punished 11 community service

5.1

- 1 hostile – it means unfriendly
2 compact – it describes things that are small in the sense that their parts are close together, e.g. compact car, compact disc
3 lenient – it is the opposite of *severe*
4 underlying – it refers to the hidden causes of something

Test practice

Model answer

Crime is an issue of increasing concern around the world. It is important to try to understand the reasons for this if we ever hope to find an effective solution.

There are several factors that can lead people to commit crimes. For some, drugs and alcohol play a role. These issues themselves are often a response to social problems and increasing poverty. In fact, many are often trapped in a vicious circle, where they resort to illegal activity to solve their problems, then make matters worse when, as ex-convicts they are unable to earn a living that could help them climb out of poverty. The situation is exacerbated if there is little family or government help for those in need. Crime, therefore, increases for a variety of complex reasons.

Addressing these issues is far from easy. While some may argue that tougher prison sentences would provide a quick fix, the current rising figures show that this does not deter criminals, especially if they are desperate. So, first and foremost, we need to address rising poverty. Only by doing this can we hope to remove one of the principle incentives for criminals. Secondly, as a society, we need to strengthen our support systems, both in terms of the community and the government, as rising crime figures would seem to indicate that there are problems with both. Seemingly, the solution to the problem is as complex as its causes.

To conclude, crime is a complicated issue and the best way to solve it is through fundamental changes at the societal level. In my view, people generally stoop to crime through necessity, and is best to see everyone as inherently good. We need to help as much as possible to ensure they remain that way.

Unit 19

1.2

- 1 B 2 B 3 C 4 C 5 C 6 B

1.3

worldwide phenomenon, media attention, in the public eye, in the headlines, instant celebrities, become famous overnight, tabloid press, paparazzi, making headlines, gossip columns, chief claim to fame, earn fame

2.1

Television and radio: reporter, broadcaster, viewer, series, listener, episode, screen, headlines, journalist, rolling news, live stream, programme
 Newspapers and magazines: article, reporter, reader, print, publication, tabloid, publisher, the press, headlines, journalist, online edition, gossip column

2.2

- 1 printed 2 editions / articles 3 programme
- 4 rolling news 5 screens 6 live stream 7 gossip
- 8 broadcast/shown 9 screen/screens
- 10 broadcasters

3.1

- 1 No (*while the public's attitude towards women in politics has evolved considerably, media coverage both on TV and in the press has failed to keep pace and remains biased*)
- 2 Not given (there is no comparison made between newspaper and TV reporting)
- 3 Yes (*by treating women unfairly, media reports not only impede the progress of female candidates but also inevitably deter women from taking part in the political process*)
- 4 Yes (*portraying women as incompetent leaders*)
- 5 No (*opinion polls that indicate voters would actually support a female candidate*)
- 6 Not given (we are not told what Baxter expected to find in local tabloids)
- 7 No (*the coverage in the majority of newspapers is generally tainted with political bias*)
- 8 Yes (*selecting only one newspaper from each town seems too small a sample to reach any decisive conclusion*)

3.2

- 1 f 2 a 3 b 4 e 5 d 6 c

3.3

Not certain / In doubt: disagree, question, debate, contest, challenge, dispute
True / A fact: state, cite, declare

4

- 1 prejudiced 2 influential 3 biased 4 subjective
- 5 impartial

Unit 20

1.1

- 1 F 2 A 3 D 4 C 5 B 6 E

1.2

Noun	Adjective
figure	figurative
creation	creative
imagination	imaginative
inspiration	inspirational
culture	cultural
originality	original
art	artistic
poetry	poetic
music	musical
fiction	fictional
drama	dramatic
tradition	traditional

1.3

- 1 a song 2 a play 3 a photograph 4 a film
- 5 art 6 a talent

1.4

- 1 exhibit; traditional 2 compose; inspiration
- 3 shot; dramatic 4 creative; nurture 5 stage; original

2

- 1 engravings / (visual) images 2 cinema 3 animation
- 4 echoes 5 dances; hunts 6 death 7 women

3

- 1 in bad taste 2 have good taste in
- 3 share the same tastes 4 a matter of taste
- 5 diverse tastes 6 acquire a taste for 7 suit all tastes

4

- 1 humorous; hilarious 2 spectacular; thrilling
- 3 petrified; terrified 4 monotonous; tedious
- 5 spine-chilling; terrifying 6 abysmal; dismal
- 7 gloomy; joyless

Test practice

- 1 F (*Deliberate damage cannot be controlled for... This was the case with the Leonardo da Vinci cartoon damaged by gunshot in the National Gallery ... despite the painting being protected behind a glass screen.*)

- 2 B (*the platform inadvertently contributed to extensive damage when a young boy tripped on it*)
- 3 I (*used alarms triggered by lasers to alert visitors to their proximity to a painting... this idea has not been taken up universally*)
- 4 D (*an augmented reality project that was initially trialled at White Sands National Monument in New Mexico with great success*)
- 5 G (*no one engaged with it. Rather than a lack of interest in the technology, the failure appears to have been due to the reluctance of visitors to download the museum's app onto their own phone. The best technology in the world can't fix that.*)
- 6 E (*if an exhibition is purely a simulation, they like to be able to handle objects at the same time for extra realism, such as at Culloden Battlefield, whose visitor centre has artefacts such as 18th-century weapons.*)
- 7 No (*The writer says that many tourists visit 'museums and galleries such as the Louvre in Paris and The Met in New York, willingly paying their steep entrance fees' and that 'This is in stark contrast to' other museums who struggle 'when it comes to attracting visitors and the resulting much-needed funds'*)
- 8 Not given (*We are told these museums are 'a source of pride to locals, but are too often perceived as dusty cabinets... not very interesting to look at' but there is no information about whether locals say they have never visited or not.*)
- 9 No (*'Gallery attendants are the more expensive but preferred option as written warnings tend to be ignored.'*)
- 10 Not given (*there is no information in the passage about visitors tripping on rope barriers*)
- 11 Yes (*incorporating the occasional exhibit that encourages visitor engagement can mean that visitors then assume it is acceptable to get up close and personal with all works of art. The ensuing surface damage...*)
- 12 No (*While the surface of a painting does not offer quite the same tactile allure, they too can suffer similar consequences.*)
- 13 Yes (*visitors still see information about the place as important, whether the experience is virtual or not*)
- 13 C (Unit 18) 19 A (Unit 19) 25 A (Unit 20)
- 14 A (Unit 18) 20 B (Unit 19) 26 B (Unit 20)
- 15 B (Unit 18) 21 B (Unit 19) 27 A (Unit 20)
- 16 C (Unit 18) 22 C (Unit 19) 28 D (Unit 20)
- 17 D (Unit 18) 23 D (Unit 19) 29 C (Unit 20)
- 18 D (Unit 18) 24 D (Unit 19) 30 A (Unit 20)

Unit 21

1.1

- 1 bilingual 2 translation 3 look 4 spelling
 5 pronunciation 6 phonemic 7 definitions
 8 example sentences 9 family 10 grammatical
 11 informal 12 frequent 13 lists

1.2

- 1 (the first entry) 'action rather than thought or ideas' – the [U] *uncountable* icon tells you this
- 2 (for each entry) the thesaurus
- 3 (the fifth entry) 'a job or business which involves a lot of skill or training' – the countable noun form
- 4 (the third entry) probably not because it is old-fashioned
- 5 (the second entry) common, cruel, standard

1.3

- 1 assumption 2 export 3 occurred
 4 methodology 5 factor in 6 labour of love

1.4

- 1 legislation 2 correlation 3 pursuit 4 ultimatum
 5 disproportionate 6 maintenance 7 authoritative
 8 derived

2.1

- 1 d 2 a 3 b 4 c

2.2

- 1 High frequency words are the most common. IELTS candidates should be familiar with most of the words in a reading passage. According to I.S.P. Nation, a typical academic text consists of 80% high frequency words, 10% academic words, such as those in Averil Coxhead's *Academic Word List*, and 10% low frequency words (less common words) and technical words, which are words closely linked to a particular topic but not generally found in other contexts.
- 2 In the IELTS test, candidates will not be expected to know these words. They will be defined by an explanation in the passage or as a footnote.

Test four

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

- 1 B (Unit 16) 5 C (Unit 16) 9 C (Unit 17)
 2 A (Unit 16) 6 A (Unit 16) 10 D (Unit 17)
 3 C (Unit 16) 7 B (Unit 17) 11 B (Unit 17)
 4 D (Unit 16) 8 A (Unit 17) 12 C (Unit 17)

Answer key

2.3

- 1 pseudoscientific = not done in a scientific way
- 2 glow = a continuous light
- 3 hindrance = something which makes it more difficult to do something
- 4 dermatologist = a doctor who treats skin diseases
- 5 hallucination = when you see something that does not exist; convulsion = uncontrollable muscle movement

2.4

- 1 e (*Pseudoscientific* claims have no evidence and so can't be scientific.)
- 2 b (*Glow* must be how healthy skin looks.)
- 3 d (*Help* looks like the opposite of *hindrance*.)
- 4 a (It is reasonable to assume that *dermatologists* are similar to doctors or pharmacists.)
- 5 c (Lead is poisonous so *hallucinations* and *convulsions* must be symptoms of lead poisoning.)

Unit 22

1.1

- 1 *yield* = produce
respond = react
avenue = method
- 2 pigeons = they
pictures = ones, those
the experiment = it
- 3 this strategy = forwards (we learn what the strategy is next)
this possibility = backwards (to the strategy that has just been explained)

2.1

A ii

2.2

- 1 B (*Deliberate practice entails considerable, specific, and sustained effort.*)
- 2 A (*They wanted to make a point about the power of education.*)

2.3

- 1 Not given (We know he helped home-school the children, but we are given no information about whether or not he worked as well.)
- 2 True (*Judit, had become a grandmaster at the age of 15, breaking the previous record by one month*)

2.4

- 1 No (*the popular assumption that women don't succeed in areas requiring spatial thinking, such as chess*)
- 2 Not given (The writer expresses no personal opinion about the training schedule; we are only told it was successful.)

2.5

- 1 A (*However, simply living in a cave doesn't make you a geologist. Not all practice makes perfect. You need a particular kind of practice – deliberate practice – to develop expertise.*)

2.6

- 1 B 2 A

2.7

- 1 B 2 C

2.8

- 1 novices 2 concentration

2.9

- 1 (at) home
2 2000

2.10

- 1 effort 2 two / 2

2.11

- 1 B 2 D 3 C 4 A

Unit 23

1.1

Model answer

The chart summarises the weight measurements of people living in Newtown in 2010.

When it comes to weight, the healthiest age group is the 20-to-29 year-olds. More than 70% of the people in this age group are classified as maintaining a healthy weight. Less than five per cent of this age group is considered to be obese or overweight. In fact, a fifth are considered to actually weigh less than is considered healthy.

Just over half of those in their 30s are considered to have an ideal weight. This figure remains fairly constant up to the age of 59. But only 5% of residents in their 60s are considered to be at a healthy weight.

The proportion of Newtown inhabitants who are overweight or obese increases steadily with age and more than half of the fifty-somethings are categorised as obese. By the age of 60, more than 80% of the population is considered to be overweight to some degree. Being underweight as a problem is mainly restricted to the youngest age group and those most advanced in age. Overall, it's clear from the chart that in Newtown there seems to be a direct link between age and weight gain.

1.3

1 number 2 percent 3 in 4 to 5 steady 6 of 7 to 8 comparing 9 in 10 in

2.2

now = current, existing, at present,
after = proposed, future, planned, expected,
anticipated, prospective

2.3

Model answer

The plans show the modifications that a university would like to make to its art gallery. The image on the top shows the art gallery as it is at present and the image below that shows the art gallery once the renovations have been completed.

As can be seen from the first image, the current entrance to the gallery is on the right hand side of the building and visitors pass through a large lobby before entering the gallery itself. One of the proposed changes is to allow entrance on to the main exhibition area, where an existing entrance will be widened. At present, the exhibition rooms are divided into three separate areas. According to the plans, the dividing walls will be removed and one large exhibition space will be created. Art can then be displayed on the walls around the room as well as on a large central wall.

A further major change is to an area on the far left of the building that is used as an office at present. This area is currently divided into small rooms, but will be opened up to create one large exhibition space. In addition, the gallery will gain an education centre. This area will replace the existing lobby, which will also be enlarged to create a more functional space with a large table and seating. If these plans are carried out, then not only will the art gallery increase the exhibition areas but will also gain an educational facility. Relocating the entrance to the gallery will give visitors an immediate view of the main exhibition areas.

3.1

Advantages

local people have more money to spend
infrastructure improves
boost to the economy
increased jobs
local government may have more money to spend on environment

Disadvantages

environmental damage
graffiti or littering
erosion from water sports
erosion of local culture and customs
damage to historical monuments

Irrelevant

climate change
expenses associated with travel
places I would like to visit

3.2

1 Although 2 Despite 3 However 4 because of
5 because 6 a 7 -

3.3

1 C 2 A 3 C 4 B

3.4

A

Nowdays Nowadays, the majority of people go abroad for trip. Following this, As a result of this, international international tourism has impacted huge financial profit had a huge financial impact to on a lot of popular places. In this essay, I shall discuss how the tourism effect affects to local inhabitants and the enviroment environment and examine the advantages of tourism and as well as the disadvantages.

B

Aviation technology has been developing dramatically dramatically, with the result that tourism has been enormously popular increased enormously in both developed and developping developing countries. Nevertheless, this the issue of whether international tourism is beneficial for our quality of life, especially for local inhabitants and the environment, has become a matter of debate. In my opinion, it is definitely has a definite beneficial impact of on there their life and the environment for the three main areas reasons.

C

Whether or not tourist places benefit benefit from international tourism is a debatable issue. Some might say that the economic benefits for locals are huge, and that is actually the only thing that counts, while others will say that during the tourist season all tourist destinations are overcrowded; therefore it is almost impossible to live a normal every-day everyday life there. This These two groups are obviously extremes extremes. So, in my opinion, the real truth is somewhere in the middle.

3.5

Script A is typical of a candidate at band 5. It seems to address the question to a basic level, but if you look carefully you notice that a lot of the words the candidate has used are from the question. This makes it very difficult to judge whether or not they have a wide vocabulary. A candidate cannot achieve a high Band Score simply by copying words down. There are also quite a few mistakes that cause difficulty for the reader.

Script B is typical of a candidate at band 7. In this script there are attempts at higher-level language. The vocabulary is more than adequate for the task and it's used effectively and with some precision. The errors in word formation are not common and do not affect the message the candidate is trying to convey.

Script C is typical of a candidate at band 8. The candidate uses vocabulary in a fluent and natural way and there is very little that is copied from the question. There are a couple of spelling mistakes but these are rare and may just be slips – for example, the first spelling of *benefit*. However, the vocabulary is not as accurate or natural as you would expect at the highest band.

3.6

Model answer

Whether or not tourist destinations benefit from international tourism is a debatable issue. To some governments, the local economic benefits are worth the overcrowding and hiked prices of the tourist season. However, there are environmental and social costs and other risks of relying on tourism as a major source of annual income.

Sleepy coastal communities can be changed beyond recognition by mass-market tourism. Package holiday companies operate huge numbers of low-cost flights to high-rise hotels in developing countries every summer. This means, of course, that easy money can be had

servicing this seasonal influx and the government sees increased tax revenue and local employment. However, when the tourist season comes to an end, employment ceases and the area becomes a ghost town. The social cohesion of a small community can also be blighted by the seasonal migration of people to the cities to look for work out of season, leaving only the elderly behind. This is perhaps made worse by second home owners, who drive up house prices beyond the means of local inhabitants. On the other hand, the local community do gain language skills and other fringe benefits of cultural exchange. Such a large volume of travellers every year can cause environmental problems to fragile habitats and historical sites. Age-old stone remains can be worn away and traditional buildings demolished in favour of bland international hotels. Local infrastructure can also fail to cope with large numbers of visitors, leading to pollution and litter. However, over time this can change as the economy improves and tourism becomes more of an established industry. Local government investment in infrastructure should ensure repeat trade and further benefits for the economy.

Overall, tourism can be a good source of income for countries blessed with natural beauty or sites of historical interest. However, governments must ensure that the wishes of local businesses are not put before the needs of the local community and that any revenue generated by tourism is reinvested in the area to protect the local environment.

Unit 24

1.2

a 15 b 42 c 55 d 30 e 80 f 23rd g 22nd
h 31st i 26th j 40th

1.3

1 7 Eaton Gardens
2 95627705
3 Ecco

2.1

1 C 2 D 3 A 4 E 5 B

2.2

1 e 2 c 3 f 4 d 5 g 6 b 7 a

3.1

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

3.2

- 1 method 2 land 3 manufacture 4 explain
5 draw 6 cause 7 area

4.1

- 1 E 2 B 3 C

4.2

- 1 results 2 prove 3 shown; awareness 4 doubtful
5 contradicts 6 measure 7 ability 8 decide

4.3

- 1 e 2 i 3 g 4 h 5 b 6 j 7 c 8 d 9 a
10 f

4.4

- 1 assignment 2 campus 3 tutorial 4 presentation
5 journal 6 study 7 tutor 8. fieldwork

4.5

dissertation, journal, study, campus, case study

5.1

- 1 tools 2 count 3 trust 4 space

5.2

- 1 c 2 b 3 i 4 h 5 f 6 e 7 g 8 d 9 j
10 a

5.3

C

Unit 25

1.3

- 1 below band 6 – the language is too simple and repetitive. There is no range of connectives, and the candidate does not have a wide enough vocabulary to discuss the topic at length.
2 band 8 – there is only occasional repetition, and there is less common and more idiomatic vocabulary. There are only occasional inaccuracies and the candidate uses paraphrase effectively.
3 band 7 – there is some repetition (the word *relax*), but there are also some positive features of band 8 (e.g. use of uncommon vocabulary).

1.4

- 1 I usually go to shopping and I see my family and I see my friends and I go to work. (NB Even with the corrections the language is too simple and the answer is not long enough.)

- 2 Erm, let me see, yes, actually, I'm planning on visiting my uncle and his family in Canada. I haven't seen them for about three years now, so I'm really looking forward to do it. He's working in a, as a, well, a type of accountant, in a large multinational accountancy firm. I'm not really sure how to explain it in English, but he's a very important man for in his company. ...
3 Well, on Saturdays I would normally get up quite early and doing some exercise, because I'm a bit of a fitness fanatic. Then, after that, I just try to relax as much as I can. I think it's important to relax because relaxing is it's good for the body and it also helps me studying better during the week.

2.2

heal	health	hand
women	succeed	love
butcher	third	can't
shoe	talk	stop
year	you're	pair
paint	soil	deny
happy	explode	found

3.2

- 1 That's because 6 What I mean is
2 On top of that 7 Because of that
3 But in spite of all of that 8 that's the reason
4 that's 9 So, I would say
5 When it comes to

4.1

- 1 G 2 H 3 C 4 F 5 D 6 A 7 E 8 B

Test five

(Unit numbers in brackets show the unit where the vocabulary tested can be found.)

- | | | |
|----------------|----------------|----------------|
| 1 C (Unit 21) | 11 C (Unit 22) | 21 D (Unit 24) |
| 2 D (Unit 21) | 12 B (Unit 22) | 22 C (Unit 24) |
| 3 C (Unit 21) | 13 A (Unit 23) | 23 A (Unit 24) |
| 4 A (Unit 21) | 14 C (Unit 23) | 24 A (Unit 24) |
| 5 B (Unit 21) | 15 C (Unit 23) | 25 A (Unit 25) |
| 6 A (Unit 21) | 16 B (Unit 23) | 26 C (Unit 25) |
| 7 A (Unit 22) | 17 D (Unit 23) | 27 B (Unit 25) |
| 8 D (Unit 22) | 18 A (Unit 23) | 28 D (Unit 25) |
| 9 D (Unit 22) | 19 A (Unit 24) | 29 B (Unit 25) |
| 10 B (Unit 22) | 20 B (Unit 24) | 30 D (Unit 25) |

Recording scripts

Unit 1

Track 02

Speaker 1: I used to live next door to an elderly lady who had about 20 cats! She could never turn away a stray animal – she said she preferred them to people. She'd been born and raised in that house and she'd walk around the garden chatting away happily to all her cats. But, you know, I never saw her speak to a single human being!

Speaker 2: I first met Chris at high school. She sat next to me in one of my classes and we've been inseparable ever since. She made me laugh because she was always bumping into things or tripping over. One day, in biology, she managed to break five test tubes! But I know she's always there for me, and you can never feel miserable around her because she's always smiling.

Speaker 3: I'd like to describe someone I used to work with. He made my job quite difficult because he couldn't work independently at all. The main problem was that, if he had to choose between two or three different options, he just couldn't make his mind up, so I would have to help him or choose for him. I don't know whether he just lacked confidence, but it meant I couldn't get on with my own work and that made me look unreliable, which I'm not at all.

Test Practice Track 1

You will hear a university lecturer talking about different ways of learning.

First, you will have some time to look at questions 1 to 10.

...

Now listen carefully and answer questions 1 to 10.

Good morning, everyone. The purpose of this series of lectures is to help you to become a better student. And today, I'm going to be talking about Multiple Intelligence Theory. Now, in the past, people were seen as either intelligent or *unintelligent*, and this was measured with an IQ test.

However, psychologists came to realise that the idea of intelligence is much broader than this, and that there are, in fact, many different *types* of intelligence, and these are often reflected in your *personality*. It was Howard Gardner who first proposed the multiple intelligences theory. In 1983 he published a book called *Frames of Mind*. And in the book, Gardner listed *seven* types of intelligence. The first of these he termed 'linguistic', and people who are more interested in the written word and reading are often seen as having this type of intelligence.

The next kind of intelligence is referred to as '*logical*', and this is used to describe people whose strengths are in subjects such as maths and science. After this comes 'musical' intelligence, which I think is self-explanatory, followed by 'kinaesthetic'. Now, if you're not familiar with the term, it relates to the body and, more specifically, to *movement*.

The fifth intelligence is thought of as 'spatial' or 'visual', which describes people who are attracted by or drawn to images, or who are able to visualise things well. And then the final two intelligences are 'interpersonal' – that is, someone who is more aware of the *feelings* of others and, there's '*intrapersonal*'. Intra, of course, is the prefix we use to mean '*within*', so this concerns *self-awareness*.

So those are the seven main types Gardner initially identified. In 1995, he did suggest adding *naturalistic* intelligence to the list, as he felt that people who are sensitive to changes and elements

of the natural world should be recognised too. And, over the years, others have tried to add to the list, putting forward other suggestions, but these are usually ignored as they tend to be rather *complex* and less easily defined and, consequently, less helpful.

Now, I will just point out that there has been criticism of Gardner's theory. This certainly hasn't come from teachers, who often apply this idea of multiple intelligences in the classroom, but rather from *academics*, who've argued that there's not enough evidence to support the theory. However, educators do tend to be far more interested in what works than in gathering data, and most continue to embrace the idea regardless.

So, as students, how can you use this information to help with your studies? Well, it's important to note that thinking about different 'intelligences' like this, is not about how clever you are. It's really about recognising that we all have different abilities and interests. But it's also about being aware of your weaknesses, and playing to your strengths. Once you've identified your abilities, you can then build on your strengths by choosing study activities that match them.

So, for example, if you're someone who has kinaesthetic abilities, you might be very athletic or good at dancing, but you may also struggle to sit still for long. So you're likely to find sitting through a lecture hard work. These students are often fidgeting in their seat or playing with their pen a lot! Students like this learn best when they are able to actively participate in some way, in a *discussion*, for example. So look for ways to play an active role in your learning. Visual learners, meanwhile, can benefit greatly from visual learning aids. So, for them, it's really helpful to do things like creating a *poster* that clearly shows the key points or ideas on a topic.

And, how can you find out what kind of learner you are? Well, the best way is to think about how you naturally prefer to do things in your everyday life. Let's take the example of showing someone how to use a new piece of equipment. So, if a *visual* learner was doing this, they would naturally start to draw a *diagram*. And they'd use it to *visually* show how the equipment is used. On the other hand, a *kinaesthetic* learner is much more likely to show how something works by giving a *demonstration* of it. So think about things like this.

Now, other questions you could ask yourself are ... (*fade*)

Unit 2

Track 04

Speaker 1: I think when you're really young, your spare time seems to last an eternity – it just drags on and on. I remember the summer holidays went on for ages and I had so much time on my hands. Then, in next to no time, you're an adult and time seems to speed up. It just goes so fast and there aren't enough hours in the day to get everything done. You feel constantly pressed for time, and spare time becomes this luxury you can't afford anymore!

Speaker 2: There's a saying that 'the past is another country'. I think that's very true for old people like my gran. For her, the past is a country she likes to visit for hours and hours at a time through her memories. She's always telling me that time passes in the blink of an eye and I should make the most of every moment of it. But for young people, the past seems like only an instant ago and they don't want to reflect on it. They just want to go out and have the time of their life! I think that, when you get near the

end of it, your life must seem brief and fleeting. Looking back on it helps you feel you've achieved something, helps you feel proud of what you've done.

Track 05

Over the past few years we've been involved in conducting research on an area of the USA known as Lake Coeur D'Alene. Now, long ago, our ancestors came to these shores from Europe. They were the pioneers of the colonial era and felt they had discovered the charms of this lake.

But in fact, if we go back many thousands of years, we find that ancient civilisations dwelt along the shores of the lake, fishing in its blue depths and digging for potatoes near the shore. And I've been working with a group of archaeologists gathering evidence of those prehistoric lakeside dwellers.

In some areas, we've found remnants of ancient villages buried beneath deep layers of sediment. Other areas have yielded only small flecks of charcoal from prehistoric fires.

However, our discoveries mean that the sites will now receive greater formal protection. For example, we've just learned that the area will be placed on the National Register of Historic Places. This is wonderful news. It's vital that we conserve these sites because several of them are on the verge of destruction. They're under attack not only from erosion but also from looters. These thieves steal what they see as antiques in order to sell them. Without protection, this practice will sadly continue. To help with our research, we aim to fully excavate the sites. And we really need to do that as a matter of some urgency. When we do, we will remove any artefacts we manage to uncover and put them into safe storage.

Unit 3

Track 06

It's pretty easy to create your own blog or social media account and express yourself that way. But that's done in the privacy of your own home. I think people should show their individuality when they're out and about on the street. You know, through what they wear, or with their car. Cars come in such boring colours, and they tend to just blend in with everyone else's. I prefer to stand out from the crowd, so I've customised mine. I've had an image of a shark painted down both sides, I think it looks really cool, but my mum refuses to get in it! She'd much rather just fit in with everyone else.

Track 07

One of the main factors in ensuring a harmonious society is that there are clear, established patterns in the way we conduct ourselves. And we expect people to behave according to our accepted standards of behaviour. There are those who observe these social mores religiously, and these people are often labelled 'conservative'. It's actually through such people that our heritage is preserved. But then, gradually, over time, as our society becomes more and more multicultural, there is a blending of these customs and we gradually come to redefine the norm. If we enter a new group, we notice the unwritten rules and social norms of that group. Those who fail to observe these norms are inevitably excluded from that group. Of course, there will always be those who seek to break away from tradition, and to rebel. These people see themselves as unconventional in every sense of the word. They create a counter-culture and they shun

mainstream values. However, ironically, in doing so, they inevitably also create their own new code of behaviour with its own set of unwritten rules. For example, becoming a hippy in the 1970s required you to don the accepted casual dress of a hippy rather than the obligatory suit and tie that was standard at that time.

Track 08

1 censured	5 seek	9 crushed
2 coarsen	6 sofa	10 shield
3 sensor	7 furnace	11 rust
4 partial	8 shuttle	12 sip

Unit 4

Test Practice Track 2

Listening part 2. You will hear a woman called Janet Stephens talking on the radio about a new Science centre. Before you listen, you have a chance to look at questions 1 to 4.

(25 seconds pause)

Now listen and answer questions 1 to 4.

Host: Good morning and welcome to Radio B109! This morning's guest is Janet Stephens, who's going to tell us all about the new Science centre. Welcome to the show, Janet!

Janet: Thanks for having me.

Host: So, are you happy with the attendance so far, Janet?

Janet: Well, we only opened our doors 2 months ago and we really thought it would take a while for people to get behind the idea of visiting a science centre, but we've been overwhelmed with the support we've received. Even in the first week, when we'd thought we might struggle because there was a bus strike on, we were almost at capacity.

Host: That's great! So, what sort of people come to the science centre? I imagine it's very popular with schools?

Janet: Well, yes, and we do encourage school groups to visit, though we have to balance that with allowing access to the general public. You know, there's an enormous amount of interest in science right now. Just look at how many science and discovery shows there are on TV. And a lot of that is driven by the 18- to 20-year-old age group. I'd say they make up the majority of our visitors. Primary school children also love the centre and there are lots of activities aimed at them. But young families only make up about a quarter of our daily total.

Host: Interesting! You've got a great location.

Janet: I know. It was difficult finding a site big enough but also close enough to the city centre so that we're accessible to everyone. I don't think they could have chosen better, to be honest. There's a train and bus station 10 minutes' walk away. But even better than that, we're right on the river and you can see it from almost every window as well as from the rooftop café, which is well worth a visit.

Host: And I believe there's a special space talk coming up?

Janet: Yes. We hope to have talks regularly once our lecture theatre is completed, that all visitors can attend. In the meantime, to get us started we're interviewing an astronaut who's actually on the International Space Station, and that will be broadcast on our social media platform, but it's by special invitation only. So anyone who visits the Science centre this month, or books a future visit, will automatically be given a link and a special code to use online. We're expecting it to be a real hit!

Host: That sounds exciting.

Recording scripts

Now listen and answer questions 5 to 10.

Host: And what can you tell us about the exhibits at the science centre?

Janet: Well, first of all, there's the Wonderlab. As the name suggests, this is about the wonder of scientific discovery. And we've tried to capture by recreating various lab experiments that even the youngest children are encouraged to try out. There are 10 different work stations, and people need a bit of time at each one, so I'd plan to get there before 11 if you don't want to have to rush through.

Next there's **Rhythm and Sound**, which produces the most noise of anywhere in the centre! It's open to all ages but we do ask parents to supervise their children, just because it can get a bit boisterous at times! In the exhibit, you can see the physics behind the different ways musicians create and alter sound. But we don't use traditional instruments, instead, there are fun things like plastic tubes of different lengths that you hit with a flat piece of rubber to make a tune. There's also a keyboard on the floor that I've yet to see anyone resist running across!

After that, there's Rugged Rovers. This is about how we explore different climates and environments, whether that's on the seabed or on another planet. You put on a protective suit and climb into the special simulator and try to steer your vehicle over some very bumpy rocks to reach home as fast as you can. But don't worry, anyone can get to be an astronaut for the day because it's all virtual, so there aren't any age restrictions.

Masters of flight looks at the history of aviation, and if you have children in primary school, this will really appeal to them because they learn how to build a paper plane and they can compete with each other to see who's flies furthest! There is a small fee to cover the materials, but everyone says it's worth it and you do get something to take home with you at the end! Another really exciting part is where you get to experiment with balloons and trying to get them to take off.

Pattern Pods explores the amazing patterns in the natural world, from rock formations, to plants and animals, and even spider's webs. There's some wonderful photography in there and these are our best sellers in the poster section of the gift shop. It's a really serene experience so you'd imagine it would mostly appeal to the older visitors, but there's plenty of children in there too admiring the images or doing some colouring in at the kids table. Finally, Mathmazing, as you'd imagine, this highlights the world of mathematics and shows how maths features in so much in the real world. Although that may not sound very exciting, I'm sure you'll be amazed how much fun you'll have in this section, especially playing with the giant-sized calculator. I'll just warn you that this is only a temporary exhibit, so be sure to get in now before it closes next month.

So, those are some of the main(fade)

Unit 5

Track 10

Speaker 1: I'm studying accounting at the moment and I find it really hard to keep motivated sometimes. There are so many facts and figures to learn and the exams are really gruelling so you've got to study hard all the time. I find the only way to do it is to set myself a goal—you know, give myself something to aim for. For me, that's the only thing that helps with the learning

process. It doesn't have to be a big thing – it might just be rewarding myself with a night out if I'm successful in a test. I know I'll reap the rewards one day, when I'm qualified. My aim is to be qualified by the time I'm 25.

Speaker 2: I'm working at the moment but I don't like my job so I've decided to further my career by taking a computer course at night. I'm finding it a struggle completing my assignments. I'm lucky, though, because I get on really well with some of the other students and we get together once a week to help each other revise and study for our exams. Some people might find it distracting but for me it helps make the course more sociable and so more enjoyable. It's a pretty dry subject and they're teaching us in a pretty boring way, but I really feel like I'm broadening my knowledge of computers.

Track 11

In the past, people believed that you had to have a degree in order to start a career with good prospects. We used to think that not having a degree would condemn you to a job in the service sector. But now, the job market is extremely competitive and trainees are finding that it is the qualifications they gain through technical courses rather than degree courses that can help make them employable. The fact is that nowadays there are plenty of jobs that offer a living wage and that don't require a degree. Some of these occupations are familiar—for example, a carpenter, creating things for the home. But there are also some new jobs on the list, largely thanks to our interest in the environment. One example would be a solar-panel installer.

In the past, we used to talk about blue-collar and white-collar jobs to differentiate between manual labour and working in an office. Now we might refer to these new jobs as 'chrome-collar' for those working as a technician in various fields or 'green-collar' jobs to do with clean energy or the environment. These new areas are where many of the job vacancies are now, and students who are not academically inclined would do well to pursue one of these new career paths rather than stick to conventional ones.

In fact, government studies have shown that the overwhelming majority of jobs both today and in the future will require some post-secondary education, but not a degree. Vocational or technical education was once considered to be a low-status choice for students. But these courses teach real-life skills and often lead directly to an apprenticeship and then full-time employment. Many also offer on-the-job training. Community colleges are also now attracting more and more students who already have a degree but want to learn a skill or a trade that will help them earn better wages. In general, young people today have a different approach to their career. They no longer see it as a single vocation in the way our grandparents did, but as something that is constantly evolving and that may involve several different fields.

Unit 6

Track 12

Speaker 1: I really don't like it when I'm online and visit a new website and suddenly I'm bombarded with adverts for products I don't want or need. I find those ads really get in the way of my work. Don't they realise how annoying it is? Especially when you see the same image over and over again. I know my young son

often gets sidetracked when these images suddenly appear and entice him to 'click here to win \$1million'!

Speaker 2: What I find most annoying is when I'm getting dinner ready, the phone invariably rings and it's someone trying to sell me something. How or why they persist in ringing at that time, I just don't know. It infuriates me and I can't believe they ever manage to sell anything that way.

Track 13

Speaker 3: Yeah, look, it's everywhere, isn't it? There's a street I walk down every day and the walls are plastered with flyers for new bands and events. They don't remove the old ones – they just put new ones up over the top, so I think people just tend to shut them out and ignore them. I think they're a bit ugly, really. But then sometimes you'll see an ad that helps you escape from where you are. I was stuck in traffic the other day. It was raining and I was feeling pretty down but then I saw a huge ad for some island somewhere and it looked amazing. At least while I was stuck there, I could sit and dream about a better place. And I think that's what ads are all about, aren't they? Selling us an idea of something better. Then on the radio I heard this jingle for a new toothpaste and it's one I've heard a lot and I couldn't get the tune out of my head after that! And then of course there's the issue of sponsorship. I think a lot of sports teams and athletes wouldn't be able to survive now without advertising. And I really can't see the situation changing at all. I guess we just have to learn to live with it.

Track 14

advertise	exaggerate	essential
advertising	personal	marketing
advertisement	luxury	pressurise
commercial	articles	brochure
product	possessions	impulsive
irritating	promotional	effective

Unit 7

Track 15

The most memorable place I've ever visited was Bhutan. It's a really amazing place because it's in a very remote – mountainous area. So a lot of the buildings seem really precarious, they're sort of built into the mountainside and seem to just perch there. The accommodation is very traditional and you get the impression that nothing has changed there for hundreds of years. It's a really historic place and very rustic. Of course, that means the accommodation is pretty basic, but the place is altogether so charming that I didn't mind at all. As for the views, they were just spectacular. With the mountains all around it's a very dramatic landscape and the view from my room was breathtaking.

Track 16

This semester, we're going to be looking at the modern aviation industry here in the USA. But today I'd like to take a look at how it all began.

When Orville and Wilbur Wright flew history's first airplane in North Carolina in 1903, the significance of their new invention was of course not yet apparent. Twenty years later, by 1923, the first passenger planes did little to change that. The first of these were provided by some of the airmail services flying mail around the country. The US Post Office Department added a few seats for extra revenue, but their planes were noisy, cold and

uncomfortable. They couldn't fly over mountains, so passengers took trains for part of their journey. Another problem was that these planes couldn't carry enough seats to make passenger traffic profitable. So the train was still the way to go. In 1927, Charles Lindbergh's transatlantic flight captured America's imagination. Lindbergh flew in a small airplane for 33 hours from New York to Paris. Baseball games stopped, and radio announcers wept when his safe arrival in Paris was announced. Humans, who had always looked to the sky and stars with wonder, could now cross vast oceans with amazing speed by taking to the skies. By the late 1930s, the airlines carried mail and passengers from coast to coast. The DC-3, a new airplane with powerful engines and an enclosed cabin, cut the cost of flying in half. It made airlines a profitable business. But at a cost of five cents per mile to transport one passenger, air travel was still expensive. Train travel cost only 1.3 cents per passenger mile and was still more comfortable. The average person usually couldn't afford to fly. But a whole class of people, businessmen who put a money value on their time, could afford to fly on company expense accounts. And they did, in soaring numbers. Further developments during World War Two sped the development of commercial aviation. Military airfields built during the war were afterwards sold to cities, which were eager to open their own commercial airports. Airplane manufacturers built new airplanes with pressurised and heated cabins. Suddenly, airplanes could fly above bad weather and mountains, where the air and thus the journeys were smoother. In 1940, three million Americans flew. By 1956, 55 million flew. In a country with a population of barely 150 million, large numbers of Americans were seeing the world from the air.

By the 1960s, passengers were still mostly business travellers on expense accounts, who flew on a regular basis. But in the 1970s and 1980s, a few visionary people began to open the skies to the average American with low fares. Since 1938, the federal government had strictly regulated airline fares and routes. In 1978, President Jimmy Carter deregulated the airlines. Airlines could now choose their own routes and fares. Air traffic figures soared from 205 million in 1975 before deregulation ...

Unit 8

Track 17

Employee: Good morning, Havenpool Borough Council. How can I help you?

Mrs Smith: Hello, my name's Jenny Smith and I'm just ringing to report a few problems in my local area.

Employee: Oh, what problems are those?

Mrs Smith: Well, the first one is the shop next door to my house. It's been vacant for about a year now and it's falling into disrepair. Quite a few of the windows are broken.

Employee: I see. Well, I'm afraid that's not our responsibility here at the council. It would be up to the owner.

Mrs Smith: I understand that, but I've contacted the owner several times and he refuses to do anything about it.

Employee: Right, well, that's a different matter. In that case, you need to talk to the community officer. She deals with issues like that. Her name's Hilary Sharpe. I can put you through to her if you like.

Mrs Smith: Wonderful. Can you spell her name for me?

Employee: Yes, it's H.I.L.A.R.Y. Hilary, S.H.A.R.P.E, Sharpe.

Mrs Smith: Got that. Now, before you transfer me, there were a few other problems. The next one's to do with the cliff above

Recording scripts

South Sands beach. I watched some children playing there the other day and I think it's really dangerous. It needs some sort of warning sign at least.

Employee: Well, that's the sort of thing you need to approach the mayor about. You should talk to Lynne Denton first. That's L.Y. double N.E, and the surname is D.E.N.T.O.N. She's the mayor's secretary.

Mrs Smith: Great, I'll get on to her straight away. Do you have her phone number?

Employee: Yes, it's 3567, triple 9, 4.

Mrs Smith: Got that. Now, the final problem is a road repair. Over the past year, Bramhurst Road has developed big potholes all over the place. Can anything be done about it?

Employee: I'm afraid we have no control over that. You'd need to talk to John Marsden's office.

Mrs Smith: He's our member of parliament, isn't he?

Employee: That's right and you can ...

Unit 9

Track 18

Speaker 1: I think it's absolutely horrifying the way we treat animals sometimes, especially when it's done for research purposes. I find the images of caged animals being forced to smoke quite distressing. And it's even more outrageous when all this research is done for cosmetics. It's not a subject that I can be objective about, I'm afraid, and I think it's absolutely essential we find a different way of doing this type of research.

Speaker 2: I honestly think we should do a lot more because I think it's vital we try to reduce the number of animals that are endangered. It's something I feel very strongly about. I think it's irresponsible to carry on causing environmental damage that makes animals suffer. One of the things we need to do is stop developments that will affect the habitat of wild animals. I think it's totally appropriate to do that even if it does mean a company might make a loss.

Speaker 3: I haven't really thought much about it, to be honest. I'm pretty impartial when it comes to animals. I'm not a vegetarian so I think it would be hypocritical of me to insist on rights for animals. I know there are plenty of people who find all of that pretty upsetting. But I think it's perfectly acceptable to keep chickens in cages to provide us with eggs, though a friend of mine thinks it's appalling.

Unit 10

Track 19

collision	propulsion	rotation
evaporation	erosion	attraction
condensation	penetration	illusion
persuasion	navigation	reflection
dimension	situation	magnification
explosion	corrosion	division

Test Practice Track 3

You will hear a university lecturer giving a talk about teaching physics to children.

First, you will have some time to look at questions 1 to 10.

...

Now listen carefully and answer questions 1 to 10.

Good afternoon, everyone. We've been looking at different ways that, as teachers, you can make science fun in the classroom. And today, I'm going to be talking about physics. Now, the concepts of physics can be very difficult for children to understand, but they can also be really fun. So I'm going to describe a few experiments that will show children not only how exciting, but also how useful, physics can be.

The first experiment is based on what's known as the *Brazil Nut effect*. It came about because physicists wondered why, when you open a container of mixed nuts, the largest Brazil nuts always seem to end up at the top. The great thing is that, to demonstrate what's happening, you don't need a lot of equipment. Just a glass jar (with a lid), a marble – so, just a normal glass marble that children typically play with, and some sand – just enough to fill the jar about 3 quarters full, and so there's still room for it to move about easily. Then you put the marble into the jar, put on the lid, and shake it vigorously.

Now, before you show the results, ask your students to try and predict what will happen to the marble as you shake the jar. They're likely to make the same initial assumption as the physicists, which is that, because the marble is heavier, it will *sink down* and end up at the bottom of the jar. But in fact, no matter how hard you shake it, the marble will remain at or near the top. That's because, with a granular mixture like this, the largest particles always end up on top when you shake it.

Now, it always helps to increase interest in science if you can show it has a real world application. And in this case, it's proven to be very important in the field of healthcare, because scientists realised that, if a patient is given medication in a powdered form, and it's made up of components of different densities, then those individual components may not mix together very evenly in the bottle. So they're now very careful to take this into account.

Ok, our second experiment is the unpopable balloon! This one is always fun. It requires an inflated balloon, a pin, and – the secret ingredient – a piece of sticky tape, which you're going to secretly apply to the side of the balloon. So, don't show the students you've done this. Again, it's best to invite your class to predict the results. So, hold up the balloon and the pin and ask them what will happen when you stick it in the balloon. They'll no doubt tell you that there'll be a very loud bang! However, if you stick the pin into your specially prepared section, to their surprise, rather than bursting, the air will leak out very quietly and slowly. And you can tell your students that, when a balloon does burst, it does so faster than the speed of sound, creating a sonic boom! In the real world, this principle is used to test out the limits of different materials and to see just how elastic they are and how much stress can be put on them.

The final experiment I want to recommend is great for demonstrating momentum. And I call this one *The arm engine*. To do this experiment you're going to need a chair that can swivel or rotate, as well as some small hand weights. Get one of your students to sit on the chair, holding the weights in their hands. Then ask another student to spin the chair as fast as they can. I'm sure your students will love the results of this one, because they'll find that, depending on how they hold the *weights*, the student sitting in the chair will be able to alter their own speed. So, when they hold the weights out, and make themselves as wide as possible, they'll slow right down. But, if they make themselves

smaller, with the weights tucked right in next to their body, they'll be amazed to see that they can accelerate and start to spin faster again all by themselves. The whole class is sure to want to have a go of doing this!

When it comes to the real world application, tell your students that they can observe this principle at work from watching the ice skating at the Winter Olympics. They'll see how the skaters manage to spin incredibly fast just by tucking their hands in really close to their body.

So, these are just a few ideas ... (fade)

Unit 11

Track 21

Leonardo da Vinci was a renowned artist but he was also a scientist, engineer and inventor. Many of his designs were futuristic at the time and were never built. This was because they were either too costly or impractical since the necessary materials either did not exist at the time or were simply too heavy. Leonardo conceived ideas vastly ahead of his own time, such as a helicopter, the use of solar power and a calculator. The source of all this information and the reason we know so much about Leonardo and his work is the legacy he left behind. Leonardo followed his grandfather's habit of keeping a journal. He used his journals to diligently record his observations and, fortunately for us, diagrams of his inventions, such as those of a flying machine.

As well as his drawings, Leonardo constructed models. He used these to demonstrate many of his ideas, such as how better access could be obtained in mountainous areas by creating a tunnel. Leonardo was a master of mechanical principles. He also demonstrated how to lift great weights by means of levers and pulleys, and ways of cleaning harbours by using a pump to suck up water from great depths.

Because Leonardo's inventions date from an era before the issue of patents, it is impossible to say with any certainty how many of his inventions passed into general and practical use. Among those inventions that he is credited with are the strut bridge, the machine for testing the tensile strength of wire and even our modern day scissors.

He also invented many types of war machine. One of his many notebooks contains drawings of a tank. Although the drawing itself looks quite finished, the mechanics were apparently not fully developed because, if it was built as it was drawn, the tank might be able to rotate on the spot, but it would never progress forwards.

Track 22

technology	communication	downloads
technological	information	entertainment
advances	overload	wireless

Track 23

communication technology	illegal downloads
technological advances	entertainment industry
information overload	wireless connection

Unit 12

Track 24

When I was about 11, boots with really high heels were all the rage. I begged and begged my mum to get me some but she refused. I remember how upset I was, but within a month there was some other must-have item and the boots went out of fashion. That taught me how fickle the world of fashion can be. I wouldn't say I'm fashion-conscious at all now, though a few of my friends are. It's not that they are real trendsetters or anything, it's just that I don't pay as much attention to it as they do. They always seem to know what's in fashion, and they spend just about all their money on the latest trend. They just don't seem to realise that it's just a passing trend and it'll soon be considered out-of-date. That's why I prefer classical styles, which aren't really affected by fashion trends.

Unit 13

Track 25

Speaker 1: I moved here about two years ago. Although I love the peace and tranquillity of the area where I grew up, I wanted to be an interior designer and there are very limited opportunities for that type of work there. So I really had no choice but to become an urbanite! I have to say I do miss the fresh air, though. But living in the country can have its disadvantages, too. I only have to walk down the street now to my local supermarket, which is really convenient, but where my parents live you have to travel for several hours to get to the nearest shops.

Speaker 2: I came here after I graduated from university. I've always wanted to be a vet, but city vets really only deal with pets and I wanted to work with larger farm animals. It's really interesting work but, because all the properties are so spread out, it's easy to feel isolated at times. That's why it can be tough for children out here. They don't have a lot of choice when it comes to education. They either have to go to boarding school or be schooled at home. Having said that, they have a lot more freedom here because it's a really safe environment for them. I love my life here now, and I don't miss the city at all.

Track 26

A megacity is usually defined as a metropolitan area with a total population in excess of ten million people. Some definitions also set a *minimum* level for population density, with a figure of at least two thousand inhabitants per square kilometre. A megacity can be a single metropolitan area, or it can be made up of two or more areas that converge or join together. This is sometimes referred to as a metropolis.

Looking right back through history, for almost a thousand years Rome was the largest, wealthiest and most politically important city in Europe. Rome's population passed a million by the end of the first century BC. However, during the early Middle Ages, its population declined to a mere 20,000. By this time, what had been a sprawling city was reduced to groups of inhabited buildings spread one among large areas of ruins.

In 1800, only three per cent of the world's population lived in cities. But this figure had risen to 47 per cent by the end of the twentieth century. In 1950, New York City was the only urban area with a population of over ten million. And there were 33 cities with populations exceeding one million. However, by

2007, this number had risen to 468. If the trend continues, the world's urban population will double every 36 years. The UN has predicted that today's urban population of 4.2 billion will rise to more than six billion by 2050, when more than three out of five people will live in cities.

In the 2000s, the largest megacity was the Greater Tokyo Area. The population of this metropolis includes areas such as Yokohama and Kawasaki, and is estimated to be between 35 and 38 million. This variation in estimates can be accounted for by different definitions of what the area encompasses. A characteristic issue of megacities is the difficulty in defining their outer limits. At present, 1.2 billion people, or one-sixth of the world's population, now live in shanty towns. In many poor countries, overpopulated slums have high rates of disease due to unsanitary conditions. The UN estimates that by 2050, more than two billion people in the world will be living in slums.

Test Practice Track 4

You will hear a conversation between an estate agent and a woman who is looking for accommodation.

First, you will have some time to look at questions 1 to 4.

Woman: Hello, I wonder if you could help me. I'm moving to Liverpool next month and I need to find suitable accommodation.

EA: Yes, of course. Do you have an area in mind?

Woman: Well, I've got a job at the children's hospital, so I was hoping for something nearby.

EA: OK. The hospital you're talking about has some very nice suburbs around it. The first one I'd recommend you look at is Broadgreen.

Woman: Right, and can you tell me a bit about the area? I'm thinking especially of things like getting around. I've got a car but I'm not a very confident driver so I try to use some other means of transport when I can.

EA: Well, this area has a really good bus service and there's a train station for when you need to get into the city too, so it's really convenient as far as that's concerned.

Woman: Good, it's always nice to have a choice.

EA: Where are you moving from?

Woman: I'm living in London at the moment, so this is quite a big change for me. Parking can be a real problem here, and it's so expensive! Is that the same in Liverpool?

EA: Yeah, my sister lives in London and she has to pay to park in her own street! You'll be glad to hear we don't have that issue here.

Woman: That's great. I'm hoping the cost of living will be a lot less than in London too. What are the rents like? Here, it's over £200 a week on average, and that's in the cheaper areas.

EA: Wow, well, you'll be glad to know the average weekly rent here is around £120. And you get a lot more for your money too.

Woman: That's what I was hoping. I'm paying £250 a week for one tiny room!

Man: You won't want to go back once you've lived up here!

Woman: There has to be some downsides, it's sounding too good to be true. I'll bet there are no nice parks or anything like that.

EA: No, you'll find plenty of those! Some people do complain that they have to travel a bit to get their groceries though. The area could do with a few more shops.

Woman: Well, that doesn't sound so bad.

Woman: So, is there any other area I should look at as well?

EA: Yes, I'd recommend West Derby. Now, it doesn't have a train station, but the bonus for you is that it's within walking distance of your hospital.

Woman: Sounds perfect!

EA: Yes, and if you have children, it also has some of the best schools in the city.

Woman: That's not an issue for me, I live on my own. I'm hoping for something small and easy to look after, like a flat.

EA: Hmm, that may be a problem here then because this area has mostly larger houses with gardens. Would you be willing to share a larger rental with others in the same situation?

Woman: No, I'd rather have my own space, so I guess I may be disappointed there.

EA: Well, it's a lovely quiet area, with hardly any traffic, but the accommodation can be on the expensive side.

Woman: Hmm. I'll have to think about that then. I'd really like to take a look at both areas before I decide. I'm coming up for a meeting next week, would it be possible to look at some places then?

EA: Well, I'm in the city centre office but we actually have an office in West Derby and the guy who works there is a really good friend of mine. He'll be able to show you what we have on our books.

Woman: Great. Can you give me his contact, details?

EA: Yes, his name is John Godfrey. That's G.O.D...F.R.E.Y.

Woman: Right, I've got that, and do you have a telephone number I can reach him on? I'll give him a call to see if I can set something up.

EA: He's always out and about so I'll give you his mobile number. It's 0451, triple 6, 3891.

Woman: Great, and do you know if he'll be free to meet me next week?

EA: What day are you coming up?

Woman: I'm there for almost a whole week, from next Tuesday to the following Monday, but I have meetings on the first few days.

EA: I'm sure he'd be able to manage the Friday, it's really only Saturdays when it's more difficult to leave the office.

Woman: That should be fine. I'll definitely give him a call. Thanks for all your help!

Unit 14

Track 28

- 1 One way of tackling this problem is to make sure that children are educated about healthy eating habits.
- 2 We could overcome the difficulties raised by this issue if all governments agree to limit emissions of harmful gases.
- 3 If we wish to remedy this situation, we must first ensure that there is sufficient affordable accommodation.
- 4 To prevent a catastrophe of global proportions, we need to find a way to reach a compromise between meeting our energy needs and living in an environmentally sustainable way.
- 5 We could resolve this issue by making sure that farmers follow very strict guidelines and that food grown this way is carefully monitored.

Unit 15

Track 29

Agriculture is extremely vulnerable to climate change. Changes in our climate bring about higher temperatures, which in turn inevitably result in reduced yields of desirable crops. Of course, not everything is depleted, and these harsh conditions encourage the growth of weeds and also allow pests to proliferate. This inevitably leads to a greater use of chemical pesticides by farmers. The poor quality of our soil stems from this. Climate change also produces more extreme weather patterns. These can range from long stretches of drought, and also, conversely, extremely heavy rain, which can cause floods. The destruction of food crops can result from both a lack or a surfeit of water.

Certain human activities also have a negative impact on agriculture. Firstly, farming practices themselves can be damaging. The use of heavy machinery like tractors can compact the soil. This means that, rather than soaking into the ground, rainwater runs off it, carrying the soil with it, and so leads to an increase in erosion. Soil erosion can be prevented if there is enough vegetation. So clearly, overgrazing by cattle, which removes the vegetation, leads to a loss of soil. Urban development due to an increased population also takes its toll as trees are cleared to make way for houses. Deforestation is one of the main causes of soil degradation in the world today. It seems that housing our growing population comes at the cost of providing much needed food. So it is not surprising that farmers are turning to genetically modified crops to try to boost productivity and grow crops in more ecologically healthy fields, while allowing more efficient use of resources. This technology means that farmers can grow crops that are resistant to disease or pests, so fewer chemicals are used.

Test Practice Track 5

You will hear a university lecturer and a student discussing genetically modified crops. First you will have some time to look at questions 1 to 7.

First, you will have some time to look at questions 1 to 7.

...

Now listen carefully and answer questions 1 to 7.

John: Hi Dr Finn.

Dr Finn: Hi John. Did you manage to read that article I sent you to help with your dissertation on genetically modified crops?

John: Yes, thanks very much. I've just read it. Some of the research results were pretty incredible.

Dr Finn: They've made some amazing advances, haven't they? Like the research on the maize crop they mentioned.

John: Yeah, that's the one that was described as being wildlife-friendly wasn't it?

Dr Finn: Yes, it's good to see a GM crop that won't have a detrimental effect on nearby livestock. And it's nice to see there's less focus generally on increasing profits above all else.

John: True. I thought the research on the soya bean crop was really promising as well. Apparently it's designed to be resistant to weeds, so farmers don't need to rely on chemicals to remove them.

Dr Finn: That'll lower the risks for growers too, then. And, if they could manage to do something similar with a crop like wheat, that'd drive down the cost of food and improve the quality of the water supply as well.

John: Yes, I like that it's not just pests and things that the new GM crops can guard against. I was interested to read about the plans for a new potato crop.

Dr Finn: Mmm. It said they're aiming to introduce an antifreeze that's found naturally in fish into the potato crops, so they can withstand extreme temperatures. That'd be a huge advantage for remote areas that struggle through harsh winter conditions.

John: I agree. Another crop I've read about that could help people in poorer areas is a new variety of rice. It's such a staple food in many areas and the plan is to create a crop that contains a richer supply of nutrients.

Dr Finn: Yes, I've read about that. They're trying to produce rice that'll supply high levels of vitamin A in particular, aren't they.

John: Yes. But, in my dissertation, I'd like to also like to show that GM crops can have uses beyond just supplying food.

Dr Finn: Well, did you read about the planned use for tomato plants?

John: Yes, that's amazing. They plan to use tomatoes to transport medicines, don't they?

Dr Finn: Yes, that's right. Transporting vaccines isn't easy because they're so fragile. So they're hoping to make an *edible* vaccine using tomatoes, one that'll be easier to ship, store and even administer. It's a really good example of the varied uses GM crops can have.

John: Exactly. And I'm hoping to include a section on the work that's being done on trees – Poplar trees in particular. The aim is to create a tree that can soak up contaminants like heavy metals right out of the soil.

Dr Finn: It's an incredible idea, isn't it? A tree like that could potentially eradicate many of our current environmental issues.

John: Yes. The work they're doing should really persuade people just how good this type of biotechnology can be.

John: I think articles like that can be very useful, don't you?

Dr Finn: I agree, it's important to reach out to the general public and show that biotechnology shouldn't be feared.

John: Yes, and the writer certainly covered a lot of the new food crops under development. It's good to have the very latest information. Things have clearly changed a great deal over the last few years.

Dr Finn: That's right. It could have been a bit more balanced in its approach though, don't you think?

John: I suppose so. There was really only one side presented. People do need to have all of the facts and this article didn't really do that, did it?

Dr Finn: No, I suppose the aim was to provide a convincing argument for GM crops. And what did you think about the proposed changes to regulations?

John: Well, the writer was certainly very enthusiastic about it, but I have to say what they're suggesting sounds pretty alarming to me.

Dr Finn: I'd have to agree with you there. The plan is to give farmers more control, so they get to decide whether testing of any of their new GM crops is needed and I'm struggling to see why they would want to do that.

John: I agree. It's bound to make the public feel even more uneasy than they are at present.

Dr Finn: It's certainly not going to win over anyone who already has their doubts about GM crops. And I do think the public has a right to know about potential problems. Even many scientists still have concerns.

John: Yes. I used to think the only real concern was that these crops could spread uncontrollably and affect natural crops, but that's not the case is it?

Dr Finn: That's certainly one issue, but when it comes to getting consumer support, it's far more worrying that we still can't completely rule out possible allergic reactions to these foods.

John: I guess that's something that definitely needs to be researched thoroughly and the public would need to feel reassured about.

Dr Finn: Yes. Tests they've done so far on chickens and pigs have shown that, at the moment, we can't really predict what impact these foods will have in the long term.

John: It seems like there's a long way to go yet.

John: That's something that definitely needs to be researched thoroughly. Tests they've done so far on rats have shown that we can't really predict what impact these foods will have in the long term.

Sarah: I think there's a long way to go yet.

Unit 16

Track 31

Anne: Hi, Pete, have you read this article about the solar farm they're planning to build?

Pete: No, where's that?

Anne: It says they're planning to build large-scale solar farms in Africa.

Pete: Oh. That sounds like a good idea. The only problem with alternative energy sources is that they don't seem to be able to produce enough to meet all our energy needs. I mean, hydroelectric dams have been around for a long time now but they only produce 19% of the world's energy.

Anne: Well, I suppose it all helps, and this plant will supposedly provide up to 15% of Europe's energy needs by 2050.

Pete: Europe? How will they get the electricity there?

Anne: They're going to use undersea cables to carry it there.

Pete: Well, that's a good idea, I suppose. I mean, one of the main criticisms of things like wind farms is how visible the wind turbines are.

Anne: Yeah, I know. People often complain about the noise they make, too, but that isn't an issue with solar power.

Pete: No, but that reminds me. I saw a documentary at the weekend about renewable energy in Scotland.

Anne: Really? Not exactly the perfect spot for a solar farm.

Pete: No, not solar energy, wave energy. They reckon coastal waters could provide up to ten times Scotland's annual electricity usage.

Anne: Wow, that would make them self-sufficient. It's certainly an interesting proposal, and if they generate that much electricity, it would be a remarkable achievement. And it should appeal to the public more than having a nuclear power plant on their doorstep.

Track 32

Mining in Australia probably started with the arrival of Aborigines around 40,000 years ago. Aborigines mined for ochre, a naturally occurring coloured clay which they used for decoration.

'Modern' Australian mining followed the arrival of European settlers in 1788. At first, this mining was limited to the quarrying

and shaping of local sandstone, which they used for the first buildings at Sydney Cove.

Coal wasn't found until 1791, when some convicts managed to escape and got as far as Newcastle. The coal industry began in 1798, when ship owners gathered surface coal at Newcastle and brought it to Sydney for sale. Export of Newcastle coal began in the following year with a shipment to India.

Lead was the first metal mined in Australia, on the outskirts of Adelaide in 1841. Lead is one of the oldest metals known to humans. It's relatively simple to extract and it's extremely malleable, so it's easy to shape or flatten into sheets. Lead is usually found in ore, which is the name given to rock that we can extract metal from. It's extracted by a process known as smelting, where the rock, or ore, is heated to extremely high temperatures. Of course, precious metals and precious stones are the natural resources that most people go in search of in the hope of striking it rich. In 1849, many Australians migrated to the United States during the gold rush. In a bid to stop this, the New South Wales Government decided to offer incentives for Australians to find gold in their own country.

But it is opals rather than gold or diamonds that Australia became famous for. The largest site was discovered in 1915 by a 14-year-old boy. He was with a group of gold diggers. The boy had been sent to look for water when he made the discovery of what was to become the world's largest and most productive opal field at Coober Pedy.

Track 33

alternative	emission	energy
neutral	carbon	battery
efficient	sustainable	recyclable
consumption	renewable	rechargeable

Unit 17

Track 34

Speaker 1: I was promoted last year to head of department. I'm in charge of all of our overseas operations now. It's a golden opportunity for me. It means a lot more responsibility, but I'm hoping it'll also give me a chance to make a name for myself in the industry. One of the projects I took on recently involved setting up a new office in China so we can break into that market. It's a big investment in terms of time and capital, but I think it's a calculated risk and it should pay off over time. Because it is a risk, we decided to amalgamate with a Chinese company. I was involved in the negotiations and drawing up the contracts for it. The other company was looking for an exporter and we were looking for a local manufacturer, so it's a win-win situation, really.

Speaker 2: Running a company this size is never an easy task, and it's only through sheer hard work and determination we've become the household name we are today. I employ over 2,000 staff, but I take a hands-on approach to management and so I keep track of how things are going in just about every department. Things aren't running very smoothly in our domestic sales at the moment. The main problem seems to be the supervisor, who I appointed myself. It was a promotion for him and he seemed ready to take on the extra responsibility. He certainly knows all the tricks of the trade, but his department is barely breaking even. In terms of his own management style, he certainly seems to communicate well with his team, and holds regular meetings.

But just this month they missed an important deadline and cost us an important client. He just doesn't seem to be able to get the best out of his staff and the bottom line is, we're running a business here and we need to be profitable. If things don't improve soon, I'll be forced to make cutbacks in that department.

Unit 18

Track 35

Speaker A: That's a very good question. I think every country has a different idea of how old a child is when they can be held responsible for their actions. If they're really young, in their pre-teens, then I would say the parents are responsible. Very young children only get involved in crime if they are left alone without any supervision. Nowadays, a lot of families are too busy to worry about these things and I think family values are lost in the process. The children might only start with petty crimes but, if they fall in with the wrong crowd and become a delinquent, then this can escalate to more serious crimes like robbery or car theft. If you get a criminal record as a child, it can affect your whole life.

Speaker B: I think each older generation looks at the younger generation and criticises it for being badly behaved. But I do think it's true that, nowadays, people generally have less and less respect for the rules of society. You only need to look around the streets to see all the graffiti and vandalism. I think that there's also been an increase in juvenile crime. Partly I think this is through peer pressure – young people are very much influenced by what their friends think of them, and it's become cool to act like a gangster. I think the main problem, though, is the media. It cultivates that image and it becomes normal for children to see violent behaviour.

Speaker C: I go out on my own in the day quite often but I would very rarely do it at night. In the area where I live, the crime rate has increased significantly in the past few years. There seems to be a lot more criminal activity these days so I think it's a lot safer to go out in a group. There's no knife crime or anything like that. I'm not afraid of getting stabbed; it's more muggings – you know, when people grab your bag, stuff like that. I think it's because of the rising unemployment. People just don't have enough money. I suppose that's why some of them turn to theft.

Track 36

I was recently in charge of a government-funded study looking into the impact that prison sentences have on criminals. For our study, we found 96 pairs of convicted burglars and 406 pairs of offenders who had been charged with assault. One member of each pair had been given a prison sentence for their crimes, while the other had received some form of non-custodial penalty. The offenders involved were exactly matched according to the type of offence they had committed, their prior prison experience and the number of prior appearances in court they had had.

The findings of our study were interesting. Our research team found that offenders who were given a prison sentence were slightly more likely to re-offend than those who did not go to jail. In fact, these results are consistent with a growing body of evidence suggesting that prison either does nothing to deter offenders or actually increases the risk of re-offending. In other words, prisons may help to increase criminal activity. So, what should we conclude from this? Well, it doesn't mean we should abandon our prisons altogether and set all the prisoners free. Far from it – a prison sentence can be justified on other grounds. For example, the majority of us would agree that

criminals, especially dangerous ones, should be punished. But what this study does seem to indicate is that sending people convicted of relatively minor offences to prison is no more effective in changing their behaviour than sentencing them to some form of community service.

Unit 19

Track 37

Vickie: Hi, Paul. How are you?

Paul: Hi, Vickie. I'm fine, just a bit tired. I stayed up late last night watching that new reality TV show. It's a bit like *Big Brother*.

Vickie: Oh, you didn't watch that rubbish, did you? It's just a bunch of people, stuck in a house, doing nothing!

Paul: No, it isn't. I love it.

Vickie: I have to admit that I did use to like that kind of thing when it was new. It's strange to think people are still watching the same shows a decade on.

Paul: Well, actually, it's still pretty much a worldwide phenomenon.

Vickie: Well, I can't say it's a phenomenon that I like very much. It seems to me that those shows just feed this insatiable appetite everyone seems to have for media attention.

Paul: You're probably right there. I mean, you wouldn't sign up for those shows if you didn't want to be in the public eye.

Vickie: That's right. Everyone seems to want to be a celebrity these days.

Paul: And the media encourage that, in a way, because once those shows start, the people in them are always in the headlines.

Vickie: I know, and it just increases the hype around the show and turns these ordinary people into instant celebrities. They become famous overnight.

Paul: You're right. But I suppose there's a lot of demand for gossip about celebrities these days, especially in the tabloid press. I guess all the media is doing is supplying that demand.

Vickie: But some journalists go to ridiculous lengths to get their story.

Paul: I agree with you there, but I think you're talking more about the paparazzi than serious journalists.

Vickie: Yeah, they can create really dangerous situations just trying to get a photograph of whoever's making headlines at the moment.

Paul: I know, it's all a bit silly when you realise they're only doing it to fill the gossip columns.

Vickie: But I don't want to read about these nobodies whose chief claim to fame is that they were on a reality TV show. I want to read about people with real talent who've actually earned their fame because they are different from the rest of us.

Paul: Hmm, that doesn't bother me so much. Maybe we need to rethink what fame is!

Unit 20

Track 38

Welcome to the Ipswich Arts Festival. This recording will help you find your way around this year's festival, the twentieth we've held here in Trafalgar Park. If you look at your map, you will see the entrance to the festival is on Trafalgar Road. Directly opposite the entrance, you'll see our beautiful fountain, and to the left of this you'll find this year's sculpture garden in among the bushes

and trees. It's a lovely setting to stroll around and admire the skill of the sculptors who have carved their artwork out of both wood and stone. If you follow the path through the middle of the park, you'll reach the catering village, where you can buy food and drinks. Just past there is an area between the catering village and the toilets where you'll find a display of paintings all done by local artists. There's a wide range of wonderful paintings from portraits to local landscapes. This year, we have a special exhibition of work by amateur artists from our town. If you then go back past the catering village, on the left is this year's craft market. This is always a popular area of the festival, where you can admire the craftwork of our talented exhibitors.

As always, we have live bands playing throughout the festival. There will be a range of music to suit all tastes from classical to jazz and rock, so please consult your programme to find out when your favourite musicians will be performing on stage. The stage is just to the right of the entrance. As well as live music, we also have a special section for literature lovers this year. You'll be able to listen to a variety of authors reading from their latest works, and it's wonderful to hear the writers bring their own words to life. From the stage, go along the path towards the toilets at the bottom left of the map. Carry on round, keeping the toilets on your left and you will see the author area on your right. In the very top left hand corner of your map, you'll see another set of toilets, and the information booth nearby. Right next to the information booth, you'll be able to enjoy our 'theatre in the park' performances. Our very talented and professional group of actors will be performing extracts from classical and modern plays. These will take place each evening from five till eight, so don't miss out.

Unit 24

Track 39

- We have a larger group today and we are expecting about 15 people altogether.
- It's room number 42.
- My husband will be 55 next year.
- It costs 50 dollars but I've only got 30.
- There are a hundred people coming and we've only got 80 chairs so we need to order 20 more.
- Your flight is on July the 23rd.
- That won't do – I have a meeting on the 22nd.
- I'm afraid she won't be back in the office until the 31st.
- I ran in our local half marathon at the weekend and came 26th!
- I need to organise a celebration for my sister's 40th birthday.

Track 40

- Peter:** Oh, I suppose you'll be needing my address? It's seven Eaton Gardens, Hamilton.
Woman: Is that E.A.T.E.N?
Peter: No, it's O.N.
- Salesman:** And I'll need a contact telephone number for you Mrs Smith. I've got your mobile number here – it's zero, four, five, triple six, nine, seven, five, two.
Mrs Smith: That's correct, but I'm having a few problems with my mobile at the moment so I'll give you my home phone number. It's nine, five, six, two, double seven, oh, five.

- Hotel receptionist:** Now, breakfast is included in the cost of your stay and you have a choice of a full buffet breakfast or, for those who prefer a lighter option, we also offer a continental breakfast. So, if you wake up with a large appetite then you need to go our Ecco restaurant. That's E, double C, O. And if you want a smaller meal with a lovely view, then please join us at our Koffee Club, and that's Koffee with a K!

Track 41

- It's very picturesque.
- It has good rail links.
- It's pretty strenuous work.
- The hours are pretty flexible.
- The area is barely adequate.

Track 42

- We couldn't decide what approach to take so we searched for a precedent in the archive.
- The field was unusual in its rich assemblage of archaeological finds.
- The album's binding was fashioned from the finest Italian leather.
- A jury should not interpret the silence of a defendant as a sign of guilt.
- The book was heavily illustrated with stylised motifs.
- Flammable toys like these are extremely dangerous, posing a significant risk to child safety.
- In the fiercely competitive sphere of professional football, rules are frequently broken.

Track 43

- John:** Hi Anne. Have you found a topic for your dissertation yet?
Anne: Oh. Hi John. Not really, but I just saw this amazing article about animal intelligence.
John: Oh, is it the one in the *Animal Psychology* journal with the monkeys? I read it too. It's a fascinating area.
Anne: Isn't it? It looks like there's a lot of new research coming out. I mean, we're always told 'it's commonly known that animals show intelligence when they use tools', but did you see the findings on the elephants at Bronx Zoo?
John: Yes I did – they put a mirror in their enclosure and the elephants not only looked at themselves, but the research team were able to establish that the animals knew they were looking at their own image and clearly showed recognition.
Anne: I know. It says here that no other animal apart from humans has demonstrated that kind of consciousness. Not even monkeys.
John: Well it sounds to me like this could be just the dissertation topic you wanted.
Anne: It does sound good, doesn't it? I'd particularly like to look into the study on capuchin monkeys. They sound like real characters.
John: I know, but I'm not sure I'd like to have them on campus. Did you see they even managed to escape from their cage?
Anne: Yes, wasn't it great? And to think, a lot of people are still sceptical about animal intelligence. The standard criticism is that animals only really perform tricks because they've been taught to receive food rewards.

John: Well, the monkey case study certainly disproves that theory! Anyway, these are far more than tricks – in some cases it's about natural instincts and survival for these animals.

Anne: Yes, they said that in the bit about the scrub jay in North America. They prey on small animals and store them away. And they can also gauge how long they can keep the food until it's not safe to eat any more.

John: So, it basically has a planning capability. It's amazing to think an animal can determine its potential food supply like that, isn't it? Hey, your dissertation topic sounds more interesting than mine!

Track 44

Good morning everyone. In this opening part of the presentation I'll cover the recent work that the biology department has been involved in based on animal intelligence. First I'll give you a bit of basic background. In 2001, we focused on monkeys and their capability to either fashion crude tools or take advantage of naturally occurring ones. Then in 2007, we turned our thoughts to higher-level thinking and, in particular, numeracy. We conducted a significant piece of research to find out whether birds are in fact

able to count. The findings amazed everyone and caused quite a stir around the world. This helped to spur us on and allowed us to expand the department, making it the world-class facility it is today.

However, it's not without its drawbacks and there are several difficulties that are peculiar to this type of study. Firstly, this type of research is generally prolonged as we have to spend extensive periods gaining the animals' trust. In terms of resources, it can also be very costly to run as we need to employ a large number of supplementary staff to assist us for the length of the study. And finally, there is the question of the physical facilities themselves.

We often have to try to find more space just to simply house the animals, which can be quite an arduous chore!

Which leads me to our present study, and the one we are going to look at today. Our subject this time is elephants! We knew there was simply no way of accommodating them on campus so I have been carrying out fieldwork at the Bronx Zoo ...

Wordlist

Unit 1

Noun

adolescent	/,ædəl'esənt/
characteristic	/,kærəktə'rɪstɪk/
trait	/treɪt/

Adjective

apprehensive	/,æprɪ'hensɪv/
assertive	/ə'sɜ:tɪv/
clumsy	/'klʌmzi/
cynical	/'sɪnɪkəl/
desirable	/dɪ'zʌɪərəbəl/
eccentric	/ɪk'sentɪk/
egotistical	/,i:gəʊ'tɪstɪkəl/
gullible	/'gʌlɪbəl/
idealised	/aɪ'diəlaɪzɪd/
inconsiderate	/,ɪnkən'sɪdərət/
indecisive	/,ɪndɪ'saɪsɪv/
self-absorbed	/selfəb'zɔ:bd/
self-assured	/selfə'fɔ:d/
self-centred	/'self'sentəd/
self-congratulatory	/selfkən,grætʃu'leɪtəri/
self-deprecating	/self'deprəkeɪtɪŋ/
self-important	/'selfɪm'pɔ:tənt/
tactful	/'tæktfəl/
well-adjusted	/welə'dʒʌstɪd/
well-bred	/'wel'bred/
well-brought-up	/welbrɔ:t'ʌp/
well-dressed	/'wel'drest/

Unit 2

Noun

era	/'ɪərə/
evolution	/'i:və'lju:ʃən/
finds	/faɪndz/
pioneer	/'paɪə'nɪə/
remnants	/'remnənts/
retrospect	/'retɹəspekt/
status quo	/'steɪtəs'kwəʊ/
transition	/træn'zɪʃən/
trend	/trend/

Adjective

abrupt	/ə'brʌpt/
bygone	/'baɪɡən/
fleeting	/'fli:tɪŋ/
immense	/'ɪmens/
infinitesimal	/'ɪnfɪnɪ'tesɪməl/
moderate	/'mɒdərət/
periodic	/'pɪərɪ'ɒdɪk/

preceding	/pri:'si:dɪŋ/
prehistoric	/'pri:hɪ'stɔrɪk/
profound	/'prə'faʊnd/
rapid	/'ræpɪd/
topical	/'tɒpɪkəl/
tremendous	/'trɪ'mendəs/
turbulent	/'tɜ:bjələnt/

Phrase

pressed for time	/'prest fə 'taɪm/
have the time of your life	/'hæv ðə ,taɪm əv jɔ: 'laɪf/
have time on your hands	/'hæv 'taɪm ɒn jɔ: hændz/
in next to no time	/'ɪn ,nekst tə 'nəʊ taɪm/
in the blink of an eye	/'ɪn ðə ,blɪŋk əv æn 'aɪ/
there aren't enough hours in the day	/'ðeə ,ɑ:nt ɪ,nʌf ,aʊəz ɪn ðə 'deɪ/
time goes so fast	/'taɪm ɡəʊz səʊ 'fɑ:st/

Verb

excavate	/'ekskəveɪt/
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Unit 3

Noun

behaviour	/'beɪ'heɪvjə/
demographics	/'demə'græfɪks/
heritage	/'herɪtɪdʒ/
interaction	/'ɪntər'ækfən/
minority	/'maɪ'nɔrəti/
norm	/'nɔ:m/
peer	/'pɪə/
pressure	/'preʃə/
segment	/'segmənt/
standard	/'stændəd/
status	/'steɪtəs/

Adjective

anti-social	/'æntɪ'səʊʃəl/
conservative	/'kɒn'sɜ:vətɪv/
conventional	/'kɒn'venʃənəl/
harmonious	/'hɑ:məniəs/
influential	/'ɪnflu'enʃəl/
multicultural	/'mʌltɪ'kʌltʃərəl/
suburban	/'sʌ'bɜ:bən/
unconventional	/'ʌnkɒn'venʃənəl/

Phrase

follow accepted behaviour	/'fɒləʊ ək,septɪd bi'heɪvjə/
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shun mainstream values	/'ʃʌn ,meɪnstri:m 'vælju:z/
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Verb

conform	/'kɒn'fɔ:m/
exclude	/'ɪks'klu:d/
flaunt	/'fləʊnt/
obey	/'ə'beɪ/
skew	/'skju:z/

Unit 4

Noun

capsule	/'kæpsju:l/
carbon dioxide	/'kɑ:bən daɪ'ɒksaɪd/
compound	/'kɒmpaʊnd/
consequences	/'kɒn'sɪkwənsɪz/
dose	/'dəʊs/
emissions	/'ɪmɪʃənz/
exposure	/'ɪk'spəʊʒə/
food chain	/'fu:d tʃeɪn/
infection	/'ɪn'fekʃən/
interaction	/'ɪntər'ækfən/
pesticide	/'pestɪsaɪd/
protein	/'prəʊtɪ:n/
reaction	/'ri'ækʃən/
side effects	/'saɪd ɪ'fektz/

Adjective

bacterial	/'bækt'ɪəriəl/
contagious	/'kɒn'teɪdʒəs/
contaminated	/'kɒn'tæmɪneɪtɪd/
controversial	/'kɒntrə'vɜ:ʃəl/
crucial	/'kru:ʃəl/
essential	/'ɪsenʃəl/
natural	/'nætʃərəl/
organic	/'ɔ:gənɪk/
petrochemicals	/'petrəʊ'kemɪkəlz/

Verb

absorb	/'əb'zɔ:b/
contaminate	/'kɒn'tæmɪneɪt/
release	/'ri:li:s/

Unit 5

Noun

accounting	/'ə'kaʊntɪŋ/
apprenticeship	/'ə'prentɪsʃɪp/
conceptualisation	/'kɒn,septʃuəlaɪ'zeɪʃən/

consistency /kən'sɪstənsi/
 establishment /ɪ'stæblɪʃmənt/
 formulation /,fɔ:mjə'leɪʃən/
 hypothesis /haɪ'pɒθəsɪs/
 inconsistency /,ɪnkən'sɪstənsi/
 insignificance /,ɪnsɪg'nɪfɪkəns/
 interpretation /,ɪntɜ:pri'teɪʃən/
 technician /tek'nɪʃən/
 theorist /'θiəri:st/
 vocation /vəʊ'keɪʃən/

Adjective

analytical /,ænə'lɪtɪkəl/
 blue-collar /,blu:'kɒlə/
 conceptual /kən'septʃuəl/
 hypothetical /,haɪpə'θetɪkəl/
 indicative /ɪn'dɪkətɪv/

Phrase

a process of trial and error /ə ,prauses əv ,traɪəl ənd 'erə/
 give yourself something to aim for /,gɪv jɔ:ɪself ,sʌmθɪŋ tu: 'eɪm fɔ:/
 make a concerted effort /,merk ə ,kənsɜ:trɪd 'efət/
 set yourself a goal /,set jɔ:ɪself ə 'gəʊl/

Unit 6

Noun

billboard /'bɪlbɔ:d/
 branding /'brændɪŋ/
 distributor /dɪ'strɪbjətə/
 flyer /'flaɪə/
 gimmick /'gɪmɪk/
 jingle /'dʒɪŋɡəl/
 manufacturer /,mænʃə'fæktʃərə/
 marketing /'mɑ:kɪtɪŋ/
 online retailer /,ɒnlaɪn 'ri:teɪlə/
 ploy /plɔɪ/
 rebate /'ri:beɪt/
 sales representative /'seɪlz ,reprɪ,zentətɪv/
 slogan /'sləʊɡən/
 telemarketing /,telɪ'mɑ:kɪtɪŋ/
 vendor /'vendə:/

Adjective

catchy /'kætʃɪ/
 compelling /kəm'pelɪŋ/
 distracting /dɪ'stræktɪŋ/
 disturbing /dɪ'stɜ:bɪŋ/
 infuriating /ɪn'fjuəriətɪŋ/
 invasive /ɪn'veɪsɪv/
 irritating /'ɪrɪteɪɪŋ/

monetary /'mɒnɪtəri/
 persuasive /pə'sweɪsɪv/
 promotional /prə'məʊʃənəl/
 repetitive /rɪ'petətɪv/
 slick /slɪk/
 ubiquitous /ju:'bɪkwɪtəs/
 unavoidable /,ʌnə'vɔɪdəbəl/

Verb

assure /ə'ʃʊə/
 cultivate /'kʌltɪveɪt/
 entice /ɪn'taɪs/
 induce /ɪn'dju:s/
 oblige /ə'blaɪdʒ/
 pressurise /'prefəraɪz/
 reassure /,ri:ə'ʃʊə/
 tempt /tempt/
 urge ɜ:dʒ/

Unit 7

Adjective

breathtaking /'breθ,tetɪŋ/
 charming /'tʃɑ:mɪŋ/
 comfortable /'kɒmfətəbəl/
 dramatic /drə'mætɪk/
 magnificent /mæg'nɪfɪsənt/
 memorable /'memərəbəl/
 mountainous /'maʊntɪnəs/
 precarious /preɪ'keəriəs/
 remote /rɪ'məʊt/
 rustic /'rʌstɪk/
 spectacular /spek'tækjələ/
 stunning /'stʌnɪŋ/

Verb

attract /ə'trækt/
 damage /'dæmɪdʒ/
 outweigh /aʊt'weɪ/

Unit 8

Noun

bureaucrat /'bjʊərəkræt/
 civil servant /,sɪvəl 'sɜ:vənt/
 community /kə'mju:nəti/
 healthcare /'helθkeə/
 mayor /meə/
 member of parliament /,membə əv 'pɑ:ləmənt/
 military service /,mɪlɪtri 'sɜ:vɪs/
 notion /'nəʊʃən/
 old-age pension /,əʊldeɪdʒ 'penʃən/
 safety net /'seɪftɪ ,net/

social services /,səʊʃəl 'sɜ:vɪsɪz/
 state /steɪt/
 unemployment /,ʌnɪm'plɔɪmənt
 benefit /,benɪfɪt/

Phrase

leader of the opposition /,li:də əv ði ,ɒpə'zɪʃən/
 lose control of /,lu:z kən'trəʊl əv/
 means tested /'mi:nz ,testɪd/
 social welfare /,səʊʃəl 'welʃeə/
 social well-being /,səʊʃəl wel'bi:ɪŋ/

Verb

miscalculate /mɪs'kælkjəleɪt/
 misdiagnose /mɪs'daɪəgnəʊz/
 misinform /,mɪsɪn'fɔ:m/
 misinterpret /,mɪsɪn'tɜ:prɪt/
 misjudge /mɪs'dʒʌdʒ/
 mislead /mɪ'sli:d/
 mismanage /,mɪs'mænɪdʒ/
 mistrust /mɪ'strʌst/
 misunderstand /,mɪsʌndə'stænd/
 subsidise /'sʌbsɪdaɪz/

Unit 9

Noun

burrow /'bʌrəʊ/
 colony /'kɒləni/
 deforestation /di:fo'reɪsteɪʃən/
 degradation /,degrə'deɪʃən/
 demise /dɪ'maɪz/
 devastation /,devə'steɪʃən/
 flooding /'flʌdɪŋ/
 habitat /'hæbɪtæt/
 harm /hɑ:m/
 herd /hɜ:d/
 hive /haɪv/
 lifespan /'laɪfspæn/
 pack /pæk/
 parasite /'pærəsəɪt/
 prey /preɪ/
 rival /'raɪvəl/
 swarm /swɔ:m/
 threshold /'θreʃəʊld/

Adjective

appalling /ə'pɔɪlɪŋ/
 aquatic /ə'kwætɪk/
 hypocritical /,hɪpə'krɪtɪkəl/
 impartial /ɪm'pɑ:ʃəl/
 irresponsible /,ɪrɪ'spɒnsəbəl/
 nocturnal /nɒk'tɜ:nəl/
 outrageous /,aʊ'reɪdʒəs/

Wordlist

risky	/'rɪski/
venomous	/'venəməs/
Verb	
flourish	/'flaʊrɪʃ/
forage	/'fɔrɪdʒ/
hibernate	/'haɪbəneɪt/
lay	/leɪ/
poach	/pəʊtʃ/
thrive	/θraɪv/

Unit 10

Noun	
condensation	/,kɒndən'seɪʃən/
debris	/'deɪbrɪz/
eclipse	/'ɪkɪlɪps/
evaporation	/'ɪ,vəpə'reɪʃən/
gravity	/'grævəti/
harbour	/'hɑ:bə/
light year	/'laɪt jɪə/

Adjective	
astronomical	/,æstrə'nɒmɪkəl/
climatic	/klaɪ'mætɪk/
colossal	/kə'lɒsəl/
fascinating	/'fæsmɪneɪɪŋ/
fleeting	/'fli:tɪŋ/
immeasurable	/'ɪ'meʒərəbəl/
immense	/'ɪmens/
imperceptible	/,ɪmpə'septəbəl/
infinitesimal	/,ɪnfɪnɪ'tesɪmə/
magnetic	/mæg'netɪk/
minuscule	/'mɪnəskju:l/
transient	/'trænzɪənt/
vast	/vɑ:st/

Verb	
absorb	/əb'zɔ:b/
activate	/'æktɪveɪt/
burst	/bɜ:st/
collide	/kə'lɑɪd/
dilute	/daɪ'lju:t/
dissolve	/dɪ'zɒlv/
penetrate	/'penɪtreɪt/
pierce	/pɪəs/
reflect	/'rɪ'flekt/
release	/'ri:lɪs/
repel	/'ri:pəl/
solidify	/sə'lɪdɪfaɪ/

Unit 11

Noun	
cyberspace	/'saɪbə,spes/
expense	/ɪk'spens/

fabric	/'fæbrɪk/
fibre	/'faɪbə/
foam	/fəʊm/
log	/lɒg/
marble	/'mɑ:bəl/
patent	/'peɪtənt/
pillar	/'pɪlə/
plank	/plæŋk/
polyester	/,pɒli'esteɪ/
prop	/prɒp/
technique	/tek'nɪk/
thread	/θred/
timber	/'tɪmbə/

Adjective	
cutting-edge	/,kʌtɪŋ'edʒ/
futuristic	/,fju:tʃə'rɪstɪk/

Verb	
demolish	/dɪ'mɒlɪʃ/
dye	/daɪ/
innovate	/'ɪnəveɪt/
revolve	/'rɪvɒlv/
rotate	/'rəʊteɪt/
strike	/straɪk/

Unit 12

Noun	
acquisitiveness	/ə'kwɪzɪtɪvnəs/
archive	/'ɑ:kɑ:v/
stockpile	/'stɒkpaɪl/
supplies	/sə'plaɪz/

Adjective	
chic	/ʃɪk/
drab	/dræb/
mundane	/'mʌn'deɪn/
sophisticated	/'sɒfɪ'stɪkeɪtɪd/

Phrase	
a must-have item	/ə ,mʌst'hæv 'aɪtəm/
a passing trend	/ə ,pɑ:sɪŋ 'trend/
all the rage	/ɔ:l ðə 'reɪdʒ/
casual dress	/,kæʒjuəl 'dres/
conspicuous	/kən'spɪkjʊəs
consumption	kən'sʌmʃən/
designer label	/dɪ,zɑ:nə 'leɪbəl/
disposable income	/dɪ,spəʊzəbəl 'ɪŋkʌm/
fashion accessory	/'fæʃən ək,sesəri/
get rid of	/get 'rɪd əv/
in vogue	/ɪn 'vəʊg/
mass branding	/mæs 'brændɪŋ/
personal	/'pɜ:snəl
consumption	kən'sʌmʃən/
spending patterns	/'spendɪŋ ,pætənz/

the latest trend	/ðə ,leɪtɪst 'trend/
traditional dress	/trə'dɪʃənəl 'dres/

Verb	
abandon	/ə'bændən/
conserve	/kən'sɜ:v/
consume	/kən'sju:m/
discard	/dɪ'skɑ:rd/
dump	/dʌmp/
eradicate	/'ɪrædɪkeɪt/
hoard	/hɔ:d/
maintain	/meɪn'teɪn/
preserve	/'prɪ:zɜ:v/
retain	/'ri:teɪn/

Unit 13

Noun	
concrete jungle	/'kɒŋkri:t 'dʒʌŋgl/
employment	/'ɪm'plɔɪmənt
opportunities	,'ɒpə'tju:nətiz/
garbage collection	/'gɑ:bɪdʒ kə'leɪkʃən/
high-rise building	/'haɪraɪz 'bɪldɪŋ/
housing estate	/'haʊzɪŋ ɪ'steɪt/
inner-city slum	/'ɪnə'sɪti slʌm/
noise pollution	/'nɔɪz pə'lju:ʃən/
outer suburbs	/'aʊtə 'sʌbɜ:bz/
sewage system	/'su:ɪdʒ 'sɪstəm/
traffic congestion	/'træfɪk kən'dʒestʃən/
urban sprawl	/'ɜ:bən sprɔ:l/

Adjective	
frantic	/'fræntɪk/
high-rise	/'haɪraɪz/
isolated	/'aɪsəleɪtɪd/
overpopulated	/'əʊvə'pɒpjəleɪtɪd/
migrate	/'maɪ'greɪt/
settle	/'setl/
tranquil	/'træŋkwɪl/

Unit 14

Noun	
catastrophe	/kə'tæstrəfi/
cloning	/'kləʊnɪŋ/
controversy	/'kɒntrəvɜ:sɪ/
crisis	/'kraɪsɪs/
dilemma	/dɪ'lemə/
disaster	/dɪ'zɑ:stə/
hurdle	/'hɜ:dl/
obstacle	/'ɒbstəkəl/
predicament	/'prɪ'dɪkəmənt/
setback	/'setbæk/

Adjective

catastrophic	/,kætə'strɒfɪk/
controversial	/,kɒntrə'vɜ:ʃəl/
daunting	/'dɔ:ntɪŋ/
disastrous	/dɪ'zɑ:stɹəs/
insurmountable	/,ɪnsə'maʊntəbəl/
ongoing	/'ɒn,gəʊɪŋ/
pervasive	/'pɜ'veɪsɪv/
problematic	/'prɒblə'mætɪk/

Phrase

do more harm than good	/du: mɔ: ,hɑ:m ðən 'gʊd/
dwell on	/'dwel ɒn/
energy crisis	/'enədʒi ,kraɪsɪs/
gain insight into	/gem 'ɪnsaɪt ,ɪntu/
genetically modified food	/dʒə,netɪkli ,mɒdɪfaɪd 'fud/
take stock	/teɪk 'stɒk/

Verb

aggravate	/'ægrəveɪt/
alleviate	/'æli:vɪeɪt/
arise	/'aɪraɪz/
exacerbate	/'ɪg'zæsəbeɪt/
hinder	/'hɪndə/
ignore	/'ɪg'nɔ:ɪ/
improve	/'ɪm'pru:v/
mitigate	/'mɪtɪgeɪt/
rectify	/'rektɪfaɪ/
resolve	/'rɪ'zɒlv/

Unit 15

Noun

acid rain	/,æsɪd 'reɪn/
aftershock	/'ɑ:ftəʃɒk/
agriculture	/'ægrɪkʌltʃə/
cattle	/'kætəl/
coast	/'kəʊst/
deforestation	/di: ,fɔ:rɪ'steɪʃən/
desalination	/di: ,sæli'neɪʃən/
draft	/'draɪft/
erosion	/'ɪrəʊʒən/
flooding	/'flʌdɪŋ/
fungus	/'fʌŋɡəs/
herbivore	/'hɜ:bɪvɔ:ɪ/
lava	/'lɑ:və/
petal	/'petəl/
productivity	/'prɒdʌk'tɪvətɪ/
puddle	/'pʌdə/
reservoir	/'rezəvɔ:wə/
shore	/'ʃɔ:ɪ/
species	/'spi:ʃi:z/

stem	/stem/
tide	/'taɪd/
tremor	/'tremə/

Adjective

current	/'kʌrənt/
dense	/'dens/
freezing	/'fri:zɪŋ/
heavy	/'hevi/
long-term	/'lɒŋ'tɜ:m/
native	/'neɪtv/
resistant	/'rɪ'zɪstənt/
severe	/'si'veɪə/
torrential	/'tɔ'renʃəl/
tropical	/'trɒpɪkəl/

Phrase

a storm in a teacup	/ə ,stɔ:m ɪn ə 'ti:kʌp/
be snowed under	/'bi: ,snəʊd 'ʌndə/
every cloud has a silver lining	/'evri ,klaʊd hæz ə ,sɪlvə 'laɪnɪŋ/
in the cold light of day	/'ɪn ðə ,kəʊld laɪt əv 'deɪ/
know which way the wind is blowing	/'nəʊ wɪtʃ ,wei ðə 'wɪnd ɪz ,bləʊɪŋ/
not a cloud in the sky	/'nɒt ə 'klaʊd ɪn ðə ,skaɪ/
not have the foggiest idea	/'nɒt hæv ðə ,fɒgɪst aɪ'dɪə/
the calm before the storm	/'ðə 'kɑ:m bɪ ,fɔ: ðə 'stɔ:m/
vicious circle	/'vɪʃəs 'sɜ:kəl/
weather the storm	/'weðə ðə 'stɔ:m/

Verb

breed	/'brɪ:d/
cultivate	/'kʌltɪveɪt/
flow	/'fləʊ/
sow	/'səʊ/

Unit 16

Noun

biofuel	/'baɪəʊ'fjuəl/
carbon footprint	/'kɑ:bən 'fʊtprɪnt/
consumption	/'kɒn'sʌmʃən/
emissions	/'ɪ'mɪʃnz/
fumes	/'fju:mz/
greenhouse gas	/'gri:nhaʊs ,gæs/
mining	/'maɪnɪŋ/
natural resources	/'nætʃərəl rɪ'zɔ:sɪz/
precious metal	/'preʃəs 'metəl/
scale	/'skeɪl/
wind farm	/'wɪnd fɑ:m/

Adjective

carbon neutral	/'kɑ:bən 'nju:trəl/
eco-friendly	/'i:kəʊ,frendli/
precious	/'preʃəs/
rechargeable	/'rɪ:'tʃɑ:dʒəbəl/
recyclable	/'rɪ:'saɪkələbəl/
renewable	/'rɪ'nju:əbəl/
sustainable	/'sə'steɪnəbəl/
unleaded	/'ʌn'ledɪd/

Verb

capture	/'kæptʃə/
conserve	/'kɒn'sɜ:v/
curb	/'kɜ:b/
discard	/'dɪ'skɑ:ɪd/
emit	/'ɪmɪt/
exhaust	/'ɪg'zɔ:st/
harness	/'hɑ:nɪs/

Unit 17

Noun

assets	/'æsets/
bankruptcy	/'bæŋkrʌptsi/
bottom line	/'bɒtəm 'laɪn/
budget	/'bʌdʒɪt/
client	/'klaɪənt/
credit rating	/'kredɪt ,reɪtɪŋ/
cutback	/'kʌtbæk/
earnings	/'ɜ:nɪŋz/
equity	/'ekwɪtɪ/
household name	/'haʊshəʊld 'neɪm/
luxury goods	/'lʌkʃəri ,gʊdz/

Adjective

bankrupt	/'bæŋkrʌpt/
hands-on	/'hændz'ɒn/
managerial	/'mænə'dʒɪəriəl/

Phrase

calculated risk	/'kælkjələɪtɪd 'rɪsk/
chair a meeting	/'tʃeə ə 'mi:tɪŋ/
golden opportunity	/'gəʊldən ,ɒpə'tju:nətɪ/
keep track of	/'ki:p 'træk əv/
make a name for yourself	/'meɪk ə 'neɪm fə jɔ: ,self/
win-win situation	/'wɪn'wɪn sɪ'tju:ɪʃən/

Verb

amalgamate	/'ə:mælgəmeɪt/
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Unit 18

Noun

capital punishment /,kæpɪtəl 'pʌnɪʃmənt/
 community service /kə,mju:nəti 'sɜ:vɪs/
 life sentence /,laɪf 'sentəns/
 mugging /'mʌgɪŋ/
 offence /ə'fens/
 organised crime /,ɔ:gənəraɪzd 'kraɪm/
 peer pressure /'piə ,preʃə/
 petty crime /,peti 'kraɪm/
 robbery /'rɒbəri/
 vandalism /'vændəlɪzəm/
 violence /'vaɪələns/

Adjective

hostile /'hɒstail/
 lenient /'li:nɪənt/

Phrase

accept the consequences of /ək'sept ðə 'kɒnsɪkwəntsɪz ɒv/
 accuse someone of /ə'kjuz 'sʌmwʌn ɒv/
 arrest someone for /ə'rest 'sʌmwʌn fɔ:/
 be a victim of /bi: ə 'vɪktɪm ɒv/
 be (held) responsible for /bi: rɪ'spɒnsəbəl fɔ:/
 convicted criminal /kən'vɪktɪd 'krɪmɪnəl/
 criminal activity /'krɪmɪnəl æk'tɪvəti/
 criminal offence /'krɪmɪnəl ə'fens/
 criminal record /'krɪmɪnəl 'rekɔ:d/
 hardened criminal /'hɑ:dənd 'krɪmɪnəl/
 juvenile crime /'dʒu:vənəɪl kraɪm/
 underlying causes /,ʌndə'laɪŋ 'kɔ:zɪz/

Verb

jail /dʒeɪl/
 punish /'pʌnɪʃ/

Unit 19

Noun

bias /'bi:əs/
 broadcaster /'brɔ:dkɑ:stə/
 episode /'epɪsəʊd/
 headline /'hedlaɪn/
 paparazzi /,pæpər'ætsɪ/
 press /pres/
 viewer /'vju:ə/

Adjective

biased /'bi:əst/
 eminent /'emɪnənt/
 high-profile /,haɪ'prəʊfaɪl/
 impartial /ɪm'pɑ:ʃəl/

influential /,ɪnflu'enʃəl/
 prejudiced /'predʒəɪst/
 prominent /'prɒmɪnənt/
 subjective /səb'dʒektɪv/
 world-famous /,wɜ:ld'feɪməs/

Phrase

become famous /bɪkʌm 'feɪməs
 overnight /,əʊvə'nait/
 chief claim to fame /'tʃi:f ,kleɪm tə ,feɪm/
 in the public eye /ɪn ðə ,pʌblɪk 'aɪ/
 instant celebrities /,ɪnstənt sə'lebrətɪz/
 making headlines /,meɪkɪŋ 'hedlaɪnz/
 media attention /'mi:diə ə'tenʃən/
 new-found fame /,nju:faʊnd 'feɪm/
 tabloid press /,tæblɔɪd 'pres/

Verb

assert /ə'sɜ:t/
 broadcast /'brɔ:dkɑ:st/
 contend /kən'tend/
 gossip /'gɒsɪp/
 indicate /'ɪndɪkeɪt/
 speculate /'spekjəleɪt/

Unit 20

Noun

animation /,æni'meɪʃən/
 culture /'kʌltʃə/
 drama /'drɑ:mə/
 echo /'ekəʊ/
 engraving /ɪn'greɪvɪŋz/
 fiction /'fɪkʃən/
 imagination /ɪ,mædʒɪ'neɪʃən/
 inspiration /,ɪnspə'reɪʃən/

Adjective

abominable /ə'bɒmɪnəbəl/
 abysmal /ə'bzɪzməl/
 dismal /'dɪzɪməl/
 fictional /'fɪkʃənəl/
 figurative /'fɪgjərətɪv/
 hilarious /hɪ'leəriəs/
 inspirational /,ɪnspə'reɪʃənəl/
 petrified /'petrɪfaɪd/
 spectacular /spek'tækjələ/
 spine-chilling /'spɑɪn,tʃɪlɪŋ/
 talented /'tæləntɪd/
 tedious /'ti:diəs/
 terrified /'terəfaɪd/
 terrifying /'terəfaɪɪŋ/
 thrilling /'θrɪlɪŋ/

Phrase

a matter of taste /ə ,mætər əv 'teɪst/
 acquire a taste for /ə,kwaɪər ə 'teɪst fɔ:/
 be in bad taste /bi: ɪn bæd 'teɪst/
 compose a song /kəm,pəʊz ə 'sɒŋ/
 have diverse tastes /hæv daɪ,vɜ:s 'teɪsts/
 share the same taste /ʃeə ðə seɪm 'teɪst/

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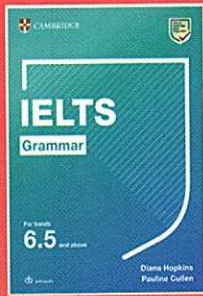
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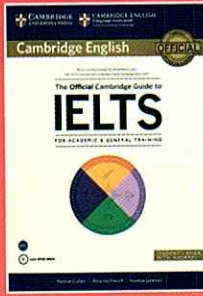
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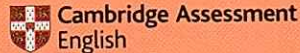


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