Question 13

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

Which of the following is the main argument of the article?

A Intelligence tests should include tests of social skills and responsibility.

B Test takers from any culture can learn the cognitive style required by Western intelligence tests.

C Intelligence tests cannot be free of cultural bias.

D More research is needed to develop an intelligence test which is valid for all cultures.

Word skills for IELTS

1 **Decide which organizing words in the box below could replace the word in italic in this paragraph heading.**

The *connection* between body language and environment.

link bond relationship correlation
relation strategy association

2 **The heading can also be rewritten in the form below. Which other verbs could be used? Use the list of nouns above to help you.**

How body language and environment are *connected*.

3 **Divide the organizing words below into five groups with similar meanings.**

aim analysis characteristic consequence difficulty
effect explanation feature goal interpretation
objective obstacle outcome problem

4 **Change the following sentences into paragraph headings using an appropriate organizing word. Make the headings as short as you can.**

Example

The paragraph exemplifies various subcultures in Brazilian society.
Various *examples* of Brazilian subcultures.

a The paragraph describes the outcome of the research on stem cells.
b The paragraph details how hydrogen is produced from water for energy.
c The section explains how culture and wealth are linked.
d The paragraph provides a list of the different factors involved in the production of a film.
e The paragraph sets out the part played by the United Nations in protecting cultures under threat.

5 **What synonyms could you use for the general nouns you used in a–e in 4?**

UNIT 7

Arts and sciences

Unit aims

Summaries without wordlists

Multiple-choice questions

Analysing questions

Summaries without wordlists

1 **Look at the comments below and answer the questions.**

I never read books.	I read one book a month.

I read at least one book per week. Normally more.

a Which statement is closer to your own reading habits?
b Which types of books in the box do you like most?

Romance	Crime	War	Historical	Biography
Travel books	Sci-fi	Art books	Science	

c Some people think reading books will soon be a thing of the past? Do you agree?

2 **Decide which are the best techniques from a–g to complete a Summary task.**

a Skim and decide whether the missing words are adverbs, adjectives, nouns, or verbs.
b Avoid thinking of your own words.
c Predict the meaning of the word in the blank space.
d Skim and ignore the blank space.
e Skim and say the word 'blank' for each missing word.
f Don't check your answers in the passage.
g Skim the summary first before you look at the passage.

3 **Read the summary, which is taken from a Summary task without a wordlist. Using ONE word only from the passage on page 55, complete each space in the summary.**

Most people join book clubs for **1** ..... reasons. The official reason is to discuss books, but members principally enjoy interacting with others in a **2** ..... atmosphere. Another reason for the popularity of book clubs is that reading is a **3** ..... pastime compared with cinema or theatre going. Some book clubs may **4** ..... on a particular genre, or they may decide to be **5** ..... in their choice of reading material. It all depends on the interest of the participants. Research suggests that the popularity of reading has remained **6** ..... since 1996, and it seems likely that the number of clubs will **7** ..... in the future.

A The proliferation of book clubs, some 50,000 in the UK alone and who knows how many more worldwide, is quite a remarkable literary phenomenon. Participants of different ages and backgrounds gather on a weekly or monthly basis ostensibly to discuss books chosen by the members, but the primary attraction for most people, and the factor behind the explosion in the number of groups, is not literary, but social. Human interaction with some added mental stimulation in a relaxed environment is integral to their success.

B The social aspect apart, the spread of book clubs can also be attributed to the low cost and the availability of books, and the fact that compared to, say, the cinema or theatre, the clubs provide cheap entertainment. The Internet has played its part as well. Once seen as foreshadowing the end of reading, not only does the Internet allow people even cheaper access to books, but it also acts as a conduit for readers hungry to join a particular reading club. A further draw is the number of people who read for pleasure. With reading being listed as the most popular major leisure activity according to a survey carried out over a four-week period in 2002 in the UK (65% constant since 1996), there is no shortage of willing participants.

C The clubs vary, ranging from cosy get-togethers in friends' houses, with or without set rules and with or without food and drink, to more formal, official set-ups in educational-cum-literary establishments like libraries, sometimes with literary functions with guest speakers. The overwhelming majority are of a more unthreatening easy-going nature. People come and go, but the cohesion of the groups seems to live on with new ones springing up to replace those which have faded away.

D From the literary point of view, the focus of each group is different as it turns solely on the make-up of the members and their predilections. There are reading clubs which specialise in football, romance, horror, science fiction and so on. Groups can focus on one type or they can be eclectic, combining different types of fiction like romance with, for example, cricket. Some may even dress up in the style of the characters or the time that a story took place to bring a mystery or an old classic to life. With such a variety of choice, book clubs are sure to survive and expand.

4 Completing summaries involves using context and your own knowledge as well as the reading passage. Complete the summary below using the comments made by a student to help you with each space.

[1]..... for most people is a very relaxing [2]..... , which can, however, mean that a lot of time is spent on one's own. Yet, it does have compensations. Reading allows one to [3]..... from the real world, which is not a bad thing these days. There is nothing like losing yourself in a [4]..... , whether it be a serious work like a scientific treatise, or something like a romantic [5]..... .

1 I think it's an activity related to books.
2 It's a noun to do with something you do or like.
3 I am sure it's a verb here. The real world is like a prison. So?
4 This one is clear! What are we talking about?
5 This must be another word for a book.

Multiple-choice questions

5 Questions 1–5 below are taken from a Multiple-choice task. Answer the questions about the passage using the hints a–c to guide you.

Question 1
a Is the question about reasons or consequences?
b Which word in the question indicates that you should look for the most important option?

1 The increase in book clubs has occurred mainly because they

A perform a social function.
B fulfil an intellectual need.
C cater for people from a variety of backgrounds.
D solve the social problems of the participants.

Question 2
a Are you looking for the cause or the effect of the number of people reading?
b In the passage, what reason is given for the spread of book clubs?
c Which option refers to something not mentioned in the text?

2 The number of people who read for pleasure in the UK

A shows that the Internet has some benefits.
B means that the cost of books will be kept down.
C ensures there will always be a pool of readers to supply book clubs.
D means that cinemas and theatres are losing money.

Question 3
a What kind of words are options A–D?
b Which similar words in paragraph C describe the different types of groups?
c Which phrase in paragraph C indicates *most of the clubs?*

3 Which of the following best describes most book groups mentioned by the writer?

A restrictive
B formal
C small
D informal

Question 4
a Which options describe who chooses the books?
b Which options describe the limitations on book choice?
c Which option here is definitely false and which two are not given?

4 Books for discussion in groups are

A restricted to one type.

B dependent on member preference.

C limited to several different authors.

D dependent on the chairperson's reading list.

Question 5
a Is the question asking about the writer's opinion or the writer's purpose?
b Which option accurately paraphrases this opinion?
c Which wrong option is the opposite of the writer's opinion, and which two are not given?

5 The writer of the article thinks that

A book clubs have a certain future.

B book clubs will expand slowly but surely.

C book clubs may not survive.

D the variety of book clubs will increase.

Analysing questions

6 **To some extent, the language in multiple-choice questions is predictable. Match the lists of language 1–7 which may be found in multiple-choice stems with the correct category from a–g.**

a Choose the correct effect/outcome/consequence.
b Choose the cause or reason for something.
c Identify questions relating to qualifying words.
d Identify the purpose of an event or item.
e Identify the best action/tool for a particular purpose.
f Explain what general point a specific example relates to.
g Give the writer's main conclusion/purpose/opinion for the whole text.

1 mainly
usually
the majority
the most

2 … leads to …
… ensures that …
… means that …
… causes …

3 … is used for …
The main use/purpose of … is to …

4 The writer refers to … to show/illustrate …
… is an example of …

5 In order to achieve/do something, …

6 … because …
… as a result of …
… is caused by …

7 The writer's conclusion/opinion/purpose is best summarized as…
The writer concludes that …
The writer believes that …
The writer's main point is that …

Technique

Read the title and skim the questions first. Use the information from these to predict the content of the reading passage.

Reading Passage 7

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 7.

The Two Cultures: a problem for the twenty-first century?

In 1996 Alan Sokal, a physicist at NYU, published an article in *Social Text*, a highly respectable American academic journal for cultural studies, using technical terminology and liberal references to scientists such as Heisenberg and Bohr, and linguistic theorists such as Derrida and Irigaray. He advanced the notion that 'post-modern' science had abolished the concept of physical reality. Once it was published, he announced that it was a hoax. In doing so, and in the later publication, *Intellectual Impostures,* with Jean Bricmont, he showed how many fashionable post-modern theorists of language, literature, sociology, and psychology had adopted technical language from science to explain their theories without understanding this terminology, and thus much of what they had written was, in fact, utterly meaningless. It was the latest controversy in what has become known as the war between 'the two cultures'.

The term 'the two cultures' was first coined by failed scientist and (successful) novelist C.P. Snow in an article in the magazine, *New Statesman,* in 1956, and his discussion of it was extended in his Rede Lecture to Cambridge University in 1959, entitled 'The Two Cultures and the Scientific Revolution'. The two cultures he identifies are those of the literary academic world of the humanities and that of the scientific community. In essence, he argues that there is a gulf in understanding between the two communities, to the detriment of science, which is consequently misunderstood and undervalued. There was considerable backlash, most notably from F.R. Leavis, the giant of literary criticism of the day, yet this divide between the literary world and the scientific remains, and is generally perceived as a serious problem.

This is because there is a perception that the general public is mistrustful of science, with modern developments such as genetic engineering and cloning, not to mention persistent worries about nuclear physics. Much of this fear, it is argued, is generated by ignorance in the general population as to what is involved in the practice of modern science, for if people do not understand what scientists are doing or thinking, they are unable to engage in any reasonable debate on these issues. It is surely indicative of how worried the scientific academic establishment is that in 1995 Oxford University established the Charles Simonyi Chair of the Public Understanding of Science, with Professor Richard Dawkins, an evolutionary biologist, becoming the first holder of the post.

The problem of the division between the two cultures is not restricted to anxiety among scientific academics, however, but is increasingly being taken seriously by economists, educationalists and politicians. Their concern is that there is an imbalance in the number of pupils and students opting to take qualifications in the arts and humanities, and those choosing the sciences. Among school children, sciences are regarded as 'hard', whilst subjects such as English, history and foreign languages are 'soft' options where it is easier to pass exams. The upshot of this is a consistent and significant decline in the number of students applying for science-based courses.

Furthermore, there is a gender bias involved, which must be addressed if women are to achieve parity of pay in the future. In February 2006, the UK Women at Work Commission reported on the pay gap between men and women, and noted that one cause was career choices made by schoolgirls into low pay areas such as caring, rather than more lucrative sectors such as engineering or science. Thus not only is there a problem in enrolment onto science courses in general, but more specifically there is a significant disparity between the sexes in the pursuit of science-based careers.

At bottom, however, although efforts can be made to address the question of equality, it is hard to see what can be done to bridge the divide between the two cultures. The root of the problem lies in the considerable degree of specialization required in the study of any subject, art or science. In the past, it was possible to be a polymath with a foot in both camps: Leonardo da Vinci could paint the Mona Lisa and design flying machines, and Descartes could write on a wide range of subjects from metaphysics to geometry. Nowadays, this is simply not possible, as it is unfeasible even to consider complete mastery of an entire subject, and academics increasingly specialize in one or two areas. It is only necessary to consider that ancient Sumerian military tactics and nineteenth-century sexual politics, or nanotechnology and dam construction fall respectively into the categories of history and engineering, to recognize the truth of this. We must resign ourselves, therefore, to the fact that the two communities will continue to fail completely to understand each other, and, as progress continues, the gulf between the two cultures can only increase.

Questions 1–5

Complete the summary of paragraph A.

Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

Alan Sokal wrote an article for an American journal employing **1** ..... and making **2** ..... to certain scientists and linguistic theorists. He stated that 'post-modern' science had done away with the **3** ..... of physical reality. After publication, he revealed that what he wrote was a **4** ..... . He showed how post-modern theorists of language, etc. had adopted technical language from science to put forward their **5** ..... . But they did not understand the terminology, and so a lot of their writing was completely meaningless.

Technique: Multiple-choice questions

1 Predict the likely location of the answer in the passage.
2 Predict answers by using what you know from previous questions.
3 Identify the relationship between the options and the stem (e.g. cause and effect).
4 Identify scan words in the stem and use them to locate the correct section.
5 Read around this section and match the meaning in the text with the correct paraphrase from the options.

Questions 6–10

Classify the following as occurring

A between 1950 and 1990

B between 1990 and 2005

C after 2005

6 a report on the male-female pay differentials

7 an extension of the debate on the 'two cultures' concept

8 the creation of the first chair in understanding science

9 the first use of the term 'the two cultures'

10 the publication of an article on the abolition of the idea of physical reality

Questions 11–13

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

11 Jobs in the engineering or science sectors are

A more glamorous than other professions.

B more demanding than other professions.

C less financially rewarding than those in caring.

D more financially rewarding compared to those in caring.

12 The study of either art or science now

A requires harder work than in the past.

B requires a broader knowledge than the past.

C demands specialization.

D demands collaboration between different academics.

13 Unlike in the past, complete mastery of a subject is now

A impossible.

B feasible.

C often possible.

D improbable.

Improve your IELTS word skills

1 **Divide the following verbs into three groups with similar meanings.**

assess condemn disapprove appraise censure
endorse condone criticize appreciate

2 **Write the corresponding nouns for the verbs in 1.**

3 **Choose the most suitable noun from 2 to complete the sentences below.**

a The team carried out a detailed ..... of the risks involved.

b The professor has published several works of literary ..... .

c The results of the election are a clear ..... of the government's policies.

d At the end of the opera, the audience showed their ..... by clapping enthusiastically.

e In his very critical article, the author expresses his strong ..... of reality TV.

4 **Make a noun from each of the following verbs to complete the sentences below.**

judge perceive believe think
analyse condemn conceive discriminate

a Public ..... of the use of money for arts promotion was very harsh.

b He carried out an in-depth ..... of the extent of progress in this area.

c There was obvious ..... in favour of funding for science.

d We need to reserve ..... until we are in possession of all the facts.

e The general ..... appears to be that artists are somehow superior to scientists.

f News about current issues barely affects the public's ..... generally.

g Some artists seem to have no ..... of the way science is changing our view of the world.

5 **Contradict the verbs in italic in each sentence below.**

Example

The government *defended* the main arguments advanced. (opposed)

a The government *undervalued* the contribution made by various people.
b The effects of lack of light on humans are *understood* by most people.
c The local residents strongly *approved* of the building of the arts complex.
d The various publications *praised* fully the contents of the book.
e The company *judged* the timing of the film's release for maximum coverage.
f It is clear that the scientific community *believed* the results of the research.

UNIT 8

Nature

Unit aims

Labelling a map

Short answer questions

Labelling a diagram (2)

Classifying information

Labelling a map

1 **Complete each paragraph with the name of the correct civilization and answer the questions below.**

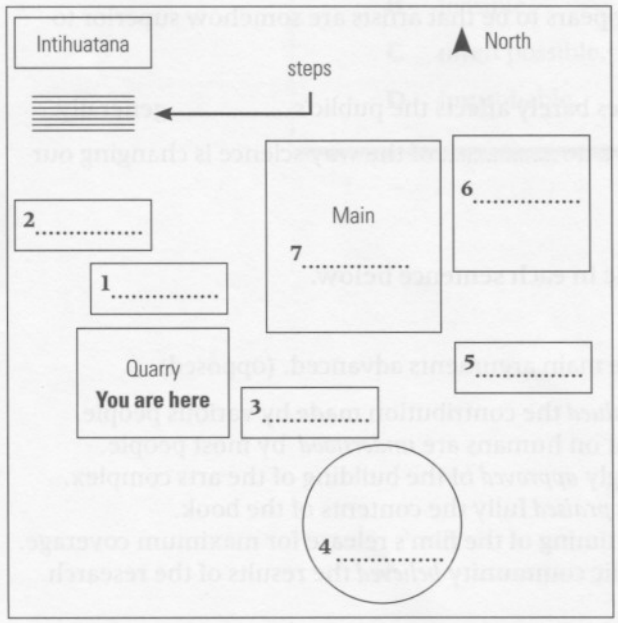
Inca Norse

1 ..... mythology provides a typical example of how natural processes are dramatized in early cultures. People believed that Thor, son of the god Odin, rode across the sky in a chariot. When he swung his hammer, it made thunder and lightning, and of course also rain which was necessary for growing crops.

2 The ..... mythology personified a number of natural forces, the most important of which was Inti, the sun god. The ..... emperors were believed to be descended from him.

a People today often prefer to find scientific rather than divine explanations for natural processes. What have we gained or lost by this?

b What lessons could modern society learn from our ancestors in order to improve our relationship with the environment?



2 **Look at the map of Machu Picchu, which is taken from a Labelling task, and answer the questions.**

a Where is the main reference point for the map?

b What lies north of the Quarry?

c What types of words are missing in each blank space?

d What type of place do you think 7 is?

e How would you describe the location of each place 1–6 in relation to 7?

3 Skim the extract below from an article on the nature reserve around Machu Picchu and label the map in 2.

Nature, gods, and man in harmony

Discovered in 1914 by Hiram Bingham with partial backing from The US Geographic Society, Machu Picchu is situated in a natural reserve famed as much for its spectacular flora and fauna as the majesty of its buildings in perfect harmony with its natural surroundings.

The complex stands more than two thousand metres above sea level, 120 kilometres from Cuzco, in Peru. On the terraces above and to the west of the Main Lawn stand three temples. On the left, just north of the Quarry stands the Temple of the Three Windows. This three-walled structure commands a spectacular view down across the Main Lawn to the mountain peaks in the east. Just north-west of this building is situated the Principal Temple with Intihuatana (the sun's hitching stone) at the top of a flight of steps beyond the Temple. The purpose of this stone was principally astronomical. East of the Lawn and on the same level are the ruins of the Common District where the workers who looked after the complex for the Emperor lived. Other notable locations at Machu Picchu are the Royal Sector, which is situated on the same level as the Main Lawn to the south and just east of the Quarry. Just south of this sector stands the Temple of the Sun, Machu Picchu's only circular building. Inside there is an altar and a trapezoidal window known as the Serpent Window. At the south-east corner of the Main Lawn, just south of the Common District, is the Temple of the Condor, with a prison complex directly behind it.

4 Which of the following techniques do you think are useful to help you label the map?

a Reading the whole passage first and underlining all the names and directions and then looking at the map.
b Numbering the names in the text according to the map.
c Underlining the directions: north, etc.
d Putting boxes around the names.
e Trying to complete several items in the map at the same time.

Short answer questions

5 **Questions 1–6 are taken from a Short answer question task. Answer them using no more than THREE WORDS from the passage for each answer. Use the place names to scan.**

1 What kind of purpose did the Intihuatana serve? .....

2 Which area is found on the east side of the Main Lawn? .....

3 What shape is the Temple of the Sun? .....

4 How many walls does the Temple of the Three Windows have? .....

5 What lies behind the Temple of the Condor? .....

6 What is the name of the window in the Temple of the Sun? .....

6 **Complete questions 1–5 using no more than TWO WORDS. Then find the correct answers in the passage.**

1 ..... shape is the window in the Temple of the Sun?

2 ..... did the complex of Machu Picchu belong to?

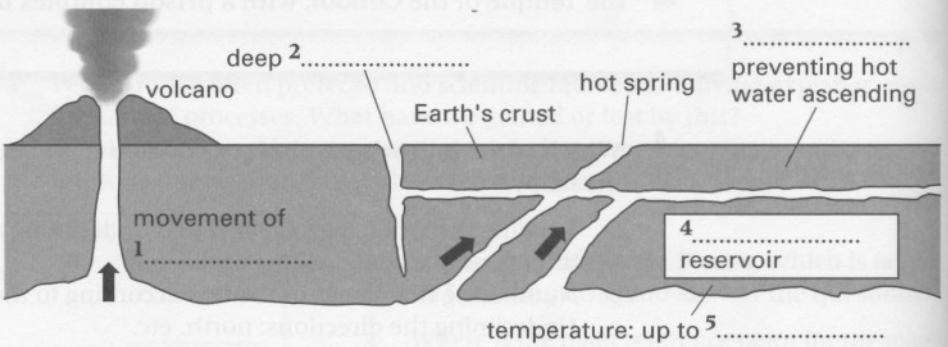
3 ..... is the scene across the lawn described?

4 ..... helped fund Hiram Bingham?

5 ..... is Machu Picchu from Cuzco?

Labelling a diagram (2)

7 **The diagram below is taken from a Labelling task. Look at gaps 1–5 in the diagram and predict the answers. Use the information in the diagram and your general knowledge.**



8 **Scan paragraph one and using no more than TWO words or a number from the passage, label the diagram.**

Geothermal energy

5 Since heat naturally moves from hotter regions to cooler ones, the heat from the earth's centre (over 7000° Fahrenheit) flows outwards towards the surface. In this way, it transfers to the next layer of rock or mantle. If the temperature is high enough, some of this mantle rock melts and forms magma. The magma ascends in its turn towards the earth's crust. At times it forces itself up to the actual surface where it builds volcanoes. More often it remains well below the earth's crust, creating vast subterranean areas of hot rock. In such regions, there are deep cracks, which allow rainwater to percolate underground. This water is heated by the hot rock to a high temperature. Some of this water travels back up to the earth's surface where it will appear as a hot spring or a geyser. However, if this ascending hot water reaches

a layer of impermeable rock, it remains trapped, forming a geothermal reservoir. Much hotter than surface hot springs, such reservoirs can reach temperatures of 700° Fahrenheit and are a rich source of energy. If geothermal reservoirs are close enough to the surface, they can be reached by drilling wells. Hot water and steam shoot up the wells naturally, and can be used to produce electricity in geothermal power plants. Unlike fossil fuels, geothermal energy produces relatively little greenhouse gas.

A few geothermal power plants depend on dry-steam reservoirs which produce steam but little or no water. In these cases, the steam is piped up directly to provide the power to spin a turbine generator. The first geothermal power plant, constructed at Lardarello in Italy, was of this type, and is still producing electricity today.

Most currently operating geothermal power plants are either 'flash' steam plants or binary plants. Flash plants produce mainly hot water ranging in temperature from 300° to 700° Fahrenheit. This water is passed through one or two separators where, released from the pressure of the underground reservoir, it 'flashes' or explosively boils into steam. Again, the force of this steam provides the energy to spin the turbine and produce electricity. The geothermal water and steam are then reinjected directly back down into the earth to maintain the volume and pressure of the reservoir. Gradually they will be reheated and can then be used again.

A reservoir with temperatures below 300° Fahrenheit is not hot enough to flash steam but it can still be used to generate electricity in a binary plant. In these plants, the heat of the geothermal water is transferred to a second or binary fluid, such as isopentane, which boils at a lower temperature than water. The steam from this is used to power the turbines. As in the flash steam plant, the geothermal water is recycled back into the reservoir.

Classifying information

9 **Sentences 1–5 are taken from a Classifying information task. Classify the features described in 1–5 according to which type of geothermal plant they characterize.**

A dry steam plants

B flash steam plants

C binary plants

D all of them

1 There are examples which are in use today.

2 They use geothermal reservoirs with temperatures over 300° F.

3 They use steam from the earth, and not water.

4 The vapour which spins the turbines is not produced from water.

5 They are relatively easy on the environment.

10 **Answer the following questions about the techniques you used in 9.**

a Is it better to scan the passage for the plants or for the features?

b Is it better to put a box around the plant names and label them A, B, etc or to underline the words?

c Is it better to try to answer 1–5 simultaneously or one at a time?

Technique

Read the title and skim the questions first. Use the information from these to predict the content of the reading passage.

Reading Passage 8

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 8.

The beauty of cats

For most people, a domestic cat is a more or less beautiful, usually affectionate but rarely useful member of the family. However, for the people who breed, show, or simply admire them, the pedigree aristocrats of the cat world can easily become an obsession. As yet, there is a very much smaller range in the sizes and shapes of cats compared with dogs, which is not surprising when we consider that dogs have been selectively bred for hundreds, if not thousands, of years to develop physical and temperamental characteristics that can be put to work for man as well as admired. By contrast, all breeding of pedigree cats is for purely aesthetic reasons.

Only a few pedigree cat breeds date back beyond the late nineteenth century, and most have been developed since the 1950s. To achieve acceptance, any new breed must be officially recognized by the national and international organizations of 'cat fanciers' that regulate the breeding and showing of pedigree cats. To date, official recognition has been given worldwide to more than 100 different breeds. A fairly small number of these are what might be called 'natural' breeds, with distinctive characteristics that appeared spontaneously, and then became established in the cat population of a particular country or region. Examples include what is popularly known as the Persian, with its long-haired coat; the Russian Blue, with its plush grey 'double' coat; the Siamese, with its slender body, long, narrow face and distinctive colouring; and the Manx cat, with either no tail (a 'rumpy') or a small stump of a tail (a 'stumpy').

More usually, new pedigree cat breeds are the result of meticulously planned breeding programmes designed to establish or enhance attractive or unusual features occurring in non-pedigree cats. Without the intervention of the cat breeder, many of these features would occur only rarely or would have simply disappeared through natural selection. Even the so-called natural breeds have been considerably modified over the years by professional cat breeders striving to match or improve on the breed 'standard', a detailed description of the various points (length and colour of coat, body and head shape, etc.) according to which a particular breed is judged in competition.

The majority of cats, both wild and domestic, have fur that is of short or medium length. Long fur in cats can occur either as the result of a 'one-off' genetic mutation, or through the inheritance of the recessive gene for long hair. Long-haired cats were well-established in Persia (now Iran) and Turkey long before the ancestors of most modern long-haired show cats were taken to Europe and America towards the end of the nineteenth century. Today's pedigree longhairs of Persian type have a cobby (sturdy and rounded) body, a very luxuriant long coat, short, thick legs, a round head, round face, very short nose, and large round, orange or blue eyes. There are separate show classes for Persians of different colours. Also shown in their own classes are various non-Persian longhairs,

including Chinchillas, Himalayans (also called Colourpoint Longhairs), and the Turkish Van.

Short-haired pedigree cats can be divided into three main categories: the British Shorthair, the American Shorthair, and the Foreign or Oriental Shorthair. To the uninitiated, British and American Shorthairs appear to be no more than particularly fine examples of the non-pedigree family cat. The reality is that selective breeding programmes have achieved a consistency of conformation and coat characteristics in the different pedigree lines that could never be achieved by chance. Pedigree British Shorthairs have a cobby body, a dense, plush coat of a specified colour, short legs, round head, a somewhat short nose, and large round eyes of a designated colour. By comparison, pedigree American Shorthairs have larger and less rounded bodies, slightly longer legs, and a less round head with a square muzzle and medium-length nose.

The third main group of pedigree cats are the Foreign or Oriental Shorthairs. Some of these breeds, notably the Siamese, Korat, and Burmese, did indeed originate in the East, but today these terms are used to describe any breed, of whatever origin, that displays a range of certain specified physical characteristics. Foreign and Oriental cats have a slim, supple body, a fine, short coat, long legs, a wedge-shaped head, long nose, large, pointed ears, and slanting eyes. Finally, also included within the pedigree short-hairs, are various miscellaneous breeds which have been developed to satisfy a perhaps misplaced delight in the unusual. Examples include the Scottish Fold, with its forward-folded ears, the Munchkin, with its short, Dachshund-like legs, and the apparently hairless Sphynx.

Questions 1–6

Complete the table below

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

Features	**Coat**	**Body**	**Legs**	**Head**	**Nose**	**Eyes**
Persian longhairs	luxuriant and long	cobby	**1**	round	very short	round
British shorthairs	dense and plush	**2**	short	round	rather short	round
American shorthairs	dense and plush	less rounded	slightly longer	less round	**3**	
Foreign shorthairs	**4**	slim and supple	long	**5**	long	**6** .....

Technique: Short answer questions

1 Look for a scan word in each question.
2 Scan the whole passage for each scan word.
3 In the passage, put a box around all the names from the questions.
4 Number the names in the text according to the question.
5 Read around the names to find the answers. Try to complete several items at the same time.

Questions 7–11

Answer the questions below using ***NO MORE THAN THREE WORDS*** *from the passage for each answer.*

7 What name does the writer give to breeds such as Russian blue and Siamese? .....

8 What is the name given to the description of physical features by which a pedigree cat is judged? .....

9 In which century were long-haired cats first exported from Persia? .....

10 What class of cat does the Chinchilla belong to? .....

11 What remarkable characteristic do Scottish Fold cats have? .....

Questions 12 and 13

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

12 The distinctive features of most pedigree cats are the result of

A enhancing characteristics that appear naturally in cats from a particular region.

B using breeding schemes to promote features which are found in non-pedigree cats.

C genetic changes which occurred spontaneously in some cats in the late nineteenth century.

D a misplaced pleasure in producing unusual looking cats.

13 The writer's main purpose in this article is

A to outline the history of breeding pedigree cats.

B to criticize the practice of producing odd characteristics in cats.

C to classify the different breeds of pedigree cats.

D to compare the respective practices of cat and dog breeders.

Improve your IELTS word skills

1 Which words in the box mean the same as *feature*?

article	characteristic	trait	attribute	character	quality

2 What synonyms do you know for *group*?

3 Match each phrase a–h with a suitable noun 1–8.

a	a make of	1	car
b	a species of	2	writing
c	a genre of	3	horse
d	a class of	4	medicine
e	a field of	5	study
f	a branch of	6	virus
g	a breed of	7	mammal
h	a strain of	8	animal

4 Which of these words can be used as synonyms of the nouns in a–h in 3?

brand	variety	sort	type

5 Complete the following table with the correct form of the word.

Noun	Verb	Adjective
character	characterize	……
distinction	distinguish	……
example	……	
feature	……	
illustration	illustrate	illustrative
indication	indicate	……
type	……	……

6 Complete the sentences below using the verbs in the box. You may use each word once only.

classified	differentiated	satisfied	defined	catalogued	related

a The library books are …… meticulously and given a barcode reference.
b Chimpanzees, gorillas, and orangutans are all closely …… species.
c Several specific criteria must be …… before any member is included in the group.
d A marsupial can be …… as any mammal which gives birth to underdeveloped young and rears them in a pouch.
e Fungi may be …… into three broad groups: yeasts, moulds, and others.
f Sometimes members of a subspecies of mammal can only be …… by experts with specialist knowledge.

UNIT 9

Health

Unit aims

Scanning for meaning

Identifying sentence function

Matching phrases (2)

Scanning for meaning

1 **Read the table which gives the average lifespan for humans in different periods of history. Then answer questions a–c.**

Period	Average lifespan
Bronze age	18
Classical Greece	28
Medieval England	33
Late nineteenth century	37
Early twentieth century	50
Early twenty-first century	68

a What reasons can you think of for the increase in lifespan?
b Some people in Classical Greece lived to a ripe old age. For example, Sophocles, the writer, died at the age of 91. Why do you think the average was so low?
c What are the disadvantages of the average person living so much longer than in the past?

2 **Scanning will not always work if your target word is not in the passage. Be prepared to look for synonyms. Look at phrases a–f and think of your own phrases with similar meaning. Then match each one with a phrase 1–6.**

a	negative consequence	1	vital role
b	non-conventional medicine	2	unfortunate outcome
c	indispensable part	3	good mental health
d	psychological well-being	4	pleasant environment
e	congenial surroundings	5	considerable improvement
f	enormous progress	6	alternative therapy

3 **Look at phrases a–e and think of a noun with a similar meaning for each. Then scan paragraph A on page 71 for nouns with a similar meaning and underline them.**

a best period of their life
b period
c highest point
d difficulty
e benefits

Prime time rules

A People were not that long ago considered as entering their prime at 40. This was the age at which the peak of their wisdom and power was likely to be reached. Not any more. For an increasing number of people, it is now much later, between 50 and 65, which is effectively when people are thinking of retiring. And so, far from being the major problem that has been exercising politicians and individuals in recent years, the increasing numbers of active over-fifties with a later and longer prime should be seen as assets to society, economically and socially. Provided, that is, that they are allowed to contribute to the community.

B Anxiety about funding 'older people' in general is based on a view of the over-fifties and sixties living a life of decrepitude with costly nursing home care, and being a drain on the country's wealth. Stereotypical images of senior citizens haunt the general population. Perception tests in studies have shown that people who expect the so-called age-related illnesses like deafness and mental decline to happen in their old age conform to the stereotype and fulfil the prophecy. Thus, it is not surprising that negative images permeate society. More positive images of people in their prime or older in the media, etc. would be a good start. There are encouraging signs that the boundaries of this stereotype are already being challenged. There are already TV programmes, for example, about people in their seventies and eighties involved in sports like sky-diving more often associated with the young. Some adverts are pushing the boundaries further by using older models to target beauty products at older sections of the population. After all, who has the accumulated wealth?

C Before looking at what, if anything, can be done to make sure that people can enjoy their prime and feel they can make a contribution to society, we should look at the causes of longevity. Technological advances primarily in medical science are often held up as the principal cause. However, education, wealth, and the wide range of leisure pursuits available, along with a host of other factors, have led to a marked improvement in living standards throughout the world. People are, as a result, arriving at the threshold of retirement more active, physically and mentally, than any previous generations and in greater numbers, challenging the view that being 50 or even 60 is old.

D And the magic recipe to enhance our prime? It's all very basic stuff and not really magic at all. It does not need government committees or armies of bureaucrats to devise training packages. People are enhancing their 'prime' time without unnecessary interference. Government and planners should seek to inform themselves of what is happening rather than imposing some clumsy 'innovation'. Research has shown that physical exercise causes changes in the structure of the brain. MRI scans on a cohort of patients aged 58 to 77 have shown increases in the substance of the brain itself are brought about by exercise. There is evidence that the areas of the brain involved in memory and attention benefit from exercise – the areas that show the greatest age-related decline in humans.

4 Look at phrases a–e and think of a word or phrase with a similar meaning for each. Then scan the rest of the passage for phrases with a similar meaning and underline them.

a a waste of the nation's money
b main factor
c questioning the notion
d secret formula
e introducing an unwanted new measure

5 Think of synonyms for the key words in the sentences below. Three of a–e match sentences in the passage. Scan to find the three sentences and underline them.

a Administrative workers or government bodies have no need to put together guidelines to educate people.
b Research indicates that those who expect to be hard of hearing or senile when they grow old actually go on to become so.
c Makers of beauty products could launch cheaper cosmetics aimed at older people.
d Studies have revealed that the brain continues to develop well into old age, regardless of how much exercise is taken.
e People in general are surrounded by conventional images of old people.

Identifying sentence function

6 Paragraph A contains a *suggestion* made by the author and a sentence with a *conditional* meaning. Answer questions a–e below. Then scan to find the sentences.

a Are these words *suggestion* and *condition* likely to be in the text?
b Will you scan the passage for meaning or words?
c Which words do you associate with *suggestion*?
d Which words do you associate with a *condition*?
e Is it efficient to read the whole paragraph?

7 Scan the passage to find examples of functions a–e below, using the techniques you used in 6.

a a claim (paragraph A)
b a conclusion (paragraph B)
c examples (paragraph B)
d a problem (paragraph B)
e a recommendation (paragraph B)

8 Are the ideas in paragraph C organized around problem and solution, or cause and effect? Which phrases indicate this?

Matching phrases (2)

9 **Phrases 1–5 are taken from a Matching phrases task. Scan the passage and match the phrases to paragraphs A–D.**

1 the fact that sky-diving is more often seen as a pursuit for the young

2 a reference to research on exercise and brain function

3 the belief that being elderly means being infirm

4 the reasons why people live longer

5 the idea that the over-fifties can be of use to society

10 **Do the phrases 1–5 match whole paragraphs or parts of paragraphs?**

11 **Paragraphs E–G below are a continuation of the reading passage. All irrelevant language and information has been removed. Match phrases 1–5 below with the relevant paragraph E–G.**

E The benefits of diet – as well as exercise – healthy diet – avoiding junk perhaps also staves off mental decline – studies in children learning difficulties – so-called Durham trial – fish oil beneficial – effective on sizeable proportion of children – improves attention, etc, so not old wives' tale – sale of foods/supplements containing Omega 3 increased intelligence attention span – not sure if benefit adults.

F How people can keep mentally active – greater interest now in mental stimulus to combat/slow down dementia – exercises – 'brain food ' puzzles like sudoku, chess, crossword puzzles, mental arithmetic, subtracting backwards seven at a time from 1,000 to zero, showering with your eyes closed – some connection with left brain function as opposed to right brain – latter concerned with the creative side. Maybe more research needed: how opening up use of right brain might enhance mental ability.

G A conclusion – irony – general population 30 per cent obese – young people especially – older people now more active – interest in third age long may it continue – older people show young people the way.

1 various methods to improve mental ability

2 the fact that fish oil supplements may not benefit adults

3 a comparison between older people and less active young people

4 how diet helps improve mental activity in children

5 a recommendation that research into right-brain function should be carried out

Technique

Read the title and skim the questions first. Use the information from these to predict the content of the reading passage.

Reading Passage 9

You should spend 20 minutes on questions 1–14, which are based on Reading Passage 9.

Professional strangers: medical anthropology in action

A Back in the 1970s, I was an anthropology student sitting in the library doggedly reading books and articles about the social lives of people in Africa, Asia, and the South Pacific. Why doggedly? The scholarly reading matter covered kinship systems, clan alliances, land tenure, and farming and political systems. Rarely did the reader of these texts catch a glimpse of the day-to-day lives of the people written about or what it was like to live amongst them. However, some books started with a preface describing how the anthropologist arrived in the distant village or town of study, found somewhere to live, and started engaging with local people. These accounts were often the most interesting part of the book and whetted my flagging appetite for medical anthropological research.

B Since graduating, I have applied my anthropological training to health-related projects across Africa and Asia. Some contracts have lasted two years and some two weeks. The short-term research I have done is sometimes called 'quick and dirty'. 'Quick' means that surveys are carried out and people interviewed in a matter of weeks rather than years; 'dirty' means that the findings are analysed rapidly without too much concern for 'cleaning' the data so that exact percentages can be calculated and any inconsistencies in what people said can be accounted for. Quick and dirty research elicits the voices of the people for whom a development project is intended. The approach provides facts and figures that guide project design, but may not satisfy purist academics.

C A lot of books discuss the ethics and methods of research in more detail than in the past. Such accounts of fieldwork contain useful ideas and guidance, usually in the introductory chapters. There are a number of particularly sensitive areas that people interviewed may be reticent about, notably personal finance, sex, and illegal activities. Yet, research of sensitive topics with people considered 'hard to reach' can be interesting and rewarding. There are some basic rules and approaches that should keep the researcher, especially in the medical field, safe and the data collection ethical and effective.

D Anybody going to do fieldwork should dress carefully. It is important to try and wear clothes that do not draw attention to yourself. You do not want to be more conspicuous than you need by being more smartly or formally attired than the people you are going to talk to. Equally, it may be inappropriate to copy the dress code of interviewees, as you risk looking ridiculous.

E It is always useful to work with local guides or gatekeepers who can help you reach people who are not part of mainstream society. For example, if you want to study the world of illegal drug users it is best to work with an insider. If you already know any drug users, ask one of them to introduce you to other people in his or her network and to vouch for you. Alternatively, you could approach drug or social service agency workers and ask them to make introductions.

F When you interview people, it is important that they are not worried about confidentiality. Often people will not tell you anything of great interest unless they receive assurances that you will not reveal their private business or their full names. When you ask sensitive questions, interviewees may want you to answer similar questions in return, so researchers should be prepared to disclose some personal information. It is important that you do not lie about yourself and what you are doing: this is unethical and you risk being caught out and losing credibility.

G Sensitive questions should be asked in a matter-of-fact manner because, if you appear embarrassed, the respondent will also be embarrassed and will 'clam up'. Do not be, or appear to be, judgemental or shocked, no matter what you hear, as the interviewee will sense your reaction and stop talking. In addition, you should not contradict people even if they have said something that you know to be incorrect. You are there to listen and collect data, not to enter into argument or discussion. When the interview is over you can correct any potentially harmful misconceptions that the interviewee holds. But the most important rule to remember is: if you get nervous or scared, leave the situation.

H Recently, I have started saying to colleagues that there are three qualities required in the anthropologist working in 'the field': liking people; respecting people; curiosity about people's lives. If you cultivate these qualities, the tips I have outlined will come naturally to your work.

Technique: Matching phrases

1 Identify which phrases refer to a part or the whole of a paragraph.
2 Decide where the information is likely to be: the beginning, middle, or end.
3 Scan for the words in the phrases or synonyms of them.
4 Ignore irrelevant information.

Questions 1–6

*Which paragraphs, (**A–H**) contain the information in 1–6 below.*

***NB** You may use any paragraph more than once.*

1 ways to make contacts with interviewees

2 the fact that the interviewer should appear not to react to what the interviewee says

3 how to dress when talking to interviewees

4 how a deep interest in anthropological research commenced

5 the fact that the interviewer should not argue with the interviewee

6 research that is a rough estimate of a situation

Questions 7–13

Do the following statements agree with the views of the writer in Reading Passage 9?

Write

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

7 Accounts of anthropologists arriving in distant villages were frequently more interesting than any other book contents.

8 More research should be carried out in the field.

9 'Quick and dirty' research is necessary for planned development projects.

10 Contacts with people who are on the fringes of society should only be made through local guides or gatekeepers.

11 Researchers should never answer questions about themselves when they are interviewing.

12 It is better for researchers to continue with an interview even if they are frightened.

13 Researchers need to elicit information without making any apparent judgement on it.

Questions 14

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

14 Which of the following statements best summarizes the writer's conclusion?

A Anthropologists who cultivate certain traits will find that good practice becomes instinctive.

B Anthropologists working in the field will acquire certain interpersonal skills naturally.

C Anthropologists' acquisition of the advice given depends on the cultivation of a wide range of qualities.

D Anthropologists working in the field can easily acquire good habits.

Improve your IELTS word skills

1 **Match the words below with their function from the box.**

a Because
b Consequently
c For instance
d Thus
e Moreover
f Yet
g Although
h In order to
i Provided that

Condition	Concession	Example	Additional information
Conclusion	Reason	Contrast	Purpose	Result

2 **Which is the odd one out in the following sequences and why?**

a furthermore/in addition/similarly/therefore/also
b meanwhile/but/however/though/even so
c firstly/secondly/finally/at first/first of all
d initially/at the beginning/firstly/at first
e consequently/as a result/subsequently/as a consequence
f recently/some time ago/lately/not long ago/a short time ago
g when/before/once/after/as soon as

3 **To help you find your way around a passage, you can look out for linking words and phrases. In the following sentences, find and underline examples of the functions in the box.**

Example

Although I agree with the proposed increase in time, it is more important for the course to be updated. (concession)

Result	Reason	Condition	Concession
Alternative	Comparison	Purpose

a Unless more funds are put into the health service soon, people will suffer.
b Because a record number of heart operations were successful, the programme was expanded.
c The funding dried up, which then led to a major crisis at the health clinic.
d More administrative staff could be employed or more nursing posts created.
e The first drug was pronounced safe to use whereas the second caused a number of serious side effects.
f The government opened three new hospitals so that they would be able to meet their targets.
g Although they may need to slow down a little, people continue to benefit from physical exercise well into old age.

UNIT 10

Individuals and society

Unit aims

Dealing with opinion

Yes/No/Not Given statements (writer's opinion)

Dealing with opinion

1 Read the following signs and answer the questions below.

a Where would you see the signs above?
b Is privacy becoming easier or more difficult to find in the modern world?
c What factors in the modern world are impinging on our private lives? Can these developments be stopped?
d Some people believe that public figures have no right to privacy? What is your opinion?

2 Match statements 1 and 2 with descriptions *a* and *b*.

1 Governments could do more to help vulnerable people in society.
2 Governments help vulnerable people in society.

a The statement is reporting a fact.
b The statement is giving an opinion.

3 Read the pairs of sentences below. Decide which is a fact and which states an opinion.

1 a The government spent less money last year on vulnerable people in society.
  b Governments should do more to help vulnerable people in society.
2 a The encroachment of digital control in all people's lives is inevitable.
  b The survey revealed that sales of digital technology are increasing.
3 a Practical skills in many traditional societies are under threat because technology is making them redundant.
  b The research showed a range of practical skills were practised in ancient Greek society.
4 a Foolishly, some employees choose not to be a member of a trade union.
  b Some employees choose not to be a member of a trade union.

4 Find examples of structures a–d in the sentences in 3. What are these structures used to indicate in the sentences?

a a qualifying adverb
b a qualifying adjective
c cause and effect
d a modal verb

5 **Read statements a–g and decide whether they are opinions or not.**

a A minimum of two players are required to play tennis.
b The results of the social survey are clearly mistaken.
c Unfortunately, the tendency to seek fame for its own sake seems to be growing in our society.
d Sports like football, netball, rugby, etc. are taught in schools.
e It would, I feel, be a good idea to make citizenship classes compulsory in schools.
f If young people engaged in different activities after school, unsociable behaviour would certainly decline.
g Formal education fails miserably to meet the needs of the business world and society in general.

6 **Underline the words in the statements in 5 which show that they are opinions.**

Example

It is better to spend money on social housing than new theatres.

Yes/No/Not Given (writer's opinion)

7 **Statements 1–6 are taken from a Yes/No/Not Given task and relate to paragraph A of the reading passage below. For each statement, decide if it agrees (*Yes*) or contradicts (*No*) the writer's opinion. Write *Not Given* if it is impossible to say what the writer thinks.**

1 Having more choice is good because it helps the economy to grow.
2 Making decisions about minor issues is irritating.
3 People seek the help of professionals when making a decision which can have adverse consequences.
4 If people in poor countries had the same range of choices as those in rich countries, their lives would be easier.
5 Only people in poor countries do not have any real choices.
6 Advertisers ignore the law when persuading people to buy goods.

8 **To check your answers to the questions in 7, ask yourself the following questions about the passage. Does the writer**

1 mention a reason why having more choice is good?
2 describe the effect of making decisions about minor issues?
3 say when people consult professionals?
4 state a comparison between poor and rich countries?
5 state a restriction about people in poor countries?
6 mention the nature of choices?

Spoilt for choice

A Choice, we are given to believe, is a right. In daily life, people have come to expect endless situations about which they are required to make decisions one way or another. In the main, these are just irksome moments at work which demand some extra energy or brainpower, or during lunch breaks like choosing which type of coffee to order or indeed which coffee shop to go to. But sometimes selecting one option as opposed to another can have serious or lifelong repercussions. More complex decision-making is then either avoided, postponed, or put into the hands of the army of professionals, lifestyle coaches, lawyers, advisors, and the like, waiting to lighten the emotional burden for a fee. But for a good many people in the world, in rich and poor countries, choice is a luxury, not a right. And for those who think they are exercising their right to make choices, the whole system is merely an illusion, created by companies and advertisers wanting to sell their wares.

B The main impact of endless choice in people's lives is anxiety. Buying something as basic as a coffee pot is not exactly simple. Easy access to a wide range of consumer goods induces a sense of powerlessness, even paralysis, in many people, ending in the shopper giving up and walking away, or just buying an unsuitable item that is not really wanted in order to solve the problem and reduce the unease. Recent surveys in the United Kingdom have shown that a sizeable proportion of electrical goods bought per household are not really needed. The advertisers and the shareholders of the manufacturers are, nonetheless, satisfied.

C It is not just their availability that is the problem, but the speed with which new versions of products come on the market. Advances in design and production mean that new items are almost ready by the time that goods hit the shelves. Products also need to have a short lifespan so that the public can be persuaded to replace them within a short time. The classic example is computers, which are almost obsolete once they are bought. At first, there were only one or two available from a limited number of manufacturers, but now there are many companies all with not only their own products but different versions of the same machine. This makes selection a problem. Gone are the days when one could just walk with ease into a shop and buy one thing; no choice, no anxiety.

D The plethora of choice is not limited to consumer items. With the greater mobility of people around the world, people have more choice about where they want to live and work – a fairly recent phenomenon. In the past, nations migrated across huge swathes of the earth in search of food, adventure, and more hospitable environments. Whole nations crossed continents and changed the face of history. So the mobility of people is nothing new. The creation of nation states and borders effectively slowed this process down. But what is different now is the speed at which migration is happening.

9 Decide why the following statements about the passage are Not Given.

1. Increased choice makes customers more anxious about overspending.
2. Many customers are dissatisfied with the electrical goods that they buy.
3. More unnecessary goods are bought in the UK than in the rest of Europe.
4. There should be restrictions on the range of products that can be advertised.

10 **Read paragraph C and underline the parts of the passage which the following sentences contradict.**

1 It is a good thing that new products are so widely available.

2 Products are kept and used for longer than in the past.

3 There are fewer computer manufacturers now than previously.

4 There has always been too much choice for the consumer.

11 **Read the following pairs of statements. Decide which one agrees with the writer's opinion in paragraph D.**

1 a The phenomenon of migration barely changed the course of history.
  b The phenomenon of migration changed the course of history.

2 a People migrated less after the establishment of frontiers between countries.
  b People migrated more after the establishment of frontiers between countries.

3 a Migration is happening more rapidly than in the past due to modern aviation.
  b Migration is happening more rapidly than in the past.

12 **A class of students studying for IELTS were asked to choose three more techniques for Yes/No/Not Given tasks. Which three techniques from a–e do you think they added to the list below?**

1 Identify cause and effect statements, then scan for this relationship in the passage.

2 Identify qualifying adverbs and adjectives, then scan the passage for words with similar/opposite meaning.

3 .....

4 .....

5 .....

a Check that comparisons in the statements are actually made in the text.

b Try to predict answers before you check the text.

c Look for words that you know in the statements and underline them.

d Check that the statements are in the same order as in the passage.

e Identify modal verbs like *must, should, could* and look for similar expressions in the passage.

Technique

Read the title and skim the questions first. Use the information from these to predict the content of the reading passage.

Reading passage 10

You should spend 20 minutes on questions 1–13, which are based on Reading Passage 10.

Individualism or society?

The human trait known as individualism can be understood in two distinct ways. The first implies an individual's aspiration to self-reliance or independence, and the need to exist as individual human beings. The second, by contrast, is understood as a social theory which prioritises freedom of action by individuals over the authority of an all-powerful state. As far as the second conception is concerned, individualism as a discrete construct of Western thought really came to the fore with the onset of capitalism in the late seventeenth century. The two most influential English political philosophers of that period – and since – Hobbes and Locke, outlined ideal models of government of a distinctly individualist hue. In their view, the state's function was to protect a citizen's individual liberties and interfere with any citizen's actions only when those actions violated another individual's right to act freely. For both, society is nothing more than an agglomeration of individuals; it has no reality independent of the individuals that make it up.

In practice, in the context of late twentieth and early twenty-first century developed societies, the term 'individualism' is generally congruent with a world view whose adherents wage a metaphorical low-level war against what they perceive to be the incessant and incremental growth in the power of the state. True individualists would undoubtedly argue that society's attempts to regulate the individualist's two most closely guarded spheres of personal liberty – economic and civil – will always represent individualism's most keenly fought over battlegrounds. This strongly individualistic view of the role of society is often referred to as 'libertarianism'.

An intriguing characteristic of those professing to be libertarians is that they can happily disagree, equally vehemently, with a government policy on, say, education, from either a distinctly 'left' or a distinctly 'right' libertarian perspective. Indeed, commentators and opinion formers in the mass media readily admit that one of the most fascinating aspects of these manifestations of modern individualism of either kind is just how frequently both claim to be the authentic standard bearers of libertarianism. Thus anarchists arguing for their particular vision of libertarianism would never be seen dead breaking bread with right wing neo-liberal libertarians – or vice versa.

In the 1980s, champions of 'deregulation' announced their mission to 'set the people free' from the suffocating yoke of 'big government' or the 'stranglehold of regulation'. So it was that in Britain enterprises once state-owned were privatized and public utilities such as telecoms, gas, electricity, and water were rapidly sold off. Moreover, unified transport systems took on multiple identities when the networks of trains and buses, most of which had previously been owned by the state, were put up for sale and then snapped up by a host of individual private companies.

It is fair to say that notwithstanding the social and political manifestations of individualism, which are still pillars of orthodoxy in many developed western countries – such as the USA and Britain – probably the most striking evidence of the enduring strength of individualism, and just how deeply this view of society has permeated all fields and forms of the contemporary arts, is the celebrity culture that surrounds us nowadays. Being famous, or better, being famous for just being famous, has become almost an article of faith for wannabes everywhere. The seemingly insatiable public appetite for reality TV and tabloid newspapers, in addition to the all-pervasive celebrity photo journalism that fills a plethora of ubiquitous glossy magazines, are living testimony to Andy Warhol's dictum that anyone 'can be famous for fifteen minutes' these days.

But the cult of celebrity alone does not convey the enduring power of individualism. Pause to reflect for a moment, and try to think of one truly great film, play, or popular song that could ever have achieved such universal acclaim without an individual voice at its narrative core. Surely, this is why Frank Sinatra timelessly strikes a chord with the individualist in all of us when he sings 'I did it my way'.

Technique: Yes/ No/ Not Given

1 Look for words in each statement to help you scan.
2 Identify comparisons or qualifying expressions in the statements.
3 Identify cause and effect statements.
3 Try to predict some answers.
4 Find your scan words in the text. Then read around them to locate the answers.

Questions 1–6

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

Write

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

1 There are two discrete interpretations of the term individualism.

2 The rise of individualism caused disquiet among governments in Europe.

3 The prominence of individualism as a concept coincided with the rise of capitalism.

4 Hobbes and Locke had little impact in the late 1700s.

5 Hobbes and Locke's ideas about the state were not pro-individualist.

6 Individual liberties must be preserved because they guarantee protection against the state.

Questions 7–11

Answer the questions below using ***NO MORE THAN THREE WORDS*** *from the passage for each answer.*

7 According to individualists, which two areas of personal freedom must be protected from state regulation? .....

8 What name is given to the view that society should not limit individuals' rights to do as they wish? .....

9 Before the 1980s, who owned most of the transport networks in Britain? .....

10 According to the writer, what is the clearest evidence of the continuing importance of individualism in society? .....

11 According to the writer, what feature must a film or song have to make it popular? .....

Questions 12 and 13

12 What strange trait does the writer mention about individualists?

A They can hold completely opposite political positions.

B They do not often disagree with government policy.

C Their opinions are shaped by the mass media.

D They have different views on the role of the government in education.

13 Which of the following statements best summarizes the writer's view of individualism?

A Individualism has become less important since its conception in the late seventeenth century.

B The adherents of individualism disagree over how much the government should regulate personal liberty.

C The strength of individualism is reflected in many aspects of contemporary politics and culture.

D Individualism is the cause of most conflicts in society today.

Improve your IELTS word skills

1 Decide if the expression in italic means that the item is part of the larger group or an exception to it.

a All members of the board were in agreement, *apart from* Mr Blake.
b Some people, *myself included*, believe that school exams are too easy.
c All of the books were translated into Spanish, *with the exception of* the last.
d Many gifted musicians have come from musical families, and Mozart and Beethoven were *no exception*.
e All societies, *including* technologically advanced ones, retain certain taboos.
f All employees took part in the strike, *save* the director's PA.
g All of the furniture was designed specially, *bar* the lecturer's desk.
h These essays *can be subsumed under* the wider category of existentialist tracts.

2 Write the noun forms of these adjectives.

lonely solitary remote distant isolated secluded

3 Which two of the three adjectives can combine with the given noun to make common collocations?

a *remote/solitary/secluded* area
b *lonely/solitary/distant* existence
c *isolated/remote/distant* past
d *lonely/solitary/secluded* person
e *remote/solitary/isolated* community

4 Complete sentences a–h with the adjectives in 2 above or with a corresponding noun form.

a There is a ..... chance that the hurricane could wipe out the village.
b The new manager was disliked for his cold and ..... manner.
c Unlike wolves, bears are ..... animals and do their hunting alone.
d He experienced feelings of great ..... after the death of his wife.
e There were a few ..... incidents last night but no serious rioting.
f There is a ..... possibility that he has managed to escape the country.
g After their refusal to withdraw their troops from the area, the country was left diplomatically ..... .
h These days, many universities offer ..... learning programmes.

5 Which of the collocations below imply something *usual* and which imply something *unusual*?

popular opinion standard formula peculiar idea
eccentric behaviour odd characteristic conventional wisdom
orthodox theory deviant personality

6 Think of other adjectives which can collocate with the nouns in 5 to give a similar meaning. You can recombine some of the ones above.

Key

Unit 1

1

Possible answers

a The main causes are changing climate or poor land management.

b If the causes are man-made, then possibly the situation could be reversed. Irrigation could help in the short term. Measures to combat climate change are probably required in the long term.

c Both. Global as the causes involve global issues such as climate change and the world economy. There may also be local causes such as people cutting down trees for firewood.

d There are environmental consequences such as less farmland or habitable land, and water shortages. There are economic consequences in that it deprives people of their livelihood. There are social consequences such as increased migration to cities.

2

a You can see Sahel because it is a proper noun and therefore written with a capital letter. Anything written with a capital letter is easy to find.

b Desertification is easy to see because it is a longer word and therefore stands out more.

3

The most helpful suggestions are probably a, b and d. Suggestions e and f might also be helpful.

4

zone (line 1)
marginal (line 3)
steadily crept (line 6)
Botswana (line 13)
increasing population (line 15)
overcultivation (line 18)
plant species (line 25)
management (line 33)

5

a Diagram 3
b Diagram 5
c Diagram 4
d Diagram 2
e Diagram 1

6

transitional (line 3)
unfortunately (line 6)
surveys (line 8)
severe (line 10)
exhausted (line 17)
bind (line 23)
eventually (line 26)
shea (line 35)

7

a occupy
b taking place
c scarce
d entirely
e halt

8

a prolonged (line 10)
b productive (line 7)
c erosion (line 25)

9

1 adjective
2 noun
3 noun
4 noun
5 adjective
6 noun

10

1 semi-arid
2 20/twenty years
3 increasing population
4 plant species
5 preventable
6 rainfall

11

Suggested scanning words:

1 Sahara – it is easy to find because it has a capital letter.
2 70 per cent, 30 – they are numbers. Also look for the number in words.
3 southern Africa – the name has a capital letter.
4 agricultural land use – *agricultural* is a long word.
5 desertification/tree cover – the first word is long.
6 tree cover – use *desertification* in number 5 to help you.
7 tree conservation, sustainable agricultural land use: long phrases are easy to find.

12

1 northwards
2 just over, over the last 30 years
3 faster, than in the Sahel
4 not
5 minor
6 if, a loss of
7 more ... than sustainable agricultural land use

13

1 False
2 Not Given
3 Not Given
4 False
5 Not Given
6 False
7 Not Given

14

1 The passage does not give a future prediction. We may think this is likely, but it is not in the passage.
2 Again, the passage does not talk about the future possible droughts. It only talks about what has happened up to now (note the use of present perfect in paragraph E).
3 The passage only talks about what has been done up to now. The last sentence, which suggests possibilities for the future, does not mention the UNDP.
4 There is no mention of a specific second project.

Reading passage 1

Questions 1–6.

1 False
2 True
3 False
4 True
5 Not Given
6 True

Questions 7–12.

7 (complete) mystery
8 (random) guess
9 unanswered questions
10 same nest
11 stars
12 local landmarks

Questions 13 and 14
A, E

Improve your IELTS word skills

1

a impact/effect
b changes
c effect
d consequences
e cause
f results
g factor
h role

2

a far-reaching consequences
b dramatic changes
c gradual development
d profound effect
e favourable outcome
f underlying cause
g limited impact

3

a same meaning
b opposite meaning
c same meaning
d opposite meaning
e same meaning

Unit 2

1

a Cambodia. Examples of other monuments are: The Ruins of Persepolis, Iran; Great Zimbabwe, Zimbabwe; The Great Wall of China.
b Students' own answers
c Students' own answers
d Students' own answers

2

a

3

a 4
b 5
c List 1 relates to architecture/building; list 2 relates to travelling by train; list 3 relates to history.
d 1–4 contain nouns and verbs; 5 contains an adjective, a conjunction, prepositions, and pronouns, but no nouns or verbs.

4

The words, which are all associated with engineering, are *construction, bridges, engineers, industrial, projects,* and *railway*.

5

The words associated with engineering are *construction engineers, Industrial Revolution, engineers, shipping, bridge-building, railway construction, projects,* and *works*.

6

1 C; the words which help are *design competition, original judge of the competition, rejected all entries to the competition, second contest.*
2 A; the words which help are given in 5, and the phrase *challenged and motivated his colleagues* relates to the word *inspiring*.
3 B; the words which help are *Thames Tunnel, bore under the Thames, river broke through into the tunnel, second breach.*

7

1 less important than
2 less involved ... than
6 at the same age as
7 more difficult than

8

1 False
2 Not Given
3 False
4 False
5 False
6 Not Given
7 Not Given

9

1 Change *less* to more.
2 Remove the words *less … than other engineering fields.*
3 Remove the word *only.*

10

a Not Given
b False
c True

11

1 Not Given
2 Not Given
3 False

12

2 and 4

13

Endings C and G indicate effects.
Questions

B Who was an important civil engineer?
C What meant that completion of the bridge was delayed?
D What is a symbol of Bristol?
E What was recommenced as a suitable memorial to Brunel?
F What was chosen in the second competition?
G What [event] led to a second contest to design the bridge?
H What symbolizes Sydney?

14

1 B
2 G
3 F
4 C
5 A
6 E
7 D

15

Statements a–e are wrong. The correct sentences are:

a Many historical sites worldwide/are being destroyed by visitors.
The word *rewritten* does not collocate with sites. The word *sites* collocates with *destroyed*.

b Many old films/are being restored and digitally mastered.
The words *films* and *conducted* do not collocate. The words *films* and *restored* and *digitally mastered* collocate.

c Archaeological digs/are rarely conducted for a long period of time.
The words *digs* and *known for their breadth of knowledge* do not collocate. The words *digs* and *conducted* collocate.

d Samuel Johnson and Leonardo da Vinci/were known for their breadth of knowledge.
The names Samuel Johnson and Leonardo da Vinci do not collocate with *destroyed/visitors*, but they collocate with *known*.

e Past events/are often rewritten by historians.
The words *past events* do not collocate with *restored* and *digitally mastered*. The words *events* and *rewritten* collocate.

Reading Passage 2

Questions 1–7

1 C
2 H
3 F
4 G
5 D
6 B
7 A

Questions 8–11

8 C
9 A
10 B
11 C

Questions 12–14

A, D, E

Improve your IELTS word skills

1

a 1921
b 1891
c 1803
d 1854
e 1952
f 2001
g 1798

2

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

3

b (successful)
c (unsuccessful)

Unit 3

1

Possible answers

a *Wood* has been used for fuel for cooking, etc. for centuries. *Wind* has been used to generate power in windmills for grinding grain. Now, the energy of the wind is being harnessed to provide energy through wind farms. *Water* has been used to drive mills for grinding corn and for generating electricity. Energy from waves, rivers, and the tides of the seas are now being harnessed. *Nuclear* energy is used to provide electricity and for transportation. *Coal* has been used for centuries to provide energy for domestic and industrial purposes. *Human power* has been used for tasks such as building, and pulling, pushing, and carrying. *Animals* have been used for millennia for pulling and carrying goods and for human transport. *Gas* has been used for lighting and cooking. *Oil* has been used for transport and the production of electricity for domestic and industrial purposes.

b Students' own answers

c Others include biomass, hydrogen, solar, wave, geothermal, rubbish.

2

a The diagram shows an early steam engine.

b All the missing words are nouns.

3

1 boiler
2 steam
3 piston
4 cylinder
5 first valve
6 second valve
7 cold water
8 cistern

4

a True
b True
c False
d False
e True
f False
g True

5

Possible answers

battery – torch
axle – car
blade – propeller
handle – door
lens – camera
turbine – engine
switch – light

6

Advantage
benefit
upside
plus

Disadvantage
downside
drawback
stumbling block
problem
handicap

7

The text includes:
benefit (line 2)
downsides (line 3)
problems (line 5)
weakness (line 6)
strength (line 7)
obstacle (line 12)
problem (line 13)
stumbling block (line 14)
drawback (line 18)

8

The phrase *Types of fuel* gives you the topic and the words *Advantage, Disadvantage, Future* give you the organization.

9

1 finite resource
2 methane
3 rosy
4 commercial outlets
5 new dawn
6 readily available
7 bright

10

1 Location
2 Types of power
3 Environmental impact
4 Homes supplied

11

method: strategy, technique, means, way, approach, manner
types: kinds, sorts, classes, groups, category, nature, brand, style
impact: consequence, result, effect, outcome, upshot, impression, product

12

thirdly – stage three
after that – any stage
subsequently – any stage
simultaneously – no stage
finally – fourth stage
at first – no stage
in the next phase – any stage
following that – any stage

13

Students' own answers

14

1 corn
2 distillery
3 fermentation
4 filtration
5 distillation
6 fuel-ethanol plant
7 blending
8 storage
9 distribution

15

a Diamonds formed deep below earth's surface
b Filtration followed by fermentation
c Heat generated by buried waste
d Electricity generated by rotating blades
e Recording published, sold, and played on radio

Reading Passage 3

Questions 1–7
1 (yellowish powdery) lesions
2 shoots
3 (green) coffee
4 leaves
5 bare
6 defoliation
7 nodes

Questions 8 and 9
8 B
9 A

Questions 10–14
10 C
11 E
12 G
13 B
14 A

Improve your IELTS word skills

1

1 to extract
2 is filtered
3 reacts
4 is blended
5 is stored
6 is distributed
7 falls
8 is carried
9 to fix
10 to grow
11 are spread

2

The first text describes a production process. Title: 'The production process for margarine'.
The second text describes a life cycle. Title: 'The life cycle of a tree'.

3

1 extraction
2 filtration
3 reaction
4 blending
5 storage
6 distribution
7 fall
8 carrying
9 fixing
10 growth
11 spread

Unit 4

1

Possible answers

a Picture one shows students learning as a group as they listen to a lecture and picture two shows a student receiving individual tuition. Students can also learn in small groups in tutorials or take part in seminars. They can also learn by living with families or by video-conferencing or over the Internet by distance learning.
b Students' own answers
c Students' own answers
d Learning is becoming more sophisticated as technology slowly moves into the classroom. For example, computers are now common in some parts of the world, as are electronic whiteboards.

2

a problem
b reasons
c prediction

3

The sequence is iv, i, iii, ii.

4

a iv
b ii and iii
c i – the heading is stating a general idea for the first time

5

b

6

a 1, 5, and 7
b 2, 4, 5, and 6
c 2 unnecessary; 3 boring; 4 reluctance; 6 lost; 7 less interested
d The title tells you the writer is defending British people. Statements 2 and 4 are good arguments for this, but you need to check the answer in the passage. Statement 3 appears not to fit with the title.

7

1 Yes
2 Yes
3 Not Given
4 Yes
5 Not Given
6 No
7 Not Given

8

1 D 3 B
2 C 4 A

9

1 a 3 c
2 d 4 f

10

These are all very important, but the most important is b.

11

1 b
2 b
3 a

Reading Passage 4

Questions 1–7
1 vii
2 i
3 vi
4 iv
5 ix
6 xiii
7 v

Questions 8–10
8 Yes
9 Not Given
10 No

Questions 11–13
11 C
12 B
13 D

Improve your IELTS word skills

1

unambitious
unconscious
inaccurate
illiterate
immortal
irreplaceable
irrelevant
dissimilar
dissatisfied
asymmetrical
apolitical

2

a irreplaceable
b unconscious
c irrelevant
d dissimilar

3

a spelt wrongly
b not funded enough
c nationalization to be put into reverse
d fishing too much
e sit the exam again
f live longer than

Unit 5

1

Possible answer

a The photo shows a young person helping someone older to operate a computer.
b Younger people appear to be much faster using new technology. Older people can use it easily as well. It may just be a question of interest.
c Students' own answers
d Students' own answer

2

a The passage is about young people and possibly the fact that too much is expected of them by other people – parents, schools, employers.

3

a The word *report* helps to find the beginning. The words *family members* and *studies* and *work* help to locate the end.
b The beginning of the summary is the start of the passage. The end is the first sentence of paragraph 4.

4

It is possible to predict the meaning of most words, even if you cannot predict the words themselves, by using the information in the summary and the collocation of words. For example, in 1, the words *wasting* and *time* help you. In 3 and 4, the answers are at the end of the same sentence. In 7, it is clear by now whether the answer is positive or negative.

5

1 L (significant amounts)
2 A (in sequence)
3 I (electronic gizmos)
4 E (messages)
5 J (behaviour)
6 B (revolution)
7 H (negative impact)

6

Students' own answers

7

1 a considerable amount of time
2 one after the other
3 electronic devices
4 sending out emails to their friends
5 multitasking
6 ever larger number of electronic devices/electronic wizardry
7 seriously affecting

8

a The statements are probably found after the end of the summary.
b Treat this like a multiple-choice question. We might expect A or D to be true from the point of view of students. We might expect B to be true from the point of view of academics. We might expect F or G to be true from the point of view of employers.
c A *electronic gadgets*; B *multitasking/electronic gadgets*; C *study skills*; D *most young people/electronic gadgets*; E *computer use/school*; F *electronic gadgets/capacity to perform/work*; G *overuse/computers/definitely*. *Electronic gadgets* is a long phrase which should be easy to scan for, but, since it comes up often, other scan words are needed.

9

B, D, F

10

a The word *concludes* suggests the answer is at the end.
b The writer is against the pressure on young people.
c Statement A is a specific criticism mentioned earlier in the text, so can be eliminated.

11

B

Reading Passage 5

Questions 1–7
1 C
2 K
3 D
4 H
5 E
6 B
7 F

Questions 8–10
A, D, F

Questions 11–13
11 B
12 D
13 A

Improve your IELTS word skills

1

-ness forms a noun from an adjective
-ity forms a noun from an adjective
-ment forms a noun from a verb
-ion forms a noun from a verb
-ation forms a noun from a verb
-ing forms a noun from a verb

2

action
detection
fulfilment
travelling
rapidity
sadness
similarity
thoughtlessness
Additional words:
happiness
familiarity
government
election
fixation
making

3

adulthood
childhood
courtship
friendship
kingship
neighbourhood
relationship

4

courageous – adjective
denial – noun
priceless – adjective
useful – adjective
survival – noun
wonderful – adjective
worthless – adjective

Unit 6

1

Possible answers

a The first picture shows traditional dance, music, and costume. The second picture shows work habits, and company or corporate culture.
b Students' own answers
c Students' own answers

2

advantage – benefit
aim – purpose
consequence – outcome
difference – discrepancy
difficulty – problem
factor – influence
hazard – risk

3

a role
b problem
c strategies
d Reservations
e Action
f outline

4

a Different definitions of culture and research into it.
b
i interpretations
ii problem
iii definition
v reason
vi discrepancy
c ii
d It indicates that this heading matches a paragraph containing more than one main idea.

5

Paragraph A ii
Paragraph B iii
Paragraph C i
Paragraph D v
Heading iv appears in paragraph B but it is not developed. It is really a lead-in to paragraph C. Heading vi appears in paragraph C, but it is not the topic of the whole paragraph. It is only there as further evidence that the meaning of cultural behaviour can be difficult to investigate.

6

The plan relates to Paragraph C.
Example 1: 'culture as consisting of systems of shared meaning'
Example 2: 'culture as a product of the implicit beliefs which underlie it'
Example 3: 'what people say to explain their cultural behaviour and what really drives this behaviour are often widely different'

7

1 idea
2 fact
3 fact
4 ways

Phrase 4 is most likely to refer to a whole paragraph as it does not just refer to one fact or idea but compares different ideas.

8

1 B
2 A
3 C
4 C

9

a way
b Method 1: studying what can be observed
Method 2: asking what beliefs cause this observed behaviour
Method 3: assessing both the other culture and our own

10

i whole (the phrase refers to various strategies, not just one)
ii part
iii part

12

1 B
2 D
3 G
4 E

Reading passage 6

Questions 1–4
1 vii
2 i
3 v
4 ix

Questions 5–9
5 E
6 G
7 D
8 A
9 C

Questions 10–12
C, D, F

Question 13
13 C

Improve your IELTS word skills

1

link, relationship, association

2

Possible answers
How body language and environment are *linked/related/associated*.

3

aim, goal, objective;
analysis, explanation, interpretation;
characteristic, feature;
consequence, effect, outcome;
difficulty, obstacle, problem

4

Possible answers
a The outcome of the research on stem cells
b A process of producing hydrogen from water for energy
c The link between culture and wealth
d Factors involved in the production of a film
e The role of the United Nations in protecting cultures under threat

5

Possible answers
a result/consequence
b way/method/procedure
c relationship/connection/correlation/association
d elements/steps
e part played by/contribution of

Unit 7

1

Possible answer
a Students' own answers
b Students' own answers
c Books don't seem to be going out of fashion, even though there are different media for reading, like e-books and books that can be downloaded onto iPods.

2

Techniques a, c, e, and g are all good techniques.

3

1 social
2 relaxed
3 cheap
4 focus
5 eclectic
6 constant
7 expand

4

Possible answers
1 Reading
2 hobby
3 escape
4 book
5 novel

5

Answers to hints
Question 1
a reasons
b *mainly*

Question 2
a effect
b the low cost of books
c D: cinemas and theatres losing money is not mentioned

Question 3
a adjectives
b cosy, formal, official, unthreatening, easy-going
c *the overwhelming majority*

Question 4
a B and D
b A, C and D
c A is false. C and D are not given.

Question 5
a the writer's opinion
b A
c C is the opposite. B and D are not given.

Answer to multiple-choice questions

1 A
2 C
3 D
4 B
5 A

6

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

Reading Passage 7

Questions 1–5
1 technical terminology
2 liberal references
3 concept
4 hoax
5 theories

Questions 6–10
6 C
7 A
8 B
9 A
10 B

Questions 11–13
11 D
12 C
13 A

Improve your IELTS word skills

1

assess, appraise
condemn, disapprove, censure, criticize
endorse, appreciate, condone

2

assessment
condemnation
disapproval
appraisal
censure
endorsement
condoning
criticism
appreciation

3

a assessment
b criticism
c endorsement
d appreciation
e condemnation

4

a condemnation
b analysis
c discrimination
d judgement
e belief
f perception
g concept

5

a valued/overvalued
b misunderstood
c disapproved
d condemned/disapproved of
e misjudged
f disbelieved

Unit 8

1

Paragraph 1: Norse
Paragraph 2: Inca

Possible answers

a We have gained many scientific benefits for the human race as we look for the answer to natural phenomena like the movement of the stars and the earth. However, we have also lost something, because scientific explanations can take away the mystery from our lives.
b In many respects, our ancestors treated the environment better. They tried not to disturb the balance between the human race and nature. We could therefore learn to only take what we need from the environment, e.g. planting more trees if we cut trees down.

2

a The Quarry
b Two places to be named (1 and 2), then some steps and *Intihuatana*. Look at Exercise 1 for the name, Inti.
c Names of places.
d Some kind of open space or large building.
e 1 and 2 are west of 7.
3 and 4 are south of 7.
5 is south-east of 7.
6 is east of 7.

3

1 Temple of the Three Windows
2 Principal Temple
3 Royal Sector
4 Temple of the Sun
5 Temple of the Condor
6 Common District
7 Lawn

4

The most useful are: b, c, and d.

5

1 (principally) astronomical
2 the Common District
3 circular
4 three
5 the prison complex
6 the Serpent Window

6

1 What ...? Trapezoidal
2 Who ...? The Emperor
3 How ...? spectacular
4 Who/Which organization... ? The US Geographic Society
5 How far ...? 120 kilometres

7

Students' own answers

8

1 magma
2 cracks
3 impermeable rock
4 underground/geothermal
5 700 (°/degrees) Fahrenheit

9

1 D
2 B
3 A
4 C
5 D

10

a The plants.
b Put a box around the plant names and then underline the features.
c One at a time is better.

Reading Passage 8

Questions 1–6
1 short thick
2 cobby
3 medium-length
4 short
5 wedge-shaped
6 slanting

Questions 7–11
7 natural
8 the breed standard
9 the nineteenth century
10 non-Persian longhairs
11 forward-folded ears

Questions 12 and 13
12 B
13 C

Improve your IELTS word skills

1

characteristic
trait
attribute
quality

2

Possible answers

category
class
sort
grouping
type
kind
subdivision

3

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

4

brand can replace *make*;
variety can replace *genre*;
sort and *type* can replace all.

5

characteristic
distinctive
exemplify
feature
indicative
typify typical

6

a catalogued
b related
c satisfied
d defined
e classified
f differentiated

Unit 9

1

Possible answers

a There are several reasons, for example advances in medicine, better sanitation, improved living standards, and greater wealth.
b The number of deaths in childbirth was probably very high, as was the mortality from plagues and diseases. Another reason is the lack of medicines like vaccines available for illnesses like measles which are no longer life-threatening if prevented.
c There are several disadvantages. If an elderly person is chronically ill, it can affect the quality of life. Moreover, it can cost the family and the country more to look after someone.

2

a disappointing result
b unorthodox treatment
c key figure
d mental fitness
e attractive setting
f significant development
a 2
b 6
c 1
d 3
e 4
f 5

3

Possible answers

a peak/pinnacle
b time
c zenith
d crisis
e advantages

Answers from the passage

a prime (line 1)
b age (line 2)
c peak (line 2)
d problem (line 5)
e assets (line 7)

4

Possible answers

a a misuse of a country's budget
b major reason
c querying the idea
d hidden method
e bringing in an unwelcome new development

Answers from the passage

a drain on the country's wealth
b principal cause
c challenging the view
d magic recipe
e imposing some clumsy 'innovation'

5

a It does not need government committees or armies of bureaucrats to devise training packages.
b Perception tests in studies have shown that people who expect the so-called age-related illnesses like deafness and mental decline to happen in their old age conform to the stereotype and fulfil the prophecy.
e Stereotypical images of senior citizens haunt the general population.

6

a No, it is unlikely.
b meaning
c Words like *measure, proposal, recommendation*, or modal structures like *should* or *could, is/would be a good idea*.
d Words like *if, if not, unless, as long as, providing, provided that*.
e No. Try to look for words that indicate the meaning and read around them.

7

a For an increasing number of people, it is now much later, between 50 and 65, which is effectively when people are thinking of retiring.
b Thus, it is not surprising that negative images permeate society.
c There are already TV programmes, for example, about people in their seventies and eighties involved in sports like sky-diving more often associated with the young.
d Stereotypical images of senior citizens haunt the general population.
e More positive images of people in their prime or older in the media, etc. would be a good start.

8

The ideas are organized aroung cause and effect. The phrases from the passage which indicate this are: *make sure that, the causes of, the principal cause, factors, have led to*, and *as a result*.

9

1 B
2 D
3 B
4 C
5 A

10

Phrases 1,2, and 3 refer to parts of paragraphs, whereas 4 and 5 refer to whole paragraphs.

11

1 F
2 E
3 G
4 E
5 F

Reading passage 9

Questions 1–6
1 E
2 G
3 D
4 A
5 G
6 B

Questions 7–13
7 Yes
8 Not Given
9 Not Given
10 No
11 No
12 No
13 Yes

Question 14
14 A

Improve your IELTS word skills

1

a reason
b result
c example
d conclusion
e additional information
f contrast
g concession
h purpose
i condition

2

a *therefore* indicates result, whereas the others indicate additional information.
b *meanwhile* indicates at the same time, whereas the others indicate contrast.
c *at first* relates to time, whereas the others relate to numerical sequence.
d *firstly* relates to numerical sequence, whereas the others relate to time.
e *subsequently* relates to time, whereas the others relate to result.
f *some time ago* indicates distant, whereas the others indicate recent time.
g *before* indicates earlier than when, whereas the others all relate to the time when.

3

a Condition: Unless more funds are put into the health service in the future …
b Reason: Because a record number of heart operations were successful …
c Result: which then led to a major crisis at the health clinic …
d Alternative: More administrative staff could be employed or more nursing posts created.
e Comparison: whereas the second caused a number of serious side effects.
f Purpose: so that they would be able to meet their targets.
g Concession: Although they may need to slow down a little, …

Unit 10

1

Possible answers

a You might see PRIVATE and DO NOT ENTER outside government or company buildings which are not open to the public or outside large private homes. You might see the other sign outside a restaurant or shop or cafe to encourage people to enter.
b Students' own answers
c Electronic surveillance cameras and satellite-tracking devices for vehicles are good examples. They have good sides, but they are invading our privacy. They probably cannot be stopped. In fact, they may become more invasive.
d Students' own answers

2
1 b
2 a

3
1 a fact b opinion
2 a opinion b fact
3 a opinion b fact
4 a opinion b fact

4
a *foolishly* in 4a
b *inevitable* in 2a
c *because* in 3a
d *should* in 1b
The words indicate the writer's opinion.

5
a not an opinion
b an opinion
c an opinion
d not an opinion
e an opinion
f an opinion
g an opinion

6
b *clearly mistaken*
c *unfortunately*
e *It would, I feel, be a good idea.*
f *If ... , would certainly decline.*
g *fails miserably*

7
1 Not Given
2 Yes
3 Yes
4 Not Given
5 No
6 Not Given

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

9
1 There is no mention of overspending.
2 The passage doesn't mention whether they are dissatisfied or not.
3 There is no comparison between Europe and the UK. Only the UK is mentioned.
4 The writer does not suggest that restrictions should be placed.

10
1 It is not just their availability that is the problem ...
2 Products also need to have a short lifespan so that the public can be persuaded to replace them within a short time.
3 At first, there were only one or two available from a limited number of manufacturers, but now there are many companies ...
4 Gone are the days when one could just walk with ease into a shop and buy one thing; no choice, no anxiety.

11
1 b
2 a
3 b

12
a, b, and e

Reading passage 10
Questions 1–6
1 Yes
2 Not Given
3 Yes
4 No
5 No
6 Not Given

Questions 7–11
7 economic and civil
8 libertarianism
9 the state
10 the celebrity culture
11 an individual voice

Questions 12 and 13
12 A
13 C

Improve your IELTS word skills

1
a exception
b part
c exception
d part
e part
f exception
g exception
h part

2
loneliness
solitude
remoteness
distance
isolation
seclusion

3
a remote/secluded
b lonely/solitary
c remote/distant
d lonely/solitary
e remote/isolated

4
a remote
b distant
c solitary
d loneliness
e isolated
f remote
g isolated
h distance

5
Usual
popular opinion
standard formula
conventional wisdom
orthodox theory
Unusual
peculiar idea
eccentric behaviour
odd characteristic
deviant personality

6
Possible answers
public opinion
usual formula
odd idea
unconventional behaviour
bizarre characteristic
received wisdom
conventional theory
peculiar personality