

you have two highly skilled teams in a match, anyone watching can understand clearly who's won – in stark contrast to many competitions (in STEM or otherwise) which are decided by the whims of judges conferring in private.

More support for the case for sporting role models comes from the fact that sports are accessible. Anyone can play football, even if they do so badly. This is a hard one for most STEM subjects to emulate, but we're now seeing tools being developed that teach even the youngest children how to program, along with Lego robotics kits for kids. It should not be forgotten that good sports teams have good coaches, whether they're paid employees at schools or volunteers from local teams. We need more academics, engineers and professionals getting stuck in to help schools.

While we might hope that students would study science for purely the love of it, it wouldn't hurt if there was a bit of glory as well. We can't expect STEM subjects or programming to rival sports' attention on national or global stages any time soon, but we can give top science competitions and teams the opportunity to shine in impressive settings. Let's not forget that the 1948 Olympics in London also saw competitions in architecture and literature.

Of course, many schools already hold science fairs and competitions, although, as some teachers have told me, these can often end up looking like either 'who can build the tallest tower out of straws' activities that are entertaining enough for a short while but hardly constitute a genuine challenge, or impressive but hard-to-assess individual experiments. It all feels a bit ... easy.

In comparison, we don't blink an eye at kids who play grown-up, full-contact sports for over a dozen hours a week, in rain and shine. We should expect and demand just as much of them in other subjects. Many teenagers have the capacity to program sophisticated games, or design and engineer robots and balloons that go to the edge of space – if they are pushed hard enough and given the right kind of backing and if they are sufficiently motivated through competition and glory.

There are already a few initiatives along these lines, including the excellent US-based FIRST Robotics Competition which sees thousands of teams from high schools across the world building robots to compete in physical games.

Some will argue that turning science and programming into a competition is against the spirit of pure or theoretical science. But we need to remember that science is also about solving concrete problems against impossible odds, whether that's building a bouncing bomb or rescuing astronauts headed to the Moon. Boffins in laboratories or geeks on computers can be just as heroic and inspiring as the best.

If we want our students to excel in programming and STEM, we need to take those pursuits seriously – as seriously as we take sports at school, where parents spend their own money to buy kit and volunteer to drive for hours across the country, where schools build tracks and fields, and where students train after school in the evenings and every weekend. That's how we can make stars.

adapted from www.telegraph.co.uk

Vocabulary builder

Working with context

Scan the text on pages 122–123 to find these ten expressions. Then, without using your dictionary, try to work out what they mean.

to a fault

it wouldn't hurt

a pat on the back

we don't blink an eye

the whims of judges

the right kind of backing

getting stuck in

along these lines

purely for the love of it

against impossible odds



Spotlight on language

Chronology

One of the most important skills in understanding any text is to know what happened when. While texts describing processes often follow a logical chronological sequence of events, many others don't. One reason for this is that a writer may try to grab the reader's attention by starting an account with the most dramatic event, and that could well be something that actually happened towards the end of the story. Another reason is that writers and readers enjoy variety – any text that is wholly predictable would be boring to write and readers would probably not bother to finish it.

1 In each of these sentences, say which of the two underlined expressions happened first.

- 1 They got married six years after they first met.
- 2 After they had graduated, they decided to spend six months travelling around the world.
- 3 Not until we got home did I realize I'd forgotten my laptop.
- 4 They received their qualification on completing the course.
- 5 Once you have lived abroad you can really understand cultural differences.
- 6 The match ended with a victory celebration, but only after the manager had spoken to the players.
- 7 The discovery of distant planets was made possible by the invention of the telescope.
- 8 The analysis would not have been possible without the help of modern computers.
- 9 She had a successful career as a writer and went on to become a government minister.
- 10 The bulbs bloomed late following a colder-than-expected winter.
- 11 They won the competition despite previous setbacks.
- 12 Prior to accepting any position, it is logical to examine the contract.
- 13 The results would have been published earlier, had it not been for a technical problem.
- 14 Trials of the new drug began in the winter and subsequently met with official approval.

Time is a crucial factor not only in the IELTS test but also in life itself. The richest person and the poorest person in the world both have exactly 24 hours in a day. Our perception of time can also vary in different situations: the one hour you have for the IELTS Reading Paper will pass very quickly; the time you spend waiting for the result may feel like an eternity!

Paraphrase practice

It is a primary rule of good writing that the writer should try to interest the reader. One way of doing this is to surprise the reader with new information or unexpected details in each sentence. Repetition is something readers don't normally enjoy, whether it is repetition of ideas, of grammar structures or of expressions – and that's another reason why paraphrasing is such an important skill.

2 For each sentence, choose the word or expression below (a or b) which is closest in meaning to the underlined expression.

- 1 The smooth running of the project depends on everyone arriving on time.
a) early b) punctually
- 2 I first became interested in sport when I was 18. I was at university at the time.
a) for a while b) then
- 3 He worked for some time as a personal coach.
a) This lasted a long time. b) This lasted a short time.
- 4 You can leave your things here for the time being.
a) temporarily b) as long as you like
- 5 In my time, students used to spend hours in the library. Now it's all on the Internet.
a) if I remember b) when I was younger
- 6 By the time she was 21, she was already a champion.
a) before then b) until then
- 7 I was lucky because I arrived just in time.
a) early b) at the last minute
- 8 There is only one law of success – be in the right place at the right time.
a) when it is important b) when someone tells you
- 9 It's about time the system changed.
a) This could happen any time. b) This should have happened before:
- 10 The new machines can process 1,200 people at a time.
a) simultaneously b) consecutively
- 11 It's a battle against time.
a) It is important to hurry. b) It is important to finish now.
- 12 I like to finish ahead of time.
a) as soon as possible b) early
- 13 You need to have your ID card with you at all times.
a) generally b) always
- 14 The food here is not brilliant at the best of times.
a) even on a good day b) unless you are lucky
- 15 This is the best team of all time.
a) ever b) as far as I know

3 Work with a partner. In five minutes, how many different paraphrases can you think of for these sentences?

- 1 If you want to make progress in anything you do, you have to practise.
- 2 According to many, technology holds the key to our survival.
- 3 Everybody likes music, yet most people would find it difficult to say precisely why.
- 4 Relationships are more important for a happy life than money.



Exam practice

READING PASSAGE 1

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

How we experience time

- A The mind does funny things to our experience of time. Just ask French cave expert Michel Siffre. In 1962, Siffre went to live in a cave that was completely isolated from mechanical clocks and natural light. He soon began to experience a huge change in his perception of time. When he tried to measure out two minutes by counting up to 120 at one-second intervals, it took him five minutes. After emerging from the cave, he guessed the trip had lasted 34 days. He'd actually been down there for 59 days. His experience of time was rapidly changing. From an outside perspective, he was slowing down, but the psychological experience for Siffre was that time was speeding up. But you don't have to hide out in a cave for a couple of months to warp time, it happens to us all the time. Our experience of time is flexible; it depends on attention, motivation, the emotions and more.
- B People often report that time seems to slow down in life-threatening situations, like skydiving. But are we really processing more information in these seconds when time seems to stretch? Is it like slow-motion cameras in sports which can actually see more details of the high-speed action? In a 2007 test, people stared at a special chronometer while free-falling 50 metres into a net. The results showed that time resolution doesn't increase: we're not able to distinguish shorter periods of time in these conditions. What happens is we remember the time as longer because we record more of the experience. Life-threatening experiences make us really pay attention, but we don't gain superhuman powers of perception.
- C We've all experienced the fact that time seems to fly when we're having fun. Or does it? What about when you're listening to a fantastic uplifting piece of music? Does time seem to fly by, or conversely, does it seem to slow down? Tests found that when listeners appreciated the music more, time seemed to slow down. This may be because when we find music pleasant, we listen more carefully, getting lost in it. Paying closer attention leads to perception of a longer interval of time.
- D The emotions we feel in the moment directly affect our perception of time. At the end of an exciting day out, it can feel like you ate breakfast a lifetime ago. You had a great time and yet time has stretched out. The fact that we intuitively believe time flies when we're having fun may have more to do with how time seems to slow when we're not having fun. Boredom and negative emotions draw our attention to the passage of time, which gives us the feeling that it's slowing down. Research on anxious cancer patients, those with depression and boredom-prone individuals suggests time stretches out for them.
- E Or – prepare yourself for a 180-degree about-face – it could all be the other way around. Perhaps you're having fun when time flies. In other words, we assume we've been enjoying ourselves when we notice that time has passed quickly. There's evidence for this in a recent experiment in which participants doing a boring task were tricked into thinking it had lasted half as long as it really had. They thought it was more enjoyable than those who had been doing exactly the same task but who hadn't been tricked about how much time had passed.
- F When things happen very close together in time, our brains fuse them together into a single snapshot of the present. For vision, the shortest interval we can perceive is about 80 milliseconds. If two things happen closer together than that, then we experience them as simultaneous. When we're tired, though, our perception of time becomes extremely unreliable and we find it more difficult to distinguish between short spaces of time. This fact can be used to measure whether people are too tired to fly a plane, drive a truck or be a doctor.
- G People often say the years pass more quickly as they get older. While youthful summers seemed to stretch on into infinity, the summers of your later years zip by in the blink of an eye. A common explanation for this is that everything is new when we are young, so we pay more attention; consequently it feels like time expands. With age, though, new experiences diminish and it tends to be more of the same, so time seems to pass more quickly. Whether or not this is true, there is some psychological evidence that time passes quicker for older people. One study has found that people in their 20s are pretty good at guessing an interval of three minutes, but people in their 60s systematically overestimate it, suggesting time is passing about 20% more quickly for them.

H Our experience of time is also affected by who we are. People seem to operate to different beats; we've all met people who work at a much slower or faster pace than we do. Psychologists have found that people who are impulsive and oriented towards the present tend to find that time moves faster for them than others. There's little research on this, but it's likely that each of

us has our own personal tempo. Research has found that when different people listen to metronomes, the number of beats per minute (bpm) they describe as comfortable ranges from as slow as 40 bpm up to a high of 200 bpm. This is a large range and may help to explain why some people seem to operate at such a different pace to ourselves.

adapted from www.spring.org.uk

Questions 1–6

Reading Passage 1 has eight paragraphs, A–H.

Which paragraph contains the following information?

You may use any letter more than once.

- 1 The role played by individual differences
- 2 An experiment that manipulated feelings
- 3 Our perception of time appears enhanced by danger.
- 4 Lack of light can affect perception of time.
- 5 Greater appreciation can result in losing track of time.
- 6 Reactions to negative situations influence time.

Questions 7–12

Complete each sentence with the correct ending, A–J, below.

- 7 Older people's judgments of the passage of time
- 8 Psychologists' experiments on people
- 9 The judgments of the passage of time made by people in their twenties
- 10 Events that occur very close together in time
- 11 Devices that measure feelings of tiredness
- 12 Summers when we were young

- A show how wrong our perception of time can be.
- B appear to be viewed by the brain as one.
- C explain why certain memories seem to diminish.
- D indicate that there is a huge variety in our preferred rhythms.
- E help people control their impulsive nature.
- F seem long because so much was new to us then.
- G seem to show that they find less that fixes their attention.
- H can prevent people exposing themselves to danger.
- I tend to be quite accurate.
- J limit what we remember from the past.

Question 13

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

Which of the following phrases best describes the main aim of Reading Passage 1?

- A to evaluate different experiments on our perception of time
- B to examine how time changes the way we feel about events
- C to indicate the factors that can influence our perception of time
- D to suggest how we can make more effective use of time

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CLASSROOM WORKOUT

Debating skills: producing a logical and convincing argument

- In small groups, make plans for a small sports centre that can offer five different sports which should appeal to a wide variety of people.
- Use some of the language you have picked up in the unit to justify your choice of sports.
- Present your ideas to the other groups and listen to their ideas. Can the whole group come to a unanimous choice of five sports?

CHECK YOURSELF

- Look back at the various question types you can expect in the exam. Use the language that you have looked at in this unit to express how you feel about each question type, for example: *I find paragraph-heading questions much harder than multiple-choice questions as they require a more global approach to reading.*

SUMMARY

In this unit, you:

- looked at sports and sporting collocations. Did you pick up many new ones?
- looked at comparative structures. How many can you remember?
- studied expressions with prepositions. Which eight expressions seem most useful to you?
- studied and practised **labelling a diagram**. What are the key points to remember?
- practised a variety of question types. Which ones do you find easy? Which are more difficult?
- practised writing your own IELTS questions. Was it difficult for you?
- looked at some exercises about time. Did you pick up many useful phrases? Did you write them in your notebook?

Over to you

- 1 Go online and read about a sport that you are not familiar with. Can you understand how the sport is practised? Would you like to try out that sport?
- 2 Read newspapers and magazines to find articles about what is happening in the sporting world. While it is unlikely that the exam will include a text about current sporting events, you may pick up some useful vocabulary.
- 3 Discuss with your friends their feelings about time based on the ideas in the text you read. Are they different from your own?

UNIT 1

Getting started

2 a non-renewable energy resources renewable energy resources

non-renewable energy resources	renewable energy resources
coal, fossil fuel, gas, peat	biofuel, biomass, ethanol, hydroelectric power, nuclear power, solar power, tidal energy, wind power

b 1 biofuel, biomass, coal, ethanol, fossil fuel, gas, peat

Spotlight on language

2 1 coal 2 oil 3 nuclear

Spotlight on exam skills 1

1 C

3 1 C 2 A 3 D

Vocabulary builder 1

- 1** 2 conventional 3 greener 4 make up the shortfall
5 goes without saying 6 maintain our present lifestyles
7 gas-guzzling four-by-fours 8 face stark choices
9 get us out of this difficult situation
10 spend a high proportion of your income on

Spotlight on exam skills 2

1 A

2 A

3 2 ii 3 vi 4 iii 5 i 6 vii 7 iv

6 pollution, taxis, storage, cost

7 1 B 2 A 3 D

8 1 e 2 c 3 b 4 g 5 i 6 f 7 h 8 a 9 d

Vocabulary builder 2

1 1 f 2 c 3 g 4 a 5 b 6 d 7 e

3 far too (paragraph 1), too dangerous (paragraph 1), no way (paragraph 2), ever more (paragraph 3), almost certainly (paragraph 3), quite probable (paragraph 4), highly likely (paragraph 5)

4 Suggested answers

- 1 extremely 2 very; incredibly 3 totally 4 relatively
 5 extremely 6 certainly

UNIT 2

Spotlight on language

1 chill out

cut down on modified starch, cut down on smoking, cut down on spirits

feel-good factor

fit as a fiddle

on cloud nine

out of condition

over the moon

sedentary lifestyle

splitting headache

stop smoking

be in high spirits

watch out, watch your weight

- 2** 2 cut down on modified starch 3 on cloud nine /over the moon
 4 chill out 5 as fit as a fiddle 6 over the moon / (on cloud nine)
 7 sedentary lifestyle 8 splitting headache 9 stop smoking
 10 a feel-good factor 11 watching my weight

12 out of condition

Spotlight on exam skills 1

2 1 economic output 2 the past decade 3 criticized

4 massive increases 5 sense of well-being

6 significantly gloomier 7 cultural values 8 traffic

- 4 a** 1 (un)happily 2 happy 3 happy 4 happy 5 happy
 6 happy 7 happily 8 (un)happily 9 happy 10 Happiness

Vocabulary builder

- 1** 1 new-mown grass 2 City financier 3 crime statistics
 4 unemployment figures 5 government policy
 6 apparent paradox 7 independent body 8 labour market

Spotlight on exam skills 2

2 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 F 9 F 10 F

3 1 yes

2 not really (A metropolis is a very big city, but not every metropolis is a capital city.)

3 yes

4 not really (A boom is more specific than a change, it is a rapid increase or expansion.)

5 yes

6 no (Overlooked is being used metaphorically here, not literally.)

4 Suggested answers

1 An advertisement is likely to focus on visuals and have text effects like colour/bold/quotations in order to be memorable. The text is likely to be short rather than long, using the language of opinion; register is often informal to give the impression of a conversation, sometimes with imperatives. Vocabulary is likely to include positive adjectives.

A history book is likely to have long chapters, use a formal, factual style and full sentences, contain illustrations, and be organised chronologically.

2 A legal document is likely to be use full sentences with formal language, be very factual, contain no illustrations, use legal language with present simple tense and modal verbs and be divided into numbered sub-sections.

A newspaper article is likely to have a headline, a dramatic opening to grab attention, probably a visual, be arranged in columns with facts and quotations. Sentences may be short to be easy to understand – often sentence paragraphs. Articles don't necessarily follow chronological order, and there can be past tenses, present and future tenses.

3 A personal story is likely to be a balance of fact and opinion, use informal register, perhaps conversational style. It is unlikely to have headings or illustrations. Past tenses are often used to talk about something that happened.

A book review is likely to have a heading and include the language of opinion, and be short rather than long, with some sentences that summarise the key elements of the story. It is unlikely to have sections.

4 An information leaflet is likely to have a heading and be organised into logical sections, and makes use of visuals and short sentences for clarity. The style is factual rather than opinion-based, and is more likely to be formal than informal. An encyclopaedia is likely to be organised alphabetically and have short factual sentences, sometimes supported by illustrations. It uses the language of explanation and definition in a relatively formal style.

5 A an encyclopaedia B a book review C a history book
 D an information leaflet E a newspaper article

F an advertisement G a personal story H a legal document

6 1 B, E, G

2 A, B, E

3 B, D, E, F, G

4 E

5 C, G, H

7 1 speedy professional service (extract F)

2 then quickly followed in (extract C)

3 source of considerable confusion (extract B)

4 entering a European country (extract A)

5 all persons belonging to (extract H)

6 have the legal right to (extract D)

7 university degree course (extract E)

8 hardly understand anything (extract G)

- 8 1 (using) articles 2 (convicted) criminals
 3 (paid) work/employment 4 relatives/family 5 naturalized
 6 removal
- 9 *Sample answers*
 1 in Paris 2 I was broke 3 spend it 4 stay at home
 5 evening 6 our energy resources 7 skimming and scanning
 8 immigration

UNIT 3

Getting started

- 1 1 drums 2 Morse code machine 3 mobile/cell/smart phone

Vocabulary builder 1

- 1 *Suggested answers*
 business communication, channels of communication, direct communication, effective communication, effective communicator, global communication, internal communication, mass communication, non-verbal communication, online communication, poor communication, regular communication, skilled communicator, successful communication
 communicate a message, communication breakdown, communicating door, communicate effectively, communicate in sign language, communication problems, communication skills, communication systems
- 2 2 skilled communicator
 3 effective communication / communicating effectively / successful communication
 4 communication skills
 5 communication systems
 6 regular communication
 7 non-verbal communication
 8 channels of communication
 9 communicate in sign language
 10 online communication
- 3 1 social media / Twitter 2 phone/landline/switchboard
 3 printer/fax 4 non-verbal communication 5 Morse code
 6 texting/SMS 7 letter writing

Spotlight on exam skills 1

- 1 1 mobile phone 2 the elite 3 (in) Nigeria 4 rural areas
 5 banking (industry)
- 5 1 iii 2 ix 3 vii 4 viii 5 vi 6 ii
- 6 7 30 minutes 8 thousands of kilometres 9 (series of) clicks
 10 group identity 11 factory ships 12 shipping restrictions
- 7 1 virtually no light (at all) 2 a fraction of a second
 3 notably/particularly 4 play a role 5 set out (to) 6 collision
 7 majestic 8 (seem to) point to

Spotlight on language

- 1 1 a, iii 2 c, ii 3 b, i
- 2 *Suggested answers*
 1 kilogram, kilowatt 2 hydro-electric, hydrometer, hydrogen, hydrofoil 3 sub-editor, substandard, subdivision, subordinate 4 telephone, telegram, television, teleport, telecommunications, telepathic, telescope, televise 5 bipolar, biannual, biped, bicentenary, biceps, bicycle, biplane 6 post-war, postscript, postgraduate, postpone 7 pre-watershed, prefix, predestined, prefabricate, precondition, prepare, predict

Spotlight on exam skills 2

- 1 1 topic: overcome communication barriers
 controlling idea: thinking carefully about the message
- 2 topic: learning foreign languages at school
 controlling idea: several advantages
- 3 topic: publicly available computer applications
 controlling idea: for obvious reasons
- 4 topic: new-born babies learn to become effective communicators
 controlling ideas: a number of vital reasons
- 5 topic: learning how to get what you want in business
 controlling idea: follow these steps
- 6 topic: starting your own blog
 controlling idea: several ways to make a profit
- 7 topic: languages die out
 controlling idea: range of different reasons
- 8 topic: successful advertising
 controlling idea: specific features

- 2 1 yes 2 no 3 no 4 yes 5 yes 6 no 7 yes 8 no

4 *Suggested answers*

- 1 make/give 2 (holidays/Jane/etc.) 3 softly/well
 4 (French/English/etc.) 5 terms (with)
 6 generally/roughly/relatively 7 yourself 8 someone who
 9 fluent/native 10 phone 11 part/figure

- 6 1 Language is one of the things that distinguishes humans from animals.

- 2 Latin is an example of a language that is dead but not extinct; it has no living native speakers; no children learn it from their parents; it was subject to the normal process of change in its Vulgar form; the classical form was spoken and written by the Roman upper classes.

- 3 Research indicates that languages are dying out at an unprecedented rate.

- 4 Cultural forces affect the assimilation of language.

- 5 Age can result in differences in speech within families and tight-knit communities.

- 6 Languages die out because children learn less and less of the language at home.

- 7 1 B 2 C 3 C 4 D 5 B

8 *Suggested underlining*

THREE

- A How / functions
 B software / used
 C length of time / existed
 D future
 E Who / writes
 F percentage / using
 G problems
 B, C, E

- 9 6–8 A/E/F (in any order)

Vocabulary builder 2

- 1 1 of 2 in 3 in 4 in 5 in 6 to 7 over/(after) 8 towards
 2 1 adding information 2 time sequences 3 comparing
 4 summarizing 5 giving examples 6 reporting information
 7 discussing results 8 contrasting

- 3 1 C 2 B 3 B 4 C 5 A

UNIT 4

Getting started

- 2 All the ideas are good advice except *Make it clear ...*; *If the interviewer makes a joke, ...; and Be modest ...*

- 3 1 come to nothing, come up, come clean (about something), come across as
 2 do your homework, do your best, do too much
 3 get results, get to the top, get on (well) with
 4 give some (serious) thought to, give a (strong/confident) handshake, give a message, give yourself plenty of time
 5 make sure, make a good impression, make a deliberate effort to, make it clear that, make a joke, make the mistake of, make a point of

Vocabulary builder 1

1 *Suggested answers*

require a lot of natural talent	require a lot of study/training	likely to be in great demand in the future	not given the recognition they deserve
portrait	chemical engineer	chemical engineer	chemical engineer
photographer	mental-health nurse	mental-health nurse	firefighter
professional football player	professional football player	social worker	mental-health nurse
ballet dancer	ballet dancer	dentist	carpenter
carpenter	social worker	computer programmer	
	history teacher		
	dentist		
	computer programmer		

- 3 11 2 c 3 h 4 f 5 k 6 b 7 g 8 j 9 i 10 e 11 a 12 d

- 4 Suggested answers**
- 1 firefighter
 - 2 dentist
 - 3 politician / mental health worker / social worker
 - 4 professional footballer
 - 5 history teacher
 - 6 carpenter
 - 7 social worker / mental health worker
 - 8 shopkeeper
 - 9 ballet dancer / professional footballer
 - 10 portrait photographer
 - 11 chemical engineer
 - 12 computer programmer

Spotlight on exam skills 1

- 1 In addition to banks, where do people in Switzerland invest their money? (*a location of some kind, probably a financial institution, perhaps the stock exchange*)
- 2 What happens to British bank accounts that are dormant for more than 15 years? (*a procedure or action: Perhaps the account is closed down and the money is given to charity, maybe the bank is allowed to keep it, maybe the government takes it.*)
- 3 What, according to Dr King, was the most important factor which led to the banking crisis? (*probably an event or situation: it is likely there is more than one factor involved, so you have to look for an indication that one is the most important, perhaps something about deregulation, maybe recklessness within the banks.*)
- 4 According to the text, who are the main instigators of banking changes in Uganda? (*probably a group of people, perhaps bankers, maybe business leaders*)
- 5 Which are the two most important decisions facing a couple planning to take out a mortgage? (*two factors connected to mortgages: it could be the size of the mortgage, the kind of mortgage, the length of repayment, the couple's financial circumstances*)
- 6 How many people in Nigeria use their mobile phone as their bank account? (*a number, perhaps expressed as a percentage: be careful of distractors of other figures and percentages around the answer.*)
- 7 What difficulties did the team have to overcome before they could start their business? (*a description of some problem that the group faced, perhaps something about raising capital, maybe some form filling: Distractor alert – the word before could be important, as perhaps the team also had difficulties after starting their business, but the question specifically asks for the difficulties before.*)
- 8 How were small businesses in Denmark affected by the introduction of a new business tax? (*information about the probably negative effects of a new tax: As with item 7, the word following could be important. There could be some information about the way the business were affected before the tax was introduced as a distractor.*)

- 3 1 a) a verb b) negative – C
- 2 a) a noun b) negative – B
- 3 speaking – B
- 4 a) idiomatic b) negative – A
- 5 a) action b) negative – A
- 6 a) quality b) negative – D

- 4 1 D 2 C 3 A

Vocabulary builder 2

- 1 1 g 2 j 3 m 4 b 5 a 6 c 7 s 8 p 9 e 10 n 11 k 12 d
13 h 14 q 15 l 16 f 17 r 18 o 19 i
- 2 1 prosperous 2 entrepreneur 4 erroneous 7 traditionally
9 finding 10 roots 11 to a certain extent 12 view
13 carried out 14 frequently 15 multiple 16 trait
17 crucial 18 set up 19 explains
- 3 1 yes 2 yes 3 no 4 yes 5 no 6 yes 7 no 8 no 9 yes
10 yes
- 4 1 job losses 2 doing well 3 for the best 4 struggling
5 proliferation 6 entrepreneurs 7 redundancy cheque

Suggested answers

- 1 People can benefit from losing a job if they are actually future entrepreneurs.
- 2 Many people start up their own small business using redundancy cheques on losing their jobs in difficult economic conditions.
- 3 Tough trading conditions can cause businesses to suffer, but can also result in the creation of new businesses.

Spotlight on exam skills 2

- 1 A Money in all its forms B Currencies and copies
C The cost of cash D The future is here
- 2 1 A 2 D 3 E 4 A 5 C 6 E 7 B 8 E

- 3 1 cashless 2 counterfeiting 3 banking infrastructure
4 exchange offices
- 8 1 H 2 D 3 B 4 A 5 F 6 C
7 B 8 F 9 K 10 C 11 L 12 E 13 J 14 N

UNIT 5

Getting started

- 1 **Suggested answers**
1 d, e 2 b 3 i 4 a 5 h, k 6 l 7 f, g 8 b, c, j 9 e
- 3 1 law-abiding citizen 2 live within your means
3 be out of work 4 no one to turn to 5 drop out
6 freedom of the press

Vocabulary builder

- 1 **Suggested answers**
labour rates, sexual violence, sexual orientation, sexual crime, sexual discrimination, sexual abuse, sexual crimes, illegal immigrants, underage pregnancy, child pregnancy, social issues, social unrest, animal abuse, ethnic minorities, ethnic groups, teenage pregnancy, drug abuse, civilized society, domestic violence, ethnic minority, child abuse, child labour, minority rights, crime rates, animal rights, hate crimes

Spotlight on exam skills 1

- 1 2 teenage/underage pregnancy 3 crime rates 4 drug abuse
5 civilized society 6 sexual discrimination
7 sexual orientation 8 child labour 9 domestic violence
10 ethnic minorities 11 illegal immigrants 12 animal rights
13 hate crimes 14 minority groups 15 social unrest

2 Suggested answers

- 1 While it is impossible to attribute this to one single cause, it is often pointed out that [...] is a frequent motive for crime ...
- 2 What's more, it almost guarantees that they will be unable to finish their education, and in all likelihood, that will have severe consequences for the sort of work they will be able to find, if any.
- 3 The end of [...] in the workplace means that women are no longer paid less than men for the same job.
- 4 These are positive steps.
- 5 People are insulted, attacked or worse for being black, or gay, or followers of a different religion.
- 6 They tend to work hard, often doing the jobs we consider beneath us.
- 7 Civil disturbance, the breakdown of law and order ...
- 8 Ask any members of a [...] and they will tell you they know someone who has experienced this personally, and that it makes them feel like second-class citizens.

- 3 general point—specific details: Text C
statement—qualification of the statement: Text D
opinion—support for the opinion: Text F
question—answer: Text G
problem—solution: Text B
- 6 1 C, D 2 A 3 B 4 C 5 B 6 E
7 widespread co-operation 8 expected
9 organizations and systems 10 cheating

Spotlight on language

- 1 1 a 2 a 3 b 4 a 5 a 6 c 7 b 8 a 9 c 10 a
- 2 1 both 2 both 3 to be changed 4 to be said
5 to be suggesting 6 to be seen 7 to be improving 8 to put
9 to be appreciated; be considered 10 to be taking

Spotlight on exam skills 2

- 1 undesirable 2 (relatively) trivial 3 murder 4 influence
5 drug abuse 6 Native Americans 7 sharp rise 8 Mass media
9 worse 10 stereotypes 11 reinforced 12 success
13 C 14 G 15 E 16 A

UNIT 6

Getting started

- 1 a **Suggested answers**
1 e 2 c, d 3 a, e, g 4 c, j 5 e, i 6 b, f 7 a, c 8 e, f 9 h
b See above.

- 4 **sell by** = 1 how you sell something; 2 the date by which something (normally food) must be sold before for health reasons
sell out = every example of the product has been sold
sell for = the price of a product or service
5 **earn something** = 1 to get money for what you do; 2 to get something (like a chance to relax or a good reputation) in return for your efforts, normally positive
deserve something = you have the right to something because of your hard work
be worth something = to have a certain value
6 **man management** = the specific techniques that are the way you manage people
middle management = the people who have responsibilities for managing groups of people in a company, but who are not at the top of company taking the most important decisions
micro-management = normally seen as a negative style of managing people with tight control over every detail of the job
7 **acknowledge** = 1 to accept that something is true; 2 to say you have received business correspondence; 3 to publicly express thanks to someone for help received
admit = to agree something – often negative – has happened.
agree = 1 to have the same opinion as someone; 2 to say ‘yes’ to something
8 **claim** = 1 to report what someone says, without indicating if you agree or not; 2 to say something is true, although this has not been proved for sure
state = to formally and often officially say something
allege = to state something is true, but without giving proof of this
2 1 procedure; process 2 career; business 3 promote your product; stock your product 4 sell-by; sell out
5 deserve; earn 6 middle management; micro-management
7 agree; acknowledge 8 claim; allege

3 Sample answers

- ... many companies have workers who operate in shifts 24 hours a day.
- ... nowadays is software design.
- ... there is so much competition, and you can never be sure how the public will react to something new.
- ... thousands of pounds/dollars/euros.
- ... is an important skill and is essential if you want to be successful.

Spotlight on exam skills 3

- 1 TRUE 2 NOT GIVEN 3 TRUE 4 NOT GIVEN 5 FALSE
6 brief 7 an analysis 8 range of factors 9 cost-effective
10 brand awareness 11 within budget 12 measure of success
- 2 a 1 loathe 2 goes 3 vast 4 around 5 share 6 number
7 key

UNIT 8

Spotlight on exam skills 1

- No (... not given to everyone.)
- Yes (application/training/long hours)
- Not Given
- Yes (... turn their backs on the parties and socialising of their peers ...)
- Not Given
- True (... something that is all too often overlooked ...)

Vocabulary builder

1

positive	negative
to meet your objectives	to go unrecognized
to make a dream come true	to fall at the last hurdle
to fall on your feet	to backfire
to achieve your full potential	to come to nothing
to go from strength to strength	to not cut the mustard
to fulfil an ambition	to bomb
to hit the jackpot	to go down the drain
to go according to plan	to fall by the wayside
	to go belly up
	to leave something to be desired

- 1 fulfil their ambition / make their dream come true
2 go unrecognized
3 cut the mustard
4 hit the jackpot
5 went belly up / came to nothing / went down the drain / bombed / fell by the wayside
- Suggested answers**
highly valued; to do badly (in exams); good exam results; winning (part of the race); well-rewarded; (local, national or international) acclaim; financial rewards; achievements
6 1 succeed 2 Failure 3 failure; failure 4 successful 5 fail
6 failure 7 fail; failure 8 failure 9 successful 10 failure
7 does not collocate completes the sentence
1 make a failure make a deal
2 hit the success hit rock bottom
3 lose an idea lost a fortune
4 gain practice gaining ground
5 win some decisions win hands down
6 deserve failure deserve a medal / deserve a holiday / deserve a mention
7 earn your car earn a reputation

Spotlight on language

- 2 negative: *uncertain*; distractor: *excellent reputation*
3 neutral
4 negative: *spectacular decline, no light at the end of the tunnel*
5 neutral
6 positive: *the benefits it brings ... far outweigh the negative aspects*; distractors: *pollution, accidents*
7 negative: *facing bankruptcy*; distractor: *a promising start*
8 negative: *only reason*; distractors: *fulfilment, personal satisfaction*
- 2 1 g 2 e 3 d 4 a 5 f 6 c 7 b
- 3 1 stating a fact
2 It implies that he is original and perhaps a little crazy.
3 somewhere between neutral and negative: It makes him sound a little greedy.
4 positive
5 positive
6 negative
7 *An unqualified disaster* is much stronger – and very negative.
8 unimpressed, disappointed, unnecessarily negative
9 plunged, went down, plummeted, declined rapidly, fell like a stone
10 went into administration, went bankrupt, ceased trading, closed its doors
- Spotlight on exam skills 2**
1 1 c 2 a 3 f 4 b 5 d 6 e
3 1 YES 2 NO 3 NOT GIVEN 4 YES 5 NO
6 neglect 7 (being) driven 8 obese 9 fitness levels
10 B 11 C 12 E 13 A
14 v 15 iii 16 i 17 viii 18 vi 19 ix
20 FALSE 21 TRUE 22 NOT GIVEN 23 TRUE
24 D 25 B 26 B 27 C

UNIT 9

Getting started

- 3 1 B 2 A 3 A 4 B 5 C 6 A 7 A 8 C 9 B 10 C 11 B
12 A
- 4 1 l 2 f 3 c 4 g 5 d 6 e 7 k 8 j 9 b 10 i 11 a 12 h
5

quantity	time
a minimum of fuss	after spending some time ...
in great numbers	It's the time of year when ...
great flocks	weeks of practice
the air is filled with ...	(unread) for years
stacks of them all over the floor	(took) the best part of a day
a host of reasons	from start to finish
a pack of lies	in autumn
swarms	
a thousand angry individuals	
in great (multicoloured) heaps	
the throng	

movement	relating to behaviour
a long migration across (the plains)	springs into action
moved off into the distance	put behind bars
descend on	treat them with respect
(hear something) coming your way	
(watching as) they came into view	
push through (the throng)	

Spotlight on language 1

2 i 3 e 4 f 5 h 6 a 7 b 8 j 9 g 10 d

Spotlight on exam skills 1

1 E 2 D 3 F 4 A 5 G 6 C 7 B
8 D 9 B 10 D 11 A 12 C
13 B

Vocabulary builder

1 1 b 2 b 3 a 4 b 5 b 6 b 7 a 8 b 9 b 10 a 11 b 12 b
2 1 perspective 2 loose 3 drawbacks 4 in-laws 5 Primates

Spotlight on language 2

1 2 (paragraph E), 3 (paragraph G), 4 (paragraph A),
7 (paragraph D), 9 (paragraph F), 10 (paragraph B),
11 (paragraph C)

2

concentrating on difference	concentrating on similarity
unlike, in contrast, tell the difference, distinguish between, tell apart, by contrast, differ in many respects, there's no comparison, huge contrast, discrepancy between, unique	similar, identical, akin, alike, likewise, have a lot in common, (bear) a resemblance, look the same, similarly, a striking similarity, in the same vein, share an opinion, follow someone's lead

- 3 1 similar / identical / alike / the same; distinguish between / tell the difference between
- 2 a resemblance / a striking similarity
- 3 discrepancy between
- 4 unlike
- 5 have a lot in common
- 6 unlike
- 7 unique; identical / the same; tell apart
- 8 akin; likewise / the same
- 9 in the same vein
- 10 follow its lead

4 Sample answers

- 1 My country has a lot in common with the USA in terms of the popularity of cars as a means of transport.
- 2 The way I was educated differs in many respects from what school was like in my grandparents' time.
- 3 The problems my generation faces today are unlike those previous generations worried about.
- 4 In my opinion, there's a huge contrast between the priorities of rich and poor countries.
- 5 Unlike when I was growing up, nowadays even the youngest children have mobile phones and computers.

Spotlight on exam skills 2

14 D 15 C 16 A 17 B
18–20 A, B, F (in any order)
21 I 22 L 23 J 24 F 25 C 26 E

UNIT 10

Getting started

- 3 1 in 2 of 3 off 4 for 5 up 6 of 7 in 8 out 9 in 10 by 11 for 12 of 13 against 14 on 15 against
- 4 1 a 2 c 3 b 4 a 5 e (skiing) 6 b 7 d
8 e (table tennis / ping-pong) 9 c 10 d 11 a 12 c

Spotlight on exam skills 1

- 1 1 (three) plum trees 2 women's changing rooms 3 shower(s)
4 equipment room 5 main sports hall 6 first(-)aid room
- 2 C
- 3 1 vi 2 iv 3 i
- 4 1 spelling mistakes 2 maximum 3 (test) format
- 5 1 Read the rubric. 2 (from) the passage

6 Sample answers

- 1 What's in the corner of the changing rooms?
- 2 Who can use the crèche? / Who's the crèche for?
- 3 What's opposite the equipment storage room?
- 4 Who helps with accidents? / Do you have anyone who can help with injuries?

Spotlight on language

- 1 they first met 2 they had graduated 3 we got home
4 on completing 5 you have lived abroad
6 the manager had spoken 7 the invention of the telescope
8 modern computers 9 She had a successful career
10 a colder-than-expected winter 11 previous setbacks
12 to examine 13 a technical problem
14 Trials of the new drug
- 2 1 b 2 b 3 a 4 a 5 b 6 a 7 b 8 a 9 b 10 a 11 a 12 b
13 b 14 a 15 a

Spotlight on exam skills 2

1 H 2 E 3 B 4 A 5 C 6 D
7 G 8 D 9 I 10 B 11 H 12 F
13 C

Answer-sheet skills (page 140)

- the candidate number in the boxes
- everywhere!
- question 23
- question 9 (You are generally asked for one, two or three words as a maximum.)
- question 29
- Are you male/female?
- module taken
- question 34
- question 7 (Answer should be hospital.)
- the name
- questions 11, 24
- questions 12–16
- question 14
- questions 20–21
- question 38

Dictionary skills (page 143)

- 1 formal: thereby, expurgate, upon, ascertain, inadvisable, superannuated
informal: thingummy, meanie, scuzzy, jeepers, upchuck, hurt like crazy, chill out, up for grabs, stonking
- 2 British English: naff, spanner, bonnet, barrister, crisps, practise
American English: sidewalk, Monday through Friday, third grade, parking lot, thumbtack, oftentimes, elevator
- 3 countable nouns: account, eclipse, crumb
uncountable nouns: luggage, information, toast, news, fast food, ebony
- 4 current expressions: netizen, geek
old-fashioned expressions: by jingo, twerp, a rum do, poltroon, blithering, stone me!, super-duper
- 2 medical terms: asthma, anaemic, benign, chickenpox, dehydrated, inflamed, seizure
plants and flowers: violet, stamen, pollen, biennial, deciduous
- 3 1 hard 2 chance 3 then/again 4 mountain 5 none
6 mind 7 come 8 drop

- 3 a smog; unleaded petrol
 b endangered species; loss of habitat
 c pesticides and chemical compounds
 d drinkable water; contamination of rivers, lakes and seas; risk of disease
 e floods and droughts; polar ice caps
 f illegal logging and cutting down the rainforest
 g safe and renewable energy; the consumer society
 h overfishing; fleet of trawlers
 i acid rain; ultraviolet
 j rubbish dumps; recycling; landfill

Spotlight on exam skills 1

- 1 1 e 2 g 3 d 4 b 5 c 6 a 7 j 8 i 9 h 10 f
 2 1 filtered (out) 2 skin cancer 3 gradual improvement
 4 acid rain 5 (chronic) respiratory illnesses 6 factories
 7 hormone balance 8 unleaded petrol
 9 the sea / the ocean 10 mass extinction 11 poorer countries
 12 farmers

Vocabulary builder

- 1 1 converted 2 translated 3 transformed 4 distorted
 5 merge 6 deteriorated 7 adjust 8 renovated 9 emigrated
 10 transferred 11 escalate 12 adapt
 3 1 remove 2 transform 3 reinforce 4 disguise 5 embellish
 4 Suggested answers
 1 ruined 2 expanded/grew/transformed 3 rejuvenated
 4 rein in 5 damage/ruin 6 ruin/shape/transform
 7 risen/rocketed/soared 8 embellish/disguise
 6 1 purification 2 colonize 3 classified 4 justify 5 justified
 6 homogenized/homogenous 7 hospitalize 8 minimum
 9 clarification 10 automated/automatic 11 simplicity
 12 computerize/compute 13 computerized
 7 1 purification/homogenization 2 computerized/automated
 3 justification 4 clarify 5 colony 6 simplified
 7 classification 8 minimal

Spotlight on exam skills 2

- 1 (holding) basin 2 particle filter 3 chlorine 4 high pressure
 5 (Dissolved) Salts 6 source / the sea 7 blending
 8/9/10 A, C, D (in any order)

Spotlight on language

- 1 1' a if we want to
 b if we didn't use them / if that were not the case
 c If exploitation
 2 a Unless something b as long as c whether or not
 3 a if the situation is to change b if you are poor
 c If that were not the case
 4 a If we look back b otherwise c If we continue
 2 1 c) is different, as the others focus on man's need or right to exploit resources, not on the consequences for the planet.
 2 All three are similar.
 3 a) is different, as it does not focus on the reason for child labour.
 4 b) is the only one that implies today's change is not natural.
 3 Sample answers
 1 As long as I work hard, I should do well in the exam.
 2 Having a good level of English is important, otherwise it's hard to get a good job in my country.
 3 I want to get a good result in my IELTS exam. If that were not the case, I wouldn't be studying so hard.
 4 My plans for the future depend on whether or not I go to university.
 5 If I continue to develop my vocabulary and practise, I'll be able to read faster and understand more.
 6 If I look back on the past year, the things that have been most important for me include deciding to study for IELTS and saving for a great holiday abroad.
 7 Unless something unexpected happens, I will probably go to university abroad soon.
 8 If people like me want to make a big difference to the world, we have to remember that actions speak louder than words.
 9 I think if people want to tackle the problems of the environment, we have to make a conscious decision to consume less of everything.
 10 If I want to fulfil my ambitions and make my dreams come true, I will have to work hard.

- 5 1 if at all / if anything 2 if I were you
 3 If it's all the same to you / If you don't mind
 4 If anything / If you ask me 5 If it comes to that 6 If only
 7 if necessary / if it comes/came to that 8 So what if

Spotlight on exam skills 3

- 1 1 oxygen 2 fermentation 3 biogas 4 enzymes
 5 toxic chemicals 6 xerophiles 7 absorb 8 vinegar

UNIT 7

Getting started

2 Suggested answers

electric toothbrush	hybrid car	milk
time-saving healthy gums long-lasting smile labour-saving for whiter teeth	low cost precision-engineered money-saving high performance environmental impact	high in protein great taste low-fat good for you

Vocabulary builder 1

- 1 1 F 2 T 3 NG 4 T 5 NG 6 T 7 F 8 F 9 F

2 Suggested answers

- advertising watchdog, advertising claims, telemarketing, spam email, print advertising, outdoor advertising
 3 2 sales revenue, g 3 product launch, a 4 exclusive rights, b 5 good reputation, d 6 market research, h 7 brand loyalty, e 8 franchise agreement, f 9 celebrity endorsement, i

Spotlight on exam skills 1

- 1 F 2 NG 3 NG 4 T 5 T 6 T 7 F 8 T

Vocabulary builder 2

- 1 1 ego 2 affluent 3 eye-catching 4 addiction 5 lifestyle
 2 shopaholic
 3 1 mail 2 through 3 proportions 4 material 5 come by 6 closely 7 environmental 8 sheer 9 developed 10 in it
 4 1 to 2 for 3 on 4 in

Spotlight on exam skills 2

- 2 1 F 2 T 3 F 4 NG 5 T 6 F 7 NG 8 T

- 3 1 NG 2 T 3 F 4 NG 5 F

4 Sample answers

- 1 This is something that has improved considerably. / X has got a lot better / has changed for the better / is much better.
 2 In those days, everybody did the same. / This was the norm then. / This was what people did then.
 3 make decisions based on what they had read / let what they had heard or seen influence their choices
 4 With the years / In the course of time / Over the years / With the passage of time
 5 (Quite) soon / Before long / In only a matter of (days/weeks/months)

Spotlight on language

- 1 1 process = series of stages needed to perform an operation of some sort
 procedure = the agreed correct way of doing something
 production line = the line of machines/workers that produces a manufactured product
 2 job = 1 a particular thing you have to do; 2 work for which you get paid
 career = the series of jobs a person has over time, often in one field, often progressively more important
 profession = a type of job that needs particular training and qualifications
 business = 1 a commercial organisation; 2 the activity of trading for money; 3 work that is part of your job
 3 launch your product = to begin the promotion of a new product
 promote your product = to do any of the activities that bring your product to public attention
 stock your product = when a seller regularly keeps examples of your product to sell