

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 = (their) peers
- 6 true character = inherent characteristics
- 7 thought to = perceived to

Test practice

- 1 personality/personalities 2 logical 3 movement
- 4 feelings 5 complex 6 lecture 7 game
- 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 a/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
 produced = yielded
 but = however
 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 B (Lambert: *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.*)

- 2 E (*Elizabeth Barber ... has argued that fibre-making expertise was as revolutionary as the creation of equipment for working with stone and metal.*)
 3 A (*Good: Until recently, it was assumed that all [ancient] silk was from China ... But our work is now calling that assumption into question.*)
 4 C (*Jakes: Such information, combined with other evidence, enables researchers to infer the technological skills of ancient civilisations ... notes Kathryn Jakes*)
 5 A (*Good: but to improve access to the past based on very tiny pieces of evidence ... says Good*)
 6 D (*Drooker: Evidence from tools and weapons can lead to skewed interpretations of past life, she says. Until fairly recently in human history, Drooker points out*)
 7 Yes (*species of moths and therefore give a clue to the place where the silk was made*)
 8 No (*Until recently, these remains were usually overlooked because they were frayed, discoloured or too fragile to withstand the rigours of analysis.*)
 9 Not given (Lambert tells us that organic materials deteriorate over time but he gives no opinion as to how long this will take.)
 10 Yes (*He is a pioneer in the use of analytical-chemical techniques for the study of archaeological materials.*)
 11 Not given (We are told that Jakes carried out experiments on the use of sumac as a dye, but we are not told whether this had ever been done before.)
 12 No (*The Egyptians preserved millions of mammals, birds and reptiles ... 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.*)
 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: internet (blog), 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 ✗ 5 ✓ 6 ✓ 7 ✓ 8 ✗

3.2

- 1 conform = behave according to our accepted standards of behaviour; 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 censured = /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 kinds of leisure activity engaged in by three distinct groups: native Australians, recently arrived immigrants from English-speaking countries and new migrants for whom English is not the first language in their country.

The cinema is by far the most popular free-time activity listed in the chart for those with English as their first language – 70% of non-migrants and 65% of English-speaking migrants. Half the migrants from non-English-speaking countries also go to see a film but interestingly, 5% more of this group prefer the library to the cinema. Roughly 40% of the other two groups say they visit the library.

Zoos are visited most by half of the English-speaking migrants 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 least popular for all concerned, with only 10% of non-English-speaking migrants attending, while double the number of native Australians go to see a play. A quarter of those born in English-speaking countries are theatre-goers. Overall, it is perhaps unsurprising that Australians prefer the cinema to the theatre, but the popularity of the library with new migrants may reflect the financial circumstances of these new citizens.

Unit 4

1.1

- Some common chemical elements you should know are: oxygen, carbon, hydrogen and nitrogen.
- A chemist or a chemical engineer studies or works with chemicals.
- Some common household products which contain potentially harmful chemicals are: bleach, detergent, antifreeze, air fresheners, shampoo, paint, hair colouring and batteries.
- H₂O is the chemical formula for water. It means water consists of two hydrogen atoms and one oxygen atom.
- 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

Test practice

- 1 E (It starts to make them think about their food in terms of its nutritional components)
 2 C (Major food giants are actively unveiling products overseas)
 3 A (The introduction of iodine to Morton Salt in 1924)
 4 G (The agency approved wording that is not quite as snappy for package design)
 5 B (We expect [the functional foods business] to grow about 7.6 percent annually)
 6 E (awareness of the low-carb phenomenon has led many consumers to check food labels)
 7 F (some nutritionists and scientists are worried that the findings aren't rock solid)
 8 D (There's a lot of research and development going on into what kinds of products people want)
 9 D (section A – consumers didn't know or care enough about the new ingredients)
 10 F (section D – consumers' rising interest in nutrition and wellness)
 11 C (section F – empower the consumer, to make them more aware of possible health benefits in these foods)
 12 B (section F – The non-profit Centre for Science in the Public Interest has filed suit against the FDA ... for marketing the health benefits of ingredients.)
 13 E (section G – Others fear there will be so many claims they will just become more noise to already bewildered consumers.)

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 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 (*providing assurances that personal and credit card information is secure; providing customers with discounts on future purchases, or free merchandise*)

2 C (*trustworthiness; that personal and credit card information is secure; whether the website loads quickly and the frequency of pop-up windows*)

3 D (*With social networking, it's very easy for one dissatisfied customer to post on his or her blog that a company messed up*)

4 B (*promotional events designed to counter customers' negative attitudes can significantly enhance the customers' likelihood of engaging in a long-term relationship with the business*)

3.2

1 cultivate 2 a hard-sell approach 3 rebates
4 monetarily 5 promotional events
6 online retailers

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 (B is wrong because we are never told that this magazine was the first to print advertisements; C is wrong because there is no mention of adverts changing in this time; D is wrong because there is no link made between adverts and business.)

2 A (The passage says *the presence of many excellent online collections of advertisements provides learners as well as established scholars with the opportunity to examine these sources in new ways*; B is wrong because we are never told they are annoying (the text says it can be frustrating because you cannot tell the intent or the social or cultural background of old advertisements); C is wrong because no comment is made about present day adverts on the internet; D is wrong because we are told it is not possible to do this.)

3 B (The passage says *advertising is not an easy term to define* and then gives several examples of adverts that don't fit one description; A is wrong because it mentions selling products, but there is no mention of advertising not being enough; C is wrong because we are told this is possible to do; D is wrong because we are not told the difficulties of producing advertisements.)

4 C (The passage says *authors distinguish advertising from salesmanship ... (but) The boundaries blur here, too* and then gives online retailers and telemarketing as examples of irritating advertising which is aimed at individuals; A is wrong because they are both used to sell, but we are not told if they are cheap; B is wrong because they are given as examples of a more personal way of advertising; D is wrong because we do not know if they are more popular than print ads or not.)

5 headlines

6 illustrations (*Pennsylvania Gazette reached out to readers with new devices like headlines, illustrations*)

- 7 back pages (*Magazine ad styles were also restrained, with most publications relegating advertisements to the back pages.*)
- 8 (patent) medicine (*Magazine ad styles were also restrained ... Patent medicine ads proved the main exception to this pattern.*)
- 9 production techniques (*In the 1880s, several industries adopted new production techniques that created standardised products in unheard-of quantities*)
- 10 branded (*National advertising of branded goods emerged in this period*)
- 11 department stores (*Large department stores ... also pioneered new advertising styles.*)
- 12 (mail-order) catalogues (*For rural markets, the Sears Roebuck and Montgomery Ward mail-order catalogues offered everything from buttons to kits*)
- 13 (Consumer) credit (*Consumer spending was fuelled in part by the increased availability of consumer credit*)
- 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 internationally/world 7 world 8 sparsely

2.3

- 1 Tourism 2 to 3 resources 4 effects 5 have
6 attract 7 transport 8 damage 9 cause 10 in
11 outweigh 12 tourist

3.1

- 1 Passenger 2 seats 3 mountains 4 (safe) arrival
5 comfortable 6 commercial aviation
7 journeys/flights 8 business travellers 9 routes
10 fares

3.2

- 1 trip 2 travel 3 journey 4 trip 5 tourist
6 travellers

Test practice

Model answer

The two pie charts show the aspects of Fairmont Island that tourists enjoy the most and the least. Fairmont Island has many features that attract tourists but the most popular of these are the scenery and the people, with more than two thirds of the visitors to the island listing these as the greatest advantages. The standard of accommodation on the island appears to be more than adequate, with 11% of respondents listing this as an advantage. 12% of visitors cite the culture of the island as a major attraction.

However, the island seems far from being a perfect tourist destination. When it comes to the negative aspects of the island, the high cost of living, poor weather and the quality or lack of entertainment are seen as the worst of these. Together, these three categories make up 95% of the total disadvantages. In spite of the high costs on the island, 5% of the visitors complain of poor food quality. Overall, it seems that most people like Fairmont Island because of the scenery and people. However, it is possible that the unspoilt nature of the island means there is little in the way of entertainment and this, combined with the high cost of living, makes it unlikely to appeal to everyone.

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 his 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 feel 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.*)

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 essential services that can be extremely expensive and, as a result, unaffordable for those on a limited budget. Nevertheless, it is important to establish just who is responsible for funding them. The health of a country's citizens is 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 as well as highly trained staff to run them. There is also a need for appropriate emergency services. Furthermore, without a good public education system, people may find they are limited in their work choices. If education is not provided free to all, those born into poverty may find themselves unable to rise above that level.

We may all wish for these essential services to be provided free of charge, but the government needs to obtain the funds for them from somewhere. Even when they are provided free of charge, there has to be some way of recouping the costs. One way of acquiring the necessary funds is by imposing taxes. Alternatively, access to welfare can be means-tested and based on personal levels of income. The irony is that, in democratic societies, where a government is elected based on its promises, it is often the political party that promises tax cuts that is elected to office.

It seems clear that poorer members of our society need this type of aid and if these costs are covered, at least partially, by the government, then we need to accept that our taxes will be used to fund them.

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

1.4

impartial, objective

Answer key

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

- flock – is a group of animals, the others are places where animals live
- butterfly – the others all have a shell but no wings; a butterfly is not an aquatic animal
- bear – the others all have horns, don't eat meat and can't walk on two legs
- tiger – the others are considered to be domestic animals, not endangered wild animals
- trunk – the others are things that cover an animal's body
- burrow – is where animals (e.g. rabbits) live, the others are all names of groups of animals
- scorpion – the others are flying insects
- giraffe – the others all have stripes (or bee – it's the only insect, the others are all mammals)
- 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

- False (They are virtually unchanged.)
- False (They are widespread.)
- False (They never hibernate.)
- True (Their life is spent foraging.)
- True (They build a system of tunnels under the snow.)
- False (They are vulnerable to accelerated global warming.)
- False (They require cool, dark bogs with decaying mossy logs.)
- True (They require the cool understory – the area at ground level in a forest which is dark and cool.)

4.1

Possible threats in the passage: human activity; 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

- D (*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.)
- 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.)
- 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.)
- 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.)
- 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.)
- 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 sand 2 sink 3 medication(s) 4 sticky tape
5 released 6 elastic 7 engine 8 speed
9 accelerate 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 / a switch

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

- 1 material(s) 2 calculator 3 diagrams/drawings
- 4 models 5 tunnel 6 pump 7 patents
- 8 bridge 9 scissors 10 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

- 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.*)
- D (*Site users can also choose to install applications – software components that personalise their profile page.*)

- 3 E (Now millions of people carry a de facto tracking device with them all day that automatically logs their every move.)
- 4 A (If you use a social networking 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)
- 5 A (Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens)
- 6 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. As ever, with great power comes great responsibility.)
- 7 B (para. D – 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 (para. B – the far-reaching implications of their theories have been effectively impossible to test)
- 9 C (para. E – 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 (para. D – their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods)
- 11 A
- 12 and 13 B, D

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 an 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 B (Says Rivoli, 'There are nowhere near enough people in America to absorb the mountains of cast-offs, even if they were given away.')
- 2 B (Observers such as Rivoli predict that the trend toward increasing exports of used clothing to developing countries will continue to accelerate)

- 3 D (The US government's conservation campaign ... resulted in an approximate 10% reduction in the production of trash.)
- 4 A (Girls especially are insatiable when it comes to fashion.)
- 5 C (21% of annual clothing purchases stay in the home, increasing the stocks of clothing and other textiles held by consumers ... which is considered to represent a potentially large quantity of latent waste that will eventually enter the solid waste stream)
- 6, 7, 8 A (which can cause or aggravate respiratory disease)
 C (This crop accounts for a quarter of all the pesticides used in the United States.)
 G (The Environmental Protection Agency (EPA) considers many textile manufacturing facilities to be hazardous waste generators.)
- 9 polyester
 10 4%
 11 (the) 1920s
 12 the internet
 13 Japan

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

- isolation/remoteness (though *isolation* collocates better with *sense of*)
- public transport system
- countryside
- slow(er) pace
- frantic
- simple(r)
- traditional

3.1

- Yes (This way of existence required frequent moving.)
- 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.)
- Not given (There is no information about the impact of the Industrial Revolution on food availability.)
- 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.)
- No (In reality, various studies on life satisfaction have revealed that there is no advantage to living in a rural setting.)
- No (In developed countries, rural people tend to be just as satisfied with life as city people.)

3.2

- evolved 2 percentage 3 massive 4 reverse
- cherished 6 undertone 7 revealed 8 serenity
- 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

- police force
- recreational facilities
- sewage system; garbage collection
- Traffic congestion
- inner-city slums / shanty towns
- urban sprawl

5

- 1 10 million (people) / 10,000,000 (people) / 10m (people)
 2 20,000 (people) / twenty thousand (people)
 3 47(%) / 47 (per cent)
 4 468 / (cities)
 5 3/5 / three in five
 6 (its/the) outer limits
 7 (in) slums / shanty towns

Test practice

- 1 transport 2 parking 3 120 4 shops
 5 schools 6 flat 7 expensive 8 Godfrey
 9 0742666395 10 Saturday

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 / 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 represents 2 problem 3 find 4 make 5 with
 6 resolve 7 tackle 8 difficult 9 deal with
 10 make 11 take 12 prevent

Test practice

Model answer

Obesity is now one of the main causes of preventable death, especially in industrialised countries. To tackle this problem, governments can reduce the impact of their overweight citizens by the careful use of taxation to fund alternatives to a sedentary lifestyle. However, individuals should also take responsibility for their own health by avoiding a bad diet and taking the initiative to participate in sport.

It is important for governments to act quickly to curb obesity because of the rising death rate. There will also be rising costs in healthcare and the benefits system if it is left unchecked. To combat this problem, governments should, first of all, heavily tax junk food and use the revenue generated to subsidise healthy fruit and vegetables. This would make healthy food cheaper and more widely available than unhealthier options. Also, the government can act by funding leisure centres, sports clubs and gyms. This money could be used to help people gain motivation to exercise and become more active.

On the other hand, there are those who claim that obesity is due to lifestyle choice and therefore an individual problem, not one for the government. They claim that people should find their own motivation to prevent obesity by being aware of the potentially fatal consequences of their lifestyles. Individuals could also change their diets by switching from a carbohydrate-heavy diet to one which includes a balance of vitamins and minerals. Joining a sports club need not always be the only way to lose weight. Even vigorous housework or heavy gardening can help avert heart disease. In conclusion, although individuals may be able to help themselves by changing their diets and activities, it may require government intervention to tackle obesity quickly and on a large scale.

Unit 15

1.1

Suggested answers

- strike (n/v), lightning (n), thunder (n/v)
- rain (n), heavy (adj), fall (v), torrential (adj)
- erupt (v), ash (n), volcano (n), lava (n)
- dense (adj), freezing (adj), fog (n)
- severe (adj), tropical (adj), wind (n)
- earthquake (n), tremor (n), aftershock (n)

1.2

- heavy/torrential 2 wind/s 3 struck
- thunder 5 erupt

2.1

- g 2c 3d 4b 5h 6f 7e 8a

2.2

- in the cold light of day 2 weather the storm
- the calm before the storm 4 every cloud; a silver lining
- a storm in a teacup 6 has the foggiest idea

3

Suggested answers

- fungus – is a plant, like a mushroom, not a type of flower or a part of a flower
- pest – is a type of animal or insect and is not related in any way to soil, as the other words are
- pasture – is an area of grassland, and the others are all parts of a tree
- fauna – the others all relate to plants, but fauna is the animals of a particular area
- manufacture – is to do with industry, not farming

- melt – is not connected to movement of water, as the others are
- a stream – is not man-made, as the others are
- a 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

- desalination 2 fossil fuels / energy
- carbon dioxide / greenhouse gases 4 crop yields

5.1

- temperatures 2 crops 3 weeds 4 pests
- drought 6 flood/s / flooding
- tractors 8 cattle 9 erosion
- deforestation 11 productivity
- 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

- B (*It was described as being wildlife-friendly, wasn't it? ... it's good to see GM crops that won't have a detrimental effect on nearby livestock*)
- A (*The research on the GM soya bean crop was promising ... farmers don't need to spray any nasty chemicals to remove them*)
- I (*for something like wheat, this can drive down the cost of food*)
- H (*they're aiming to introduce an antifreeze that's found naturally in fish into the potato crops so that they can withstand extreme temperatures*)
- C (*It's such a staple food in many areas and the plan is to create a crop that contains a richer supply of nutrients.*)
- D (*They plan to use tomatoes to transport medicines, don't they?*)
- E (*a tree that can soak up contaminants like heavy metals right out of the soil*)

- 8 B (It could have been a little more balanced in its approach though, don't you think? – I suppose there was only one side presented.)
- 9 A (there was a particular emphasis on pesticide use ... it's a far more important impact to focus on than increased profits)
- 10 A (but I'm more concerned about the studies showing children may develop a severe allergic reaction to these foods. – That's something that definitely needs to be researched thoroughly.)

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 wave power
4 wind power 5 nuclear power

1.2

nuclear plant, nuclear waste, nuclear power station
wave plant, wave turbine, wave power station, wave farm
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

alternative	emission	energy
neutral	carbon	battery
efficient	sustainable	recyclable
consumption	renewable	rechargeable

Test practice

Model answer

Alternative energy is thought by some to be the answer to our reliance on fossil fuels, as sources of alternative energy are low emitters of CO₂ and are a sustainable means of providing electrical power. Critics of 'green energy' contend that current technologies are either too costly or impractical to realistically replace our current energy needs.

The advantages of 'green energy' are obvious. There is no need to worry about dwindling supplies of progressively more expensive resources. Solar power will never run out and, once initial costs are paid off, the electricity is basically free. These sources of energy have another major benefit in the shape of their low emissions. Although there are emissions costs in the building of wind turbines or hydroelectric power stations, there is no further air pollution or the risk of environmental contamination.

This notion of a perfect world of free and non-polluting energy does draw criticism, however. It is obvious that solar power won't work at night or that not every country has a coastline, rivers or windy hills. It is also a problem that replacing our current energy supply will entail expensive research and development, which, in turn, involves government cooperation. One last obstacle to the adoption of 'green energy' is nuclear power. Many countries see the huge energy production from this power source as a more practical solution than messing around with the wind and waves.

In conclusion, there is little doubt that we will soon need to wean ourselves off fossil fuels and on to an alternative fuel source. The only real question is whether we risk the costs and delays of green energy or choose the productive, but potentially dangerous, nuclear option.

Unit 17

1.1

A 2 B 1 C 2 D 1 E 1

1.2

a golden opportunity, make a name for myself, 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 thousand 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
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, and more money than ever before is being spent on the detection and punishment of criminal activity. The reasons why people commit crime are countless, but drugs and alcohol, social problems and poverty play a major role. To solve these problems, governments can either focus on draconian punishments, or improve employment opportunities, invest in good housing projects and tackle drug and alcohol abuse.

One of the main causes of criminality is the use, sale and trafficking of narcotics. For example, the sale of drugs is organised by armed criminal gangs who illegally traffic drugs and control their business with extreme violence. Drug-related crime does not end there; drug users often steal to fund their habit, resulting in further acts of petty crime. The social problems connected with crime are said to be the result of single-parent families, absent role models and bad living conditions. The children from these broken families often become criminals because they feel alienated from society. Poverty is also a reason behind crime. When unskilled jobs pay so little and prices are so high, it's easy to see why some turn to crime for an income.

Crime can of, course, be dealt with by toughening criminal laws and introducing longer custodial sentences for persistent criminals, but some of the best ways to deal with crime may be to deal with the social causes. Increasing employment opportunities in poorer areas would improve living standards, which would mean access to affordable housing and education. Government funding for drug and alcohol rehabilitation programmes would help reduce dependency on stimulants and the need for the criminal activity that surrounds them. In conclusion, crime is a major issue, but cracking down on offenders with a harsh penal system is not the only way. These problems can be solved through the government providing jobs and funding which should raise living standards and dramatically reduce crime levels.

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 print 2 online editions 3 rolling news
4 live stream 5 reader 6 headlines 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 D (*Joseph Beuys, for instance, used organic materials like fat or honey*)
- 2 C (*Hence a goal of the center is to create an archive of videotaped interviews with artists.*)
- 3 B (*to accommodate materials chosen precisely because of their propensity to decay*)
- 4 G (*'What really surprised me,' curator Ron Sprink recalled, 'was the vigor and the incredible energy, how laborious these re-workings were and to what length Mondrian went to attain these paintings' serenely abstract works.*)
- 5 A (*paper and silk discolor and turn brittle; painted surfaces crack and pigments darken or fade; even materials as durable as marble and bronze will change color and texture after prolonged contact with the elements*)
- 6 A (*In the Oscar Wilde novel The Picture of Dorian Gray, a man remains forever young while his painted portrait acquires the blemishes of his increasingly sinful life.*)
- 7 E (*'This was an example where a conservator came in and, with the best of intentions and the best of skills, restored something in a way that made it stand out as being not by Rauschenberg.'*)
- 8 D (*The problems for the conservator of modern art differ fundamentally from those that concern conservators of old master works, where the goal is to preserve as faithfully as possible the integrity of the original. A hands-off approach is dictated where change is essential to the artist's meaning.*)
- 9 C (*para. C – Anything could be used, from industrial materials to edible materials.*)
- 10 B (*para. C – 'Establishing the center became urgent because these artists are disappearing,' said James Cuno*)
- 11 C (*para. C – It's time to come to terms not only with what these materials are, but why the artist used them.*)
- 12 A (*para. B – 'Our natural inclination is to preserve objects,' explains Henry Lie*)
- 13 D (*para. G – these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy*)

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)

- 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 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.

2.3

- 1 pseudoscientific = not done in a scientific way
- 2 glow = to produce 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 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 developing 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 it 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 **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 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. Judging it purely on vocabulary, I would say it's 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

- 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.
- 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.
- 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

- I usually go to shopping and I see my family and I see my friends and I go to working. (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 good for the body and it also helps me studying better during the week.

2.2

heal women butcher shoe year paint happy
health succeed third talk you're soil explode
hand love can't stop pair deny found

3.2

- That's because 6 What I mean is
- On top of that 7 Because of that
- But in spite of all of that 8 that's the reason
- that's 9 So, I would say
- 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) |