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ESOL Examinations

Cambridge English

Vocabulary

for IELTS Advanced

with answers

Self-study vocabulary practice

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English.ir

Official Cambridge preparation materials for **IELTS**

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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 the adjectives in 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.

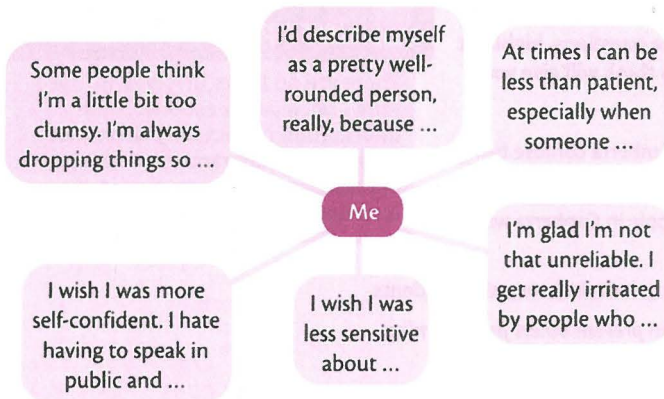
absorbed adjusted assured behaved bred brought-up centred confident congratulatory
deprecating dressed educated important informed mannered reliant rounded

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.



V 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.

V 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. Use the language and ideas in your mind map to answer these questions. Make a recording of yourself if possible.

Describe a friend you have known for a long time.
You should talk about:

- how long you have known them
- how you met them
- their personality and character
- what you have in common

and say what you like doing together.

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 to help you if you wish.



Test tip

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?* The examiner can ask these questions to help you extend your speaking time.

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. Is the information not actually there (*Not given*) or is it the same as or the opposite of the information in the question (*True or False*)?

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 Section 4

▶ 03

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.

Past views of intelligence

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

Current views

- More than one type of intelligence – these can be seen in our 1
- Howard Gardner – *Frames of Mind* (1983) identified seven types of intelligence:
 - i) linguistic (i.e. words and language)
 - ii) 2 (science and maths)
 - iii) musical
 - iv) kinaesthetic (i.e. the body and 3)
 - v) visual (relating to images)
 - vi) interpersonal (conscious of the 4 of other people)
 - vii) intrapersonal (relating to self-awareness)
- Other intelligences have been suggested but 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
- Find out the type of learner you are by thinking about the way you prefer to do things, e.g. when teaching someone how to use a new piece of equipment
 - a visual learner would prefer to use a 9
 - a kinaesthetic learner would prefer to do a 10

2

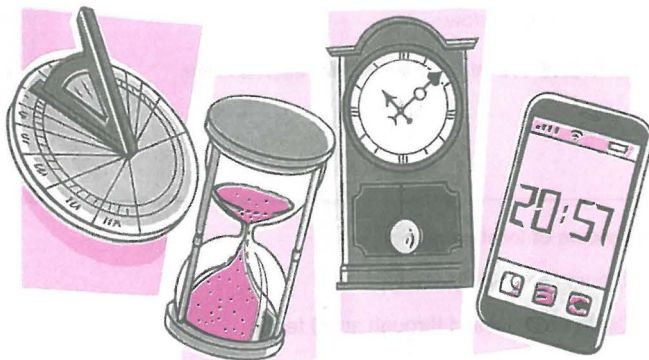
Time for a change

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 1990 to 2010, 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

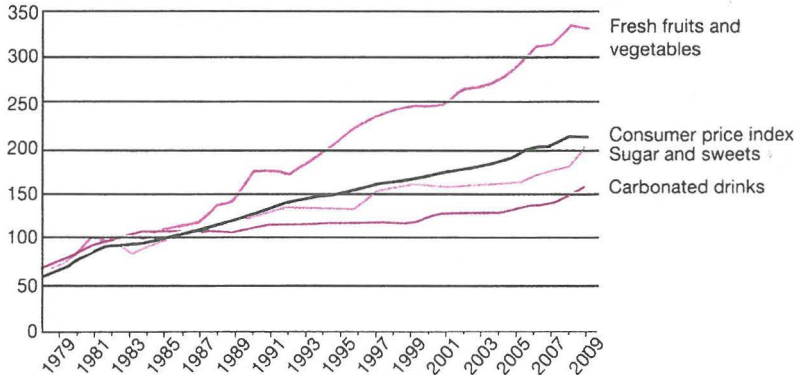
Change is often used in the active form when it has a passive sense, e.g. My home town *has changed* recently. NOT *has-been-changed*

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 1979 ² _____ 2009. 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 1979 to 2009, the same cannot be said for the price of carbonated, or soft, drinks. After rising briefly between 1979 and 1981, they ⁵ _____ fairly constant until 1999, 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 1990 and 1992 and again ⁹ _____ 2000 to 2001. However, ¹⁰ _____ 2008 the price had increased by more than 300%.



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~~

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

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

Reading

You should spend about 20 minutes on **Questions 1–12**, 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 she uses several methods of biochemical analysis to examine the proteins' amino acids. What amino acids are present and the order they are in vary in different species of moths and therefore give a clue to the place 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 at Harvard University's Peabody Museum. '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 came not from domesticated Chinese silkworms but 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. He is a pioneer in the use of analytical-chemical techniques for the study of archaeological materials.

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. 'Today, we're finally combining archaeological background with training in [scientific] instrumentation to put it all together,' says Lambert.

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 Hopewell burial sites, which were typically earth mounds. Analyses have revealed decorative patterns indicating that at least some of the now-faded Hopewell-era 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 the Hopewell groups may have used to produce various colours. Prehistoric people probably used plants like sumac and bedstraw 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, for example, the researchers made dye baths from sumac berries and bedstraw roots 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 colourfast.

Richard Evershed of the University of Bristol is another 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 as votive offerings. 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. Fibre samples found in caves in France had convinced scientists that textile production first arose about 15,000 years ago. Now, some scholars assert that weaving and cloth making developed considerably earlier. After examining early representations of human clothing, Elizabeth Barber of Occidental College in Los Angeles 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 enabled prehistoric people to weave nets, baskets and other objects that eased the chores of everyday life, Barber explains in her extensive writings. As the tasks of providing food, clothing and shelter were divided between men and women in tribal societies, she says, women became the primary weavers because they could perform that activity while tending children.

Questions 1-6

Look at the following statements and the list of people on the opposite page.

Match each statement with the correct person.

Write the correct letter, **A-E**, next to questions 1-6.

NB You may use any letter more than once.

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



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 people

- A** Good
- B** Lambert
- C** Jakes
- D** Drooker
- E** 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 Scientists have long realised the potential of ancient scraps of material.
- 9 According to Lambert, we can predict the amount of time that organic materials can last.
- 10 Joseph Lambert has led the way in research techniques of archaeological artefacts.
- 11 Jakes' experiments with dye were the first of this kind to be carried out.
- 12 Evershed's evidence supports the theory that Ancient Egyptians used a basic method to preserve mummies.
- 13 Researchers have used new data to question previous theories about the expertise of early people.

**Test tip**

Yes / No / Not given items are similar to True / False / Not given items. Both of them will be in the same order as the information in the passage. The only difference is that Yes / No / Not given items are based on the *opinions* of the writer and True / False / Not given items are based on *facts* within the passage. The most important thing to remember is that if the fact or opinion cannot be verified in the passage (as either True or False), then it is Not given.

No man is an island

Individuality, community

Individuality


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

___ clothes ___ bedroom ___ car
___ internet ___ 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).

- In the past, tattoos were judged to be
- Tattoos are now
- Famous people help to establish
- Throughout the United States, local governments have developed
- Society's previous attitude towards people with tattoos could be described as

- stereotypical.
- a more tolerant attitude.
- harmful to society.
- behaviour patterns.
- self-destructive.
- 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 No man is an island

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.

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.

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 censured | 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 activity 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 ...

You should spend about 20 minutes on this task.

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



Plan your answer here:

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



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.

Chemistry

1.1 How much do you know about chemistry?

- 1 Can you name at least three common chemicals?
- 2 What do we call a scientist who studies or works with chemicals?
- 3 What kinds of household products contain harmful chemicals?
- 4 What does H_2O stand for?
- 5 What kind of chemicals do farmers use?



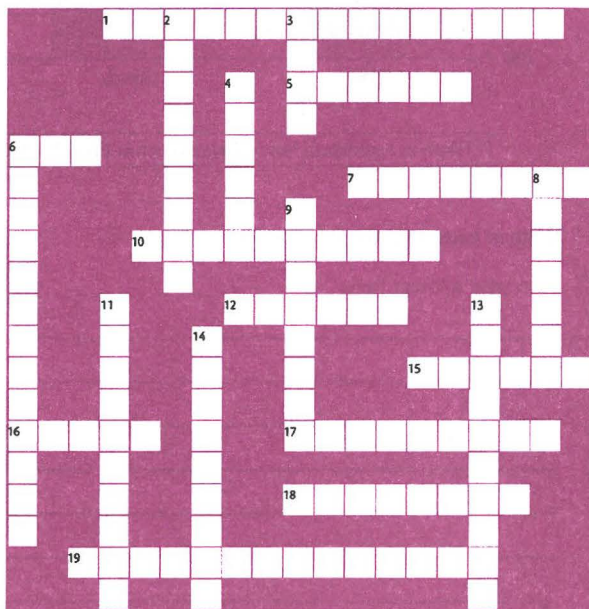
1.2 Complete the crossword.

Across

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

Down

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



- 8 the opposite of *synthetic*
- 9 the different types of synthetic material which can be moulded and shaped to make many products
- 11 chemicals used to kill unwanted insects
- 13 and 4 an increase of gases in the atmosphere leading to global warming
- 14 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 'hydrocarbons, metals and 'metalloids 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 'urban 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 'dosage 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 'compound 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
- the amount of medicine you should take
- a mixture of carbon and hydrogen
- something that can act like a metal
- a chemical that combines two or more elements

- 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.

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*.

- 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: _____

Reading

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

Selling the health benefits of enriched 'phoods'

- A** The introduction of iodine to Morton Salt in 1924 was instrumental in eradicating a dangerous thyroid condition called goiter from the U.S. population. It was also the first time a food company purposely added a medically beneficial ingredient to food to help market that product. Eighty years later, the food industry is intensively researching all kinds of other healthful ingredients it hopes to use to help sell otherwise everyday foods. Functional foods, or 'phoods' as they're sometimes called to connote the intersection of food and pharmaceuticals, have been trickling into supermarkets over the past several years – think of calcium-enhanced orange juice and cholesterol-lowering margarine, for example. But they met with mixed success at first because consumers didn't know or care enough about the new ingredients.
- B** Now, though, consumers' growing awareness of health and nutrition, and new regulatory rulings that will make it easier for manufacturers to make health claims on packaging, are re-energizing the 'phood' business. Once again, food companies see functional foods as a way to boost sales in a highly competitive market. 'It's definitely a big deal,' said David Lockwood, editor of a recent report on functional foods by market research giant Mintel International Group Ltd. 'We expect [the functional foods business] to grow about 7.6 percent annually – that's about twice as fast as the overall food market is going to be growing.' At the recent annual meeting of the Food Marketing Institute, fully half of the 75 new products one major food company introduced had a 'health and wellness' focus, the company said. That's up from 15 percent of its new products the year before.
- C** Many of these products have added vitamins and minerals, such as a new juice drink that provides 100 percent of a child's daily vitamin C requirement, and a smoothie boosted with calcium. Lutein, linked to vision health, is now added to prune juice. Soy protein, which can help prevent heart disease, is being added to new breakfast cereals. Major food giants are actively unveiling products overseas, including yogurt with probiotic bacteria, to aid digestion. These nutritionally oriented products make up just 8 percent of company sales but account for 20 percent of its research budget, according to company spokesman Hans-Joerg Renk.
- D** 'There's a lot of research and development going on into what kinds of products people want, what kinds of products we can produce to meet the demand – that taste good and will be successful in the marketplace – and how we communicate the benefits,' said Michael E. Diegel, a spokesman for the Grocery Manufacturers of America. Vitamin water drinks, spiked with nutrients such as taurine, vitamin C, calcium and potassium, can be found on shelves of gourmet shops and supermarkets. Officials at privately owned Energy Brands Inc. attribute much of the dramatic growth in sales to consumers' rising interest in nutrition and wellness.
- E** Food marketing professor Nancy Childs, of St. Joseph's University in Philadelphia, said the widespread awareness of the low-carb phenomenon has led many consumers to check food labels while trying to lose weight. 'It starts to make them think about their food in terms of its nutritional components,' she said, which makes it easier to introduce other ingredients such as soy, fiber and many lesser-known compounds. Although more consumers may be ready to try the new products, the real driver behind the reborn interest of food manufacturers comes from science and the government. Government labs, universities and private companies are doing more research on the health effects of many nutrients, food scientists say, but much of it falls short of the full-scale clinical trials that the Food and Drug Administration has required for use in marketing.

F Beginning this spring, the FDA started allowing 'qualified health claims' on foods, telling consumers about ingredients that current science 'suggests' might be helpful in preventing certain diseases and medical conditions. 'FDA feels that this does provide more information to the consumer,' said Kathleen C. Ellwood, director of the agency's division of Nutrition Programs and Labeling. 'It's more to empower the consumer, to make them more aware of possible health benefits in these foods.'

That allowance has opened the floodgates. Dozens of petitions have been filed with the agency seeking permission for such claims: sports drink maker American Longevity wants to claim that lycopene reduces the risk of cancer; coral calcium producer Marine Bio USA has petitioned for a claim that calcium can reduce the risk of kidney stones; and the North American Olive Oil Association wants permission to use a claim that monounsaturated fatty acids can reduce the risk of heart disease. Consumers will start seeing these claims on packages soon, though some nutritionists and scientists are worried that the findings aren't rock solid. The non-profit Center for Science in the Public Interest has filed suit against the FDA, arguing

that the new program violates the 1990 Nutrition Labeling and Education Act, which mandated a higher level of scientific agreement for marketing the health benefits of ingredients.

G Others fear there will be so many claims they will just become more noise to already bewildered consumers. 'I'm concerned that too many such claims will cause consumers to tune out and make all of them ineffective,' said Clare Hasler, executive director of the Robert Mondavi Institute for Wine and Food Science at the University of California at Davis. So far, the FDA has approved only a handful of qualified health claims, and they show the limitations that this new system may have, for consumers and food companies. The California Walnut Commission, for example, wanted permission to put this claim on packages of walnuts, which are high in Omega-3 polyunsaturated fatty acids: 'Diets including walnuts can reduce the risk of heart disease.' The agency approved wording that is not quite as snappy for package design: 'Supportive but not conclusive research shows that eating 1.5 oz. of walnuts per day, as part of a low saturated fat and low cholesterol diet, and not resulting in increased caloric intake, may reduce the risk of coronary heart disease.'

Questions 1-8

The Reading Passage has seven sections, **A-G**. Which section contains the following information?

Write the correct letter, **A-G**, next to questions 1-8 below.

NB You may use any letter more than once.

- 1 the significance of the link between consumers reading food labels and functional foods
- 2 a mention of large companies that are marketing functional foods in several countries
- 3 a reference to the success of one functional food in eliminating a disease
- 4 the reason why the FDA's new 'qualified health claims' may not benefit manufacturers
- 5 a prediction of the future sales figures for functional foods
- 6 a mention of the diet that caused consumers to focus on the ingredients in food
- 7 concern about the limitations of research being carried out into the health benefits of functional foods
- 8 the questions regarding functional foods that researchers are concentrating on

Questions 9–13

Complete each sentence with the correct ending **A–G** below.

Write the correct letter, **A–G**, next to 9–13.

NB You may use any letter more than once.

- 9 Early attempts to produce functional foods were not very successful because
- 10 People are now buying more functional foods because
- 11 The FDA has decided to allow health claims on foods because
- 12 The Center for Science in the Public Interest has taken legal action against the FDA because
- 13 The Mondavi Institute for Wine and Food Science is worried because

- A** consumers did not like the taste of the extra ingredients.
- B** it wants more researchers to support health claims before food is advertised.
- C** it wants consumers to know that certain foods can improve their health.
- D** consumers were ignorant of the benefits of the added ingredients.
- E** it thinks the abundance of health claims will confuse consumers.
- F** they are more concerned about their health.
- G** they are attracted by the design of the packaging.

**Test tip**

Remember to stick to the 20 minute time limit for each section. It's very easy to spend 50 minutes on the first two sections and then only have 10 minutes left for the last one.

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 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?)
- 7 Is there anything expensive that you would like to buy? (What is it?)
- 8 Does owning expensive things make people happy? (Why? / Why not?)



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.

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 learned there
 - how long you studied there
 - what the teachers were like
- and explain whether you enjoyed 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 Would you agree that subjects like science and maths are more difficult than art and literature?
- 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?
- 6 Can you evaluate the importance of compulsory state education?
- 7 Should governments encourage students to take certain subjects at university?
- 8 Can you speculate on the challenges that universities will face in the future?

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 intentioned 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

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 _____	___ irritating	___ persuasive	___ disappointing
	___ ubiquitous	___ convincing	___ distracting
	___ compelling	___ repetitive	
Speaker 2 _____	___ invasive	___ persuasive	___ infuriating
	___ disturbing	___ slick	___ irritating
	___ unavoidable	___ catchy	___ 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 sections (A–D) the following ideas are from.

- | | |
|---|---|
| 1 techniques to encourage online shoppers to stay loyal | 3 negative impact of the internet on businesses |
| 2 different concerns online shoppers may have | 4 responding when customers are not positive |

A In a recent study, Swinda Janda and collaborator Hong-Youl Ha of South Korea's Kangwon National University explored how 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 promotions that don't focus on a hard-sell approach but rather on providing relevant information such as the availability of rebates for the customer.

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. 'With social networking, it's very easy for one dissatisfied customer to post on his or her blog that a company messed up,' Janda said.

6 Powers of persuasion

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 a term used for shops on the internet (paragraph 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. The presence of many excellent online collections of past advertisements provides learners 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.

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 CDs, 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 purpose of the first paragraph?
 - A To state that advertisements can teach us a certain amount about the past.
 - B To tell us about the magazine which first printed advertisements.
 - C To explain how much advertisements have changed in the last 100 years.
 - D To introduce the idea that advertisements have a long history in business.
- 2 In the first paragraph, what point does the writer make about advertisements on the internet?
 - A The internet helps people who are studying historical advertisements.
 - B The constant advertisements on some internet websites can be annoying.
 - C The internet is a good medium for advertising any product.
 - D Internet sources can help us to understand the cultural significance of advertisements.
- 3 According to the second paragraph, it is difficult to
 - A sell products through advertisements alone.
 - B put advertisements into one neat category.
 - C buy advertising space for political means.
 - D produce an advertisement that appeals to everyone.
- 4 What connection does the writer make between major online retailers and telemarketing?
 - A Both offer a cheap means of selling a product.
 - B Both offer a less personal way of advertising.
 - C Both show that advertising can be as annoying as salesmanship.
 - D Both have overtaken print advertisements in their popularity.

Questions 5–13

Complete the notes below.

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

History of Advertising in the USA

18th Century

- advertisements told of goods available in a basic way
- as well as placing ads next to text, one newspaper introduced 5 and 6 for the first time

Early – mid 19th Century

- advertisements still basic
- adverts in magazines generally appeared on the 7

Late 19th Century

- only advertisements for 8 were bold and eye-catching
- modern 9 meant more products could be made
- the first time 10 products were advertised all around the country
- businesses such as 11 began to advertise
- customers living in remote areas could order products from 12

1920s


- 13 was easier to obtain so spending increased
- new media became available (e.g. radio and cinema)



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.

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 his 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 extract from an answer to an IELTS Writing Task 2 contains common errors made by candidates. Choose the correct alternative to improve the accuracy of the answer.

Many more people travel nowadays than in the past. What impact does this increase in tourism have on the countries that they visit?

¹Tourism / Tourists has brought a lot of benefits ²to / in many countries around the world. In fact, in many countries it has become one of the most important ³ressources / resources and the main source of income. But what negative ⁴effects / affects does tourism ⁵have / do on a country and its people? The greatest impact is on the land. In order to ⁶attract / persuade more tourists, areas that were once pristine are suddenly filled with luxury hotels and resorts. The need for a clean water supply and good ⁷transports / transport takes its toll and inevitably leads to environmental ⁸damage / damages. The tourists themselves may pollute the area with their litter while their ignorance of local culture might ⁹cause / result offence. However, ¹⁰in / from my view, the benefits of tourism far ¹¹overweigh / outweigh the drawbacks, and many of these countries would not have survived without the ¹²tourism / tourist industry.

V Vocabulary note

Some common collations 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.



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*.

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:

- the place you visited
- the journey
- what you did there
- 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.

43

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** **17** 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 | a is an administrator who works for the government |
| 2 bureaucrat | b has the highest position in government in a country |
| 3 prime minister or president | c represents a local community in the government |
| 4 member of parliament | d ensures correct rules and regulations are put in place |
| 5 leader of the opposition | e is in charge of the biggest political party not in power |
| 6 civil servant | f is the leader of a group which governs a town or city |



Test tip

IELTS Listening Section 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.

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)



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.

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.

[illegible]

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

1.3 ▶ 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).

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

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
<u>the others are all insects</u> | 6 fur scales feathers trunk
_____ |
| 2 hive flock nest den
_____ | 7 swarm herd pack burrow colony school
_____ |
| 3 butterfly snail crab turtle
_____ | 8 wasp fly bee scorpion mosquito
_____ |
| 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 a 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.

9 Natural history

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'll 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, allocating workers to different tasks, 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 – at least none that we would recognise. 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's 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. (Ants that work outside the nest smell different to those that stay inside.) 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. It might be too windy, or there might be a hungry lizard out there.) Once the ants start foraging and bringing back food, other ants join the effort, depending on the rate at which they encounter returning foragers. 'So nobody's deciding whether it's a good day to forage. The collective is, but no particular ant 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. Thomas Seeley, a biologist at Cornell University, 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 and others have been studying colonies of honeybees to see how they choose a new home. To find out, Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees in each of several swarms that they ferried to Appledore Island. There, they released each swarm to locate nest boxes they had placed on one side of the island. In one test, they put out five nest boxes. Scout bees soon appeared at all five boxes. 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. 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 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 at Cornell in his role as chairman of his department.

Questions 1–5

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

- 1 In the first paragraph, what does the writer conclude about ants?
 - A They are invasive pests in the home.
 - B They can achieve great things working alone.
 - C They form social groups that are similar to human ones.
 - D They are less impressive as individuals than she thought.
- 2 According to the second paragraph, what is the 'fundamental question' in nature?
 - A How do large groups of animals appoint a leader?
 - B How do large groups of animals reach an agreement?
 - C Do different species of animals use similar behaviour?
 - D Why are small insects better organised than larger mammals?
- 3 What is the focus of Deborah Gordon's research?
 - A The effects of bad weather on ant colonies.
 - B The number of ants required to maintain the nest.
 - C The methods ants use to assign different jobs.
 - D The role of the queen ant in organising the colony.
- 4 In the fourth paragraph, what are we told about forager and patroller ants?
 - A A colony needs more forager ants than patroller ants.
 - B Patrollers' movements determine what foragers will do.
 - C Patrollers are the first ants to bring food back to the nest.
 - D 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.

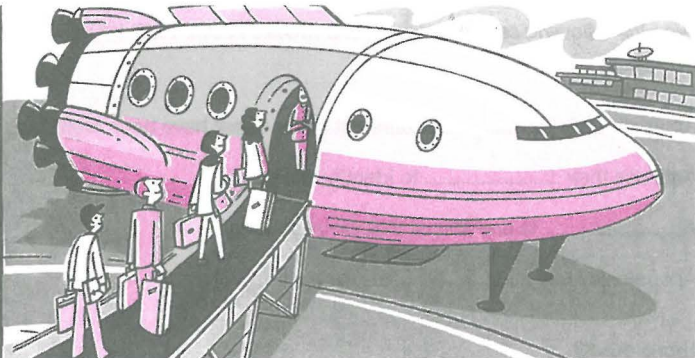
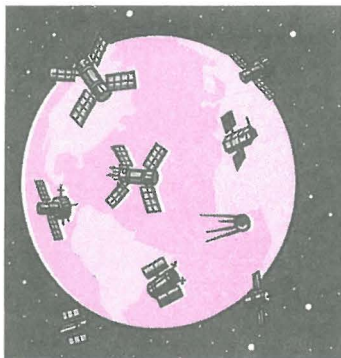
- | | | | |
|-------------|----------|-------------|-----------|
| A attracted | B found | C gathered | D located |
| E signalled | F marked | G relocated | |



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.

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 known planet 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.

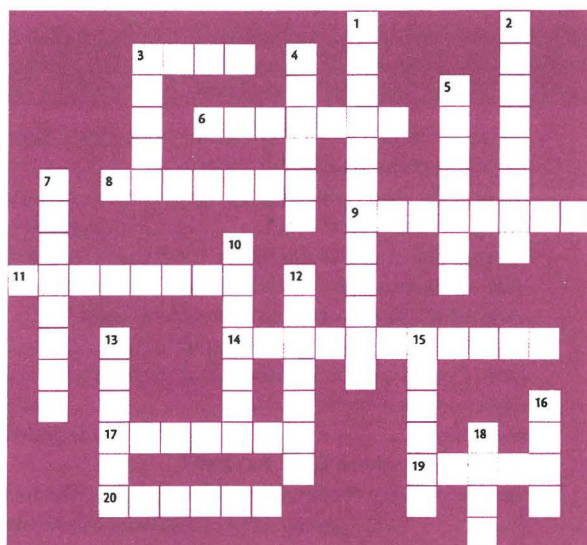
absorb activate attract boil burst
collide condense dilute dissolve evaporate
expand explode gravity magnet melt
pierce reflect release repel solid spin

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 when a solid becomes a liquid
- 18 to rotate or revolve quickly

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

collision
evaporation
condensation
persuasion
dimension
explosion

propulsion
erosion
penetration
navigation
situation
corrosion

rotation
attraction
illusion
reflection
magnification
division

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

Listening Section 4

▶ 20

Questions 1–10

Complete the table below.

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

Teaching physics			
Experiment	Equipment and method	Results	Real world application
Brazil nut effect	<ul style="list-style-type: none"> put a marble and some 1 in a jar and shake 	<ul style="list-style-type: none"> students assume the marble will 2, but the opposite is true 	making sure 3 made of powders are accurately mixed
Unpoppable balloon	<ul style="list-style-type: none"> a balloon, a pin and some 4 pierce the balloon with the pin 	<ul style="list-style-type: none"> students believe balloons make a loud noise when the air is 5 there is no loud bang 	checking how 6 a material is
Arm 7	<ul style="list-style-type: none"> a swivel chair and hand weights students hold the weights and spin on the chair they use the weights to control their 8 	<ul style="list-style-type: none"> students can 9 by making themselves narrower 	can be seen in 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	cyberbullying	take care when giving out personal information
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.



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.

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 _____

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 twitter feed you update, somebody is watching you. You may not think twice about it, but 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. 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,' says Duncan Watts 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, now at Princeton University, 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 applications, akin to a bestsellers list. The data stored on the site makes it possible to analyse the growth in popularity of individual applications 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, Barabási and

his colleagues at Northeastern University used cellphone data to analyse human movements. Detailed data on such a scale 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.

- 1 the problems associated with research procedures traditionally used by social scientists
- 2 a way of making your social networking site look different to everyone else's
- 3 the unintended application of one common digital device
- 4 a list of the types of information our use of digital devices can reveal
- 5 a reference to the first scientific tool to produce valuable data
- 6 a reference to a problem shared by social scientists and those of other disciplines

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 were unable to conclusively prove their theories.
- 9 This new approach may threaten our privacy.
- 10 Our 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** compare two very different sciences that use digital data.
 - C** show that other sciences are taken more seriously than social sciences.
 - D** suggest that social sciences use techniques from other fields.

Questions 12 and 13

Which **TWO** of the following is true of the music experiment carried out by Watts and Salganik?

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

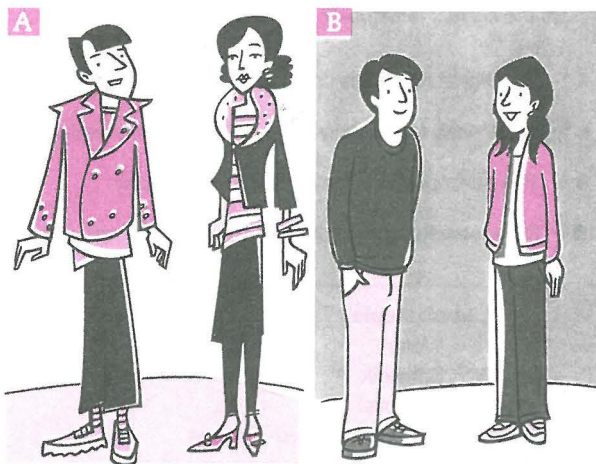
- A** Participants purchased music from a particular website.
- B** Some participants were not shown information about music downloads.
- C** Participants completed a survey at the end of the experiment.
- D** Participants were asked to judge the musical standard of the songs they listened to.
- E**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

- 1 They were all the _____.
- 2 They were a _____ item.
- 3 They went _____ fashion.
- 4 I'm not very fashion-_____.
- 5 They know what's _____ fashion.
- 6 They spend their money on the _____.
- 7 It's just a _____ trend.
- 8 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

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?

- 1 **fashion** statement clothes accessory conscious
- 2 **designer** label handbag goods supplies
- 3 **dress** traditional evening casual waterproof
- 4 **clothes** wardrobe hanger basket line
- 5 **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 your talk if possible. When you have finished, listen and consider how you might improve it.

Describe an expensive item you bought recently. You should say

- what you bought
- why you chose it
- what you use or need it for
- whether it was good value

and whether you are happy with it, 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

keep	get rid of

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

- 1 Rather than _____ plastic bags, people should recycle them.
- 2 To prevent littering, the company has put a warning on the label asking us to _____ the wrapping carefully.
- 3 The snow was so heavy that we had to _____ our car and walk.
- 4 If you have a wood-burning fire, you need a special container to _____ the fuel in.
- 5 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'¹ 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.

¹The 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. '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.

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 (EPA) 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 EPA Office of Solid Waste, Americans throw away more than 68 pounds 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 auction websites such as eBay. 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 falling prices of new clothing.

Questions 1-5

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

Match each statement with the correct person.

Write the correct letter, **A-D**, next to questions 1-5.

NB You may use any letter more than once.

- 1 The amount of recycled clothing available in the US exceeds demand.
- 2 Countries like Tanzania will receive even more used clothing from North America in the future.
- 3 A change in manufacturers' attitudes helped decrease the amount of waste that was generated.
- 4 Our gender has an influence on our increased desire to shop.
- 5 A future waste problem may occur because people add to the clothes they already own each year.

List of people

- A** Mayra Diaz
- B** Pietra Rivoli
- C** Oakdene Hollins
- D** 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

Which **THREE** possible consequences of the fashion industry are mentioned by the writer of the passage?

Choose **THREE** of the letters, **A–G**.

- A increased 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 TWO WORDS AND/OR A NUMBER** from the passage for each answer.

- 9 What is the name of one material that is not natural?
- 10 What percentage of household garbage is made up of clothes?
- 11 In what era did Americans stop reusing old clothes?
- 12 What has caused the selling of used clothing to increase in the US?
- 13 To which country does America 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.

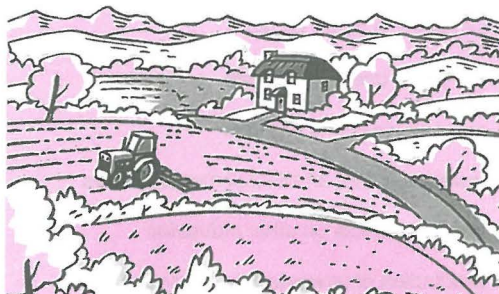
Rural life

- 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



- 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_____, 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 ²_____. However, people born and raised in rural areas enjoy the ³_____ of life and often feel overwhelmed by the ⁴_____ pace of the city. Life may be ⁵_____ in the countryside, but people living there enjoy the ⁶_____ 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 forefathers 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 the 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 became 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.

- | | |
|--|---|
| <p>A</p> <p>concrete pedestrian traffic outer
housing high-rise police emergency
public urban recreational sewage water
garbage noise/air inner-city shanty</p> | <p>B</p> <p>force estate services town congestion
crossing sprawl pollution suburbs
slums jungle transport facilities
buildings supply system collection</p> |
|--|---|

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

4.3 Complete the sentences with phrases from 4.1.

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

- A 'megacity' is a city with at least how many people?
- How many people were living in Rome in the early Middle Ages?
- What percentage of the world's population was living in cities at the end of the twentieth century?
- How many cities had more than one million people in 2007?
- According to the UN, what proportion of the population will be living in cities in 2030?
- What element of a megacity is it difficult to establish?
- According to the UN, where will two billion people be living in 2030?

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.

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

Listening Section 1

▶ 27

Questions 1–10

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

New accommodation

Need to find accommodation close to the children's *hospital*

Area 1 Broadgreen

Advantages:

- has several types of 1
- no need to pay for 2
- average rent 3 a week

Disadvantages:

not many local 4

Area 2 West Derby

Advantages:

- good 5

Disadvantages:

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

Contact

John 8

tel: 9

arrange appointment for: 10



Test tip

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

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.

14 Tackling issues

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>

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.

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

Clearly, obesity ¹represents / presents a real ²problem / trouble today, but what can be done to ³find / resolve a solution to it? First, I think we have to ⁴do / make a real effort to deal ⁵with / in the underlying causes of obesity. If this isn't done, we will never completely ⁶resolve / raise this issue. All of our efforts will be wasted if we don't ⁷tackle / meet the ⁸difficult / difficulty situations that children face today, whether caused by increased pressure to succeed, isolation and loneliness, or boredom. Then we need to ⁹look to / deal with the factors that ¹⁰create / make the situation worse, namely poor diet and lack of exercise, and we also need to ¹¹take / make measures to ¹²protect / prevent this from happening in the future.

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Obesity is now a major global epidemic. What can be done to tackle this increasingly common problem?

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

Causes

Effects

Possible solutions



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.

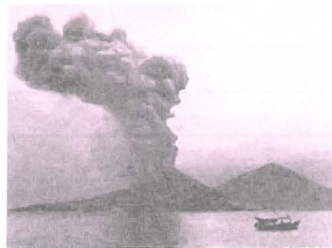
erupt severe strike dense tropical ash lightning rain earthquake volcano
heavy wind fall lava torrential thunder freezing tremor aftershock fog



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.

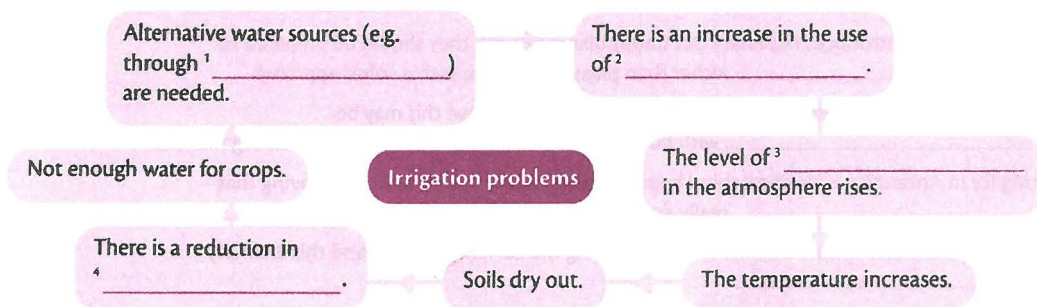
A acid soil greenhouse crop carbon
viable vicious fossil climate

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.



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	• higher ¹ _____	• decrease in yield from ² _____ • increase in ³ _____ and ⁴ _____ • poor soil quality
Extreme weather	• periods of ⁵ _____ • increased risk of ⁶ _____	• loss of crops
Farming practices	• use of ⁷ _____ • using land to feed ⁸ _____	• soil ⁹ _____
Urban development	• ¹⁰ _____ to provide space for homes	• soil degradation
Genetically modified crops	• increased ¹¹ _____	• 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 Section 3



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** reduction in the use of weedkiller
- B** not harmful to animals
- C** healthier food source
- D** medical uses
- E** less pollution
- F** lower water consumption
- G** profits for farmers
- H** resistant to cold weather
- I** cheaper food prices

Questions 8–10

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

- 8 What do the speakers think about the article on genetically modified crops?
 - A** It was poorly researched.
 - B** It was quite biased.
 - C** It was out of date.
- 9 What advantage of genetically modified crops did the article stress?
 - A** reduced use of chemicals
 - B** improved soil conditions
 - C** increased profits for farmers
- 10 What concern do the speakers have about genetically modified foods?
 - A** the impact on our health
 - B** the impact on animals
 - C** the impact on other crops

Test three (Units 11–15)

- 1 Mobile phones make 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 school banned social networking sites 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 C private property D consumerism consumption
- 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

Energy

- 1.1 COLLOCATION** The words in box A all collocate with *power*. Match each kind of *power* with the pictures (1–5).

A nuclear wave wind solar hydroelectric

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

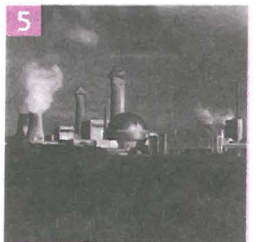
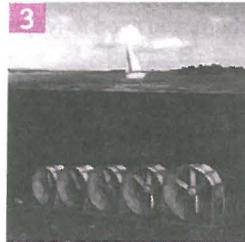
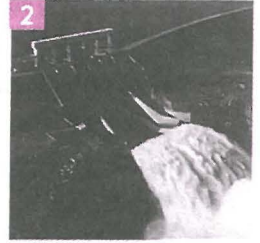
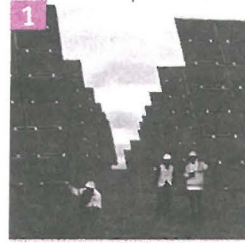
B dam plant panel turbine
waste power station farm

- 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.

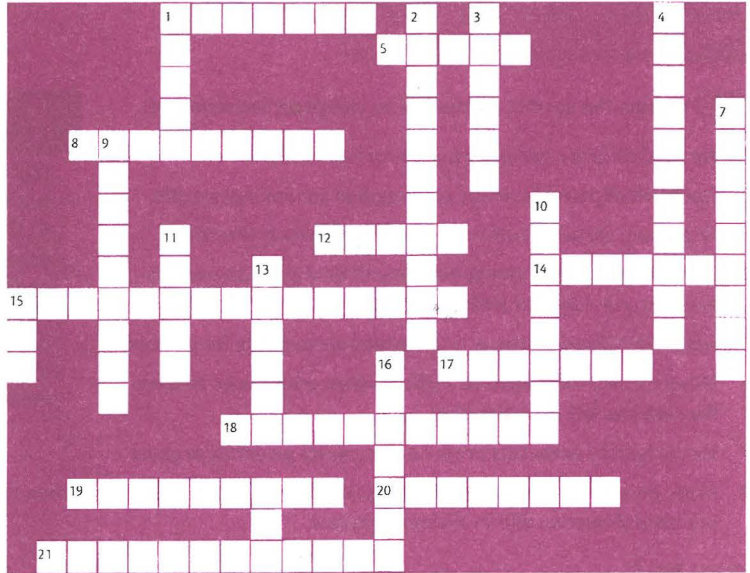
- Many domestic solar energy systems don't _____ enough energy to meet all our needs.
- Statistics show that the majority of energy _____ in UK households is for heating.
- Large screen TVs _____ far more energy than older models.
- People say a solar energy plant on the moon would be capable of _____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

89

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.

- 1 We need a set of guidelines for anyone wishing to *draw over* / *draw up* an employment **contract**.
- 2 When times are tough, employers do not *take on* / *take up* as many **new staff**.
- 3 We decided to *set down* / *set up* an **office** near the airport as many of our biggest clients were based there.
- 4 New employees may be tempted to *take in* / *take on* too much **responsibility** when they first join a firm.
- 5 Each of our managers is *in charge for* / *in charge of* around 20 **staff**.
- 6 Starting up our own company was a **risk**, but it has really *paid up* / *paid off* for us.
- 7 It's important to *keep track of* / *keep track for* how much **money** your department is spending.
- 8 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.

! 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

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.

- 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 thousand of 13 thousand 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.



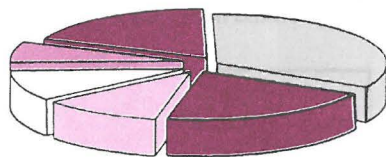
Error warning



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 larger numbers such as three million.



□ Housing \$13,432	□ Entertainment \$2,187
■ Transport \$7,781	■ Clothing \$1,640
■ Food \$6,021	■ Other \$9,756
Total \$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 seven paragraphs, **A–F**.

Choose the correct headings for paragraphs **A–F** 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** Regaining customer trust
- iv** Turning protection for the customer into profit for the company
- v** Initial good intentions that may eventually lose you customers
- vi** Industry that profits from a lack of commitment
- 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 minute 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 into making 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 many cell phone minutes they'll use 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 video stores and 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

Which **TWO** of the following are mentioned in relation to banks?

Choose **TWO** of the letters, **A–E**.

- | |
|---|
| <ul style="list-style-type: none">A giving false informationB limiting customer choicesC giving confusing informationD customers paying for mistakesE hiding discounts |
|---|

Questions 9–13


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

- 9 Both hotels and car hire companies may 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 an 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.

- 1 Do you prefer going out alone or with friends? (Why?)
- 2 Do you think young people today are well behaved? (Why? / Why not?)
- 3 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
		• _____ • _____ • _____
		• _____ • _____ • _____
		• _____ • _____

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

- 1 crime _____
- 2 _____ crime
- 3 criminal _____
- 4 _____ 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 marked on stress and intonation. Make sure you use stress appropriately to intensify the meaning of your words, e.g. *I think this type of crime is **shocking**. 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 ...

99

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 Listen to 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

V 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, I think we are already moving from getting our news from ¹ _____ articles and moving to digital, ² _____ of newspapers. Then there's the ³ _____ we have on the TV day and night. This is actually moving online, too, with many TV companies offering a ⁴ _____ so you can watch the news on your computer or phone. I think we will soon blur the distinction between a ⁵ _____, a listener and a viewer because we will be doing all these things at the same time on the same website.

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.



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)

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.

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 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?)



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.

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 show you have seen recently.
You should say:

- what it was about
 - where and when you saw it
 - what type of programme it was
- and say why you enjoy this kind of show.

Part 3 (4–5 minutes)

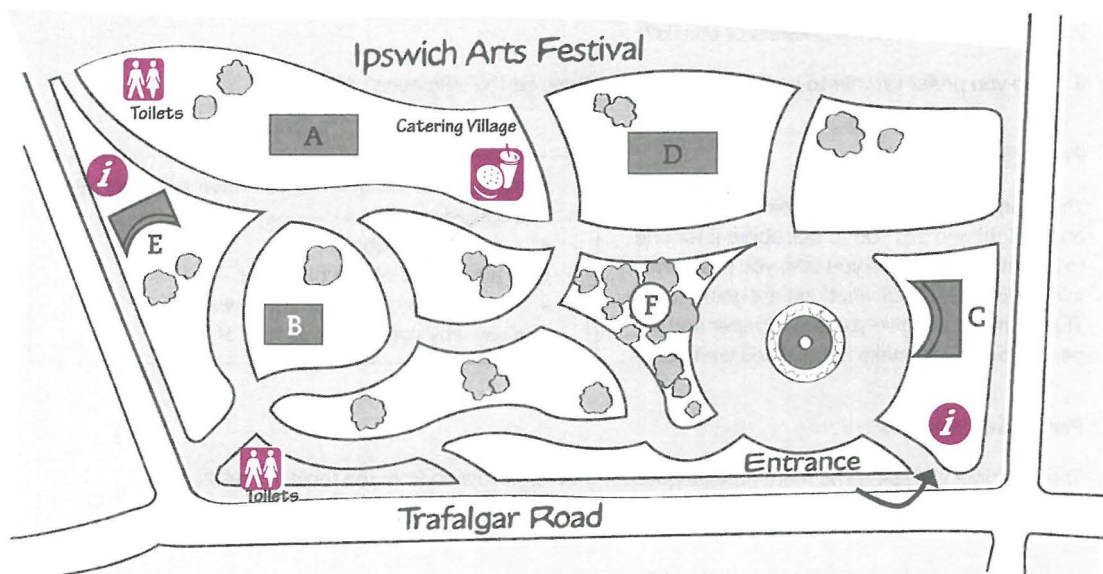
The examiner will ask some more general questions which follow on from the topic in Part 2.

- 1 Is it better to read a book or watch TV?
- 2 Is it important for children to have books at home?
- 3 Should young people read newspapers?
- 4 Do you think we will read more or less in the future?
- 5 Is local news important?
- 6 Is there too much news these days?
- 7 Should news services be controlled by the government or by private business?
- 8 How easy is it for broadcasters and media outlets to manipulate public opinion?

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 | 4 — Live music |
| 2 — Paintings | 5 — Meet the author |
| 3 — Craft market | 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 _____



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**.*

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, according to researchers. '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 Valcamonica, 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.

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.

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.

Modern art shows its age

- 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. The story exactly reverses our expectations – that while life is a process of constant change and decay, the masterpieces of art will endure. Any conservator will tell you, however, that things are not so simple. All material objects age; 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.
- B** When it comes to works of modern art, the experimental embrace of new materials that gave the period much of its dynamism in the late 1800s and early 1900s poses a whole new set of challenges. These are not only technical but conceptual, since the use of the new materials – many of them never meant to last – often went hand in hand with a disdain for the traditional notion of the artwork as a precious artifact and embodiment of eternal values. A case in point was when the Busch-Reisinger Museum at Harvard recently acquired a sculpture made of dirt by the German artist Dieter Roth (1930–98). Conservators had to face the fact that their mission to preserve for future generations the culture of the moment would have to yield to accommodate materials chosen precisely because of their propensity to decay. ‘Our natural inclination is to preserve objects,’ explains Henry Lie, head of the Straus Center for Conservation at Harvard, ‘but also to honor the artist’s feelings of how they should change over time.’
- C** The recently established Center for the Technical Study of Modern Art at Harvard has been set up to grapple with the distinctive challenges posed by the art of the last century. Under the directorship of Carol Mancusi-Ungaro, the center will provide a road map to future conservators and a resource for scholars seeking to understand how works of modern art were made.
- The center has opened at a critical juncture in the afterlife of modernism. ‘Establishing the center became urgent because these artists are disappearing,’ said James Cuno, director of the Harvard University Art Museums. ‘We need to know all we can about the materials they used, the way they used them, so that we can understand their achievement and how to treat these objects.’ In establishing guidelines for the conservation of modern art, Ms Mancusi-Ungaro said that there is no substitute for the artist’s voice. Hence a goal of the center is to create an archive of videotaped interviews with artists. ‘With modern art there are no boundaries,’ Ms. Mancusi-Ungaro said. ‘Anything could be used, from industrial materials to edible materials. It’s time to come to terms not only with what these materials are, but why the artist used them.’
- 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. Joseph Beuys, for instance, used organic materials like fat or honey precisely because of their tendency to change over time; to halt that process would be to falsify the work in critical ways. ‘If the artist says: “My art is just for my lifetime. I don’t care if it changes,” then that is the attitude that the conservator has to adopt and to work with. If we make the object so precious that it’s alien to the artist, that would be the worst thing we could do,’ says Ms. Mancusi-Ungaro.
- E** Ms. Mancusi-Ungaro believes that artworks, like people, have a natural life cycle. ‘It’s impossible, if not misdirected, to try and make a work of art look the way it did when it was new,’ she insisted. ‘We have to accept aging, and in accepting, we have to understand what the artist was intending.’ She recalled seeing a work by Robert Rauschenberg that had been damaged

and then meticulously restored. '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.'

- F** The establishment of the Center for the Technical Study of Modern Art signals the transformation of modernism from the art of the now to an art for the ages. That x-rays, ultraviolet and infrared photography, and chemical analysis – tools used to probe works centuries old – are now being employed on more recent art confirms that modernism has entered history. High-tech tools can not only help conservators understand how a work was made but, when sensitively deployed, can help them recover the living artist from the evidence of the mute painting.

- G** Such an approach is much in evidence in the exhibition Mondrian: The Trans-Atlantic Paintings, on view at the Busch-Reisinger Museum until July 22. The paintings there, begun by Piet Mondrian (1872–1944) in Europe and completed in New York, were scrutinized using the latest scientific techniques. In this case, technical analysis revealed something unexpected in the character of the notably reserved Mondrian. 'What really surprised me,' curator Ron Spronk 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. It seems certain that these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy.'

Questions 1–8

The Reading Passage has seven paragraphs, **A–G**.

Which paragraph contains the following information?

*Write the correct letter, **A–G**, next to questions 1–8.*

NB You may use any letter more than once.

- 1 two examples of living materials that one modern artist used
- 2 the medium that will be used to record modern artists' ideas about their art
- 3 the reason modern artists chose to use unusual materials
- 4 a mention of an unexpected discovery made when a series of paintings was analysed
- 5 the changes that occur in various substances over time
- 6 a mention of a painting featured in a work of fiction
- 7 a reference to a painting that was noticeably changed when it was repaired
- 8 a contrast between the restoration of modern art and more traditional works of art

Questions 9–13

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

Match each statement with the correct person, **A, B, C** or **D**.

Write the correct letter, **A, B, C** or **D** next to questions 9–13.

- 9 Even food might be used as material for creating modern art.
- 10 There was a real need for a research centre for modern art.
- 11 We should try to understand the reasons why an artist chose materials that would decay over time.
- 12 We instinctively want to protect all works of art.
- 13 Modern technology will help people understand modern art in years to come.

List of people

- A** Henry Lie
- B** James Cuno
- C** Ms Mancusi-Ungaro
- D** Ron Spronk

**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