

# Answer Key

## Unit 1

### Scanning

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

marginal (line 5)  
steadily crept (line 10)  
Botswana (line 15)  
increasing population (line 18)  
overcultivation (line 20)  
plant species (line 27)  
management (line 33)

5

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

6

- transitional (line 5)  
unfortunately (line 10)  
surveys (line 11)  
severe (line 13)  
exhausted (line 20)  
bind (line 24)  
eventually (line 27)  
shea (line 35)

7

- a occupy (line 7)  
b taking place (line 15)  
c scarce (line 19)  
d entirely (line 27)  
e halt (line 31)

8

- a prolonged (line 13)  
b productive (line 11)  
c erosion (line 26)

9

#### Possible answers

Covering the left-hand side of the paragraph and scanning then covering the right-hand side; using peripheral vision by concentrating on one word and then moving around a paragraph; jumping at random through a paragraph, and so on.

### Completing sentences (gapped)

1

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

2

- 1 semi-arid (line 6)  
2 20/twenty years (line 14)  
3 increasing population (line 18)  
4 plant species (line 27)  
5 preventable (line 30)  
6 rainfall (line 32)

### Answering True/False/Not Given statements

1

Suggested scanning words:

- 1 Sahara/Sahel – they are easy to find because they have a capital letter.  
2 70 per cent, 30 – they are numbers. Also look for the number in words.  
3 southern Africa/Sahel – the name has a capital letter.  
4 agricultural land use – *agricultural* is a long word.  
5 desertification – it is easy to find because it 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.

2

- 1 slowly 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

3

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

Common features in True/False/Not Given statements include action and purpose, action and method, present perfect for present result, future prediction, obligation and necessity, inclusion (e.g. all, both) and limitation/exclusion (e.g. only).

4

- 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 possible future 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.

### Improve your IELTS word skills

- 1  
a general nouns which need a context for their meaning
- 2  
a impact/effect  
b changes  
c effect  
d consequences  
e cause  
f results  
g factor  
h role
- 3  
a far-reaching consequences  
b dramatic changes  
c Gradual development  
d profound effect  
e favourable outcome  
f underlying cause  
g limited impact
- 4  
a same meaning  
b opposite meaning  
c same meaning  
d opposite meaning  
e same meaning

### 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 (line 43)  
8 (random) guess (line 55)  
9 unanswered questions (lines 60–61)  
10 same nest (line 77)  
11 stars (line 81)  
12 local landmarks (line 85)

#### Questions 13 and 14

- A, E

## Unit 2

### Skimming

- 1  
a Forbidden City, Beijing; St. Basil's Cathedral, Moscow; Petra, Jordan  
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 the answer to 5 above, 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*.

- 4  
The words, which are all associated with engineering, are *construction, bridges, engineers, industrial, projects, and railway*.
- 5  
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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*.

### Answering True/False/Not Given Statements

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

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

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

- 4  
a Not Given  
b False  
c True

- 5  
1 Not Given  
2 Not Given  
3 False

### Completing sentences (matching endings)

- 1  
2 and 4
- 2  
Endings C and G indicate effects.
- Questions  
B Who was an important civil engineer?  
C What meant the completion of the bridge was delayed?  
D What is a symbol of Bristol?  
E What was recommended as a suitable memorial to Brunel?  
F What/who was chosen in the second competition?  
G What led to a second contest to design the bridge?  
H What symbolizes Sydney?

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

- 4  
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.

### Improve your IELTS word skills

- 1  
a 1921 b 1891 c 1803 d 1854  
e 1952 f 2001 g 1798

- 2  
the early decades of the 1800s,  
in the early 1800s, the early 20<sup>th</sup>  
century, in the mid 19<sup>th</sup> century

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

- 4  
b (successful)  
c (unsuccessful)

- 5  
1 A 2 B 3 B 4 A 5 B  
6 A 7 B 8 A 9 A 10 B

### Reading Passage 2

1

#### 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

- 12 True  
13 Not given  
14 False

2

Students' own answers.

## Unit 3

### Labelling a diagram (1)

1

The movement of people/  
development of agriculture/trade; the  
development of agriculture and how  
people eat; the settling of people in  
cities; the growth of industries/cities.

2

#### 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 Students' own answers.

3

- a The diagram shows an early steam  
engine.  
b All the missing words are nouns.

4

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

5

the use of the engine  
the source of the power  
the effect of the power  
and following actions

6

- a It was originally used to pump  
water from mines.  
b generated steam, which drove the  
piston  
c When the steam built up, the  
pressure opened a valve; when  
the piston reached the top of the  
cylinder, the first valve was closed  
d sprayed cold water....condensing  
the steam and creating a vacuum  
e thus pulling the rod down with it

7

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

8

- spray* – aerosol spray; it is used to  
spray gases such as deodorant  
*wash* – washing machine; it is used  
to wash clothes  
*blow* – air conditioning unit; it is used  
to blow cool (or hot) air  
*vacuum* – vacuum cleaner; it is used  
to vacuum floors  
*rotate* – photocopier, vacuum  
cleaner; it is used to rotate the  
sheets of paper/brushes  
*clean* – washing machine, vacuum  
cleaner; it is used to clean clothes/  
clean surfaces  
*cool* – air conditioning unit; it is used  
to cool a room down  
*copy* – photocopier; it is used to  
make copies of documents  
*show* – television; it is used to show  
films and documentaries  
*toast* – toaster; it is used to toast bread

9

#### Possible answers

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

10

Students' own answers.



## Completing tables

1

### Advantage

benefit  
upside  
plus

### Disadvantage

downside  
drawback  
stumbling block  
problem  
handicap

2

The text includes:  
benefit (line 2)  
downsides (line 4)  
strength (line 8)  
problem (line 13)  
stumbling block (line 15)  
drawback (line 21, 32)

3

Students' own predictions.

4

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

5

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

6

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

7

### Possible answer

The table shows which types of power are available at different locations, e.g. mouth of the river. The environmental impact of these types of power shows wave power has a high impact while tidal and wind power have a low impact. In terms of homes supplied, wind power is top, with sufficient energy for 31,000 homes. Wave power comes second with 26,000 homes supplied with power while tidal energy has the lowest energy output with 15,000

homes provided for. This amounts to around 50% less than wind power.

## Completing flow charts

1

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

2

Students' own answers.

3

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

4

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.

## Improve your IELTS word skills

1

1 to extract	12 lays
2 is filtered	13 emerge
3 reacts	14 grow/live
4 is blended	15 grow/live
5 is stored	16 becomes
6 is distributed	17 emerges
7 falls	18 is heated
8 is carried	19 is cooled
9 to fix	20 are destroyed
10 to grow	21 gains
11 are spread	

2

The first and fourth text describe a production process. Titles: 'The production process for margarine', 'How bacteria are removed from milk'.  
The second and third texts describe a life cycle. Titles: 'The life cycle of a tree', 'The life cycle of a mosquito'.

3

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

## Reading Passage 3

### Questions 1–7

1 (yellowish powdery) lesions  
2 (green) 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

2

Students' own answers.

3

Students' own answers.

# Unit 4

## Predicting

1

### Possible answers

a Picture one shows students learning as a class 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.

### Possible answer

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.  
e Students' own answers.

2

a problem  
b reasons  
c prediction  
d types (and reasons)

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  
d i relates to a general issue

5

b

6

Students' own answers.

7

Students' own answers.

### Answering Yes/No/Not Given (writer's claims) statements

1

- 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. Students make their own predictions here.

2

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

3

Students' own answers.

### Matching headings (1)

1

Doctor, table and skyscraper are the odd nouns out. You can picture these three words in your head. The other nouns are more general and often require an adjective, noun or a prepositional phrase or a context to give them meaning, e.g. the impact of a university education, Internet problems.

2

- 1 D 2 C 3 B 4 A

3

- 1 a 2 d 3 c 4 f

4

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

5

- 1 b 2 b 3 a

### 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  
e inaccurate  
f apolitical  
g immortal  
h illiterate  
i asymmetrical

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  
g the level it was before the war  
h in favour of democracy  
i reducing aggression  
j after the crisis  
k cannot be used

### Reading Passage 4

1

#### 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

2

Students' own answers.

## Unit 5

### Completing summaries with wordlists

1

#### Possible answer

- a A younger person teaching older people how to use 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 answers.

2

We can predict that 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 [line 3]  
2 one after the other [line 6]  
3 electronic devices [line 7]  
4 sending out emails to their friends [line 9]  
5 multi-tasking [line 12]  
6 ever larger number of electronic devices/electronic wizardry [line 7/16]  
7 seriously affecting [line 16]

8

### Possible answer

Read the gapped paragraph or sentences before you look at the text.

Use the grammar to decide what kind of word is missing.

If it is a noun, use the presence or absence of the article to decide what kind of noun it could be.

Use the meaning to predict what the word might be.

If the words are given to you in a box, try to narrow it down to two or three possibilities only for each gap. Scan the reading passage to identify which section the gapped paragraph or sentences refer to.

Read that section carefully, choosing the answers as you go through. The information will be in largely the same order.

At the end, read your completed answer again to check it makes sense.

Check that your answers are missing information and you have not just repeated an idea that is already there in the sentence.

### Selecting statements from a list

1

- 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 *multi-tasking/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.

2

B, D, F

### Answering global multiple-choice questions

1

- 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.

2

B

### Improve your IELTS word skills

1

-al and -ic form adjectives  
-ion, -ment and -ing form nouns

2

global, cultural, economic, exception, innovation, distribution, combinations, development, travelling, marketing, positioning

3

action  
detection  
fulfilment  
training  
competition  
production  
settlement

4

strategic  
energetic  
democratic  
habitual  
beneficial  
influential

5

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

6

- 1 awareness  
2 contribution  
3 advertising  
4 stereotypical  
5 attractive  
6 friendship  
7 proposal  
8 loneliness  
9 financial  
10 discrimination

### Reading Passage 5

#### Questions 1–7

1

- 1 C developments  
2 E crucial force  
3 A transformation  
4 I role  
5 M integration  
6 J network  
7 O youth travel

#### Questions 8–10

8–10 A, D and G

#### Questions 11–13

11 B 12 C 13 D

2

Students' own answers.

## Unit 6

### Using general nouns

1

#### Possible answers

- a carnival/festival and work 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

Students' own answers.



## Matching headings (2)

- 1**  
 a Different definitions of culture and research into it.  
 b i interpretations  
   ii problem  
   iii definition  
   iv no organizing words used  
   v reason  
   vi discrepancy  
 c ii  
 d It indicates that this heading matches a paragraph containing more than one main idea.

**2**  
 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.

**3**  
 The plan relates to Paragraph C.  
 Example 1: ... such as Max Weber ... culture as consisting of systems of shared meaning  
 Example 2: Claude Levi-Strauss ... culture as a product of the implicit beliefs which underlie it  
 Example 3: Chris Argyris and Donald Schon ... what people say to explain their cultural behaviour and what really drives this behaviour are often widely different. [...] The search for meaning can therefore be a long and painstaking process, involving long periods of observation and interviews in order to build possible theories.

## Matching information to paragraphs (1)

**1**  
 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.

**2**  
 1 B 2 A 3 C 4 C

- 3**  
 a ways  
 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
- 4**  
 i whole (the phrase refers to various strategies, not just one)  
 ii part  
 iii part

## Matching information to names

**1**  
 Margaret Mead (line 19), Max Weber (line 27), Claude Levi-Strauss (line 31), Chris Argyris and Donald Schon (lines 39–40)

**2**  
 1 A 2 D 3 B 4 C

## Improve your IELTS word skills

**1**  
 link, relationship, association

**2**  
**Possible answers**  
 How body language and environment are linked/related/associated.

- 3**  
 1 aim, goal, objective  
 2 analysis, explanation, interpretation  
 3 characteristic, feature  
 4 consequence, effect, outcome  
 5 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 part played by 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 the role of/contribution of

**6**

## Possible answers

- The benefit(s) of studying abroad
- The aim of choosing a particular field of study
- The problems of studying in another language
- Ways to study efficiently
- Examples of good lectures
- Factors behind choosing a university/field of study
- The effect of working hard at university

## Reading passage 6

**1**

## Questions 1–4

1 vii 2 i 3 v 4 ix

## Questions 5–9

5 D 6 B 7 E 8 C 9 A

## Questions 10–12

C, D, F

## Question 13

13 C

**2**

Students' own answers.

# Unit 7

## Completing summaries without wordlists

**1**

Students' own answers.

**2**

- Students' own answers.
- Students' own answers.
- Students' own answers.

## Possible answer

d Books don't seem to be going out of fashion, even though there are different media for reading, like ebooks and books that can be downloaded onto iPods.

**3**

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

**4**

- social
- relaxed
- cheap
- focus
- eclectic
- constant
- expand

5

**Possible answers**

- 1 Reading
- 2 hobby/pastime
- 3 escape
- 4 book
- 5 novel

**Completing multiple-choice questions**

1

**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.

2

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

**Analysing questions**

1

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

2

Students' own answers.

**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/perception
- f perception/thinking
- g concept

5

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

**Reading Passage 7**

**Questions 1–6**

1

- 1 collaboration
- 2 awareness
- 3 arts, sciences
- 4 interactions
- 5 similarities/connections
- 6 more evident

**Questions 7–10**

- 7 B 8 C 9 B 10 A

**Questions 11–13**

- 11 B 12 D 13 C

2

Students' own answers.

## Unit 8

**Labelling a map**

1

- 1 Norse
- 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*.
- 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.

**Completing short answer questions**

1

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



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

### Labelling a diagram (2)

- 1  
 Students' own answers  
 2  
 1 magma  
 2 cracks  
 3 impermeable rock  
 4 underground/geothermal  
 5 700 °/degrees Fahrenheit

### Classifying information

- 1  
 1 D 2 B 3 A 4 C 5 D  
 2  
 a The plants.  
 b Put a box around the plant names  
 and then underline the features.  
 c One at a time is better.

### Improve your IELTS word skills

- 1  
 characteristic  
 trait  
 attribute  
 quality

### 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

### Reading Passage 8

#### Questions 1–6

- 1  
 1 short, thick  
 2 cobby  
 3 medium-length  
 4 fine, 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  
 2  
 Students' own answers.

## Unit 9

### Scanning for meaning

#### 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 their 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 2)  
 b age (line 2)  
 c peak (line 3)  
 d problem (line 8)  
 e assets (line 12)

#### 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 a drain on the country's wealth (lines 18–19)  
 b principal cause (line 45)  
 c challenging the view (line 53)  
 d magic recipe (line 55)  
 e imposing some clumsy 'innovation' (line 63)

#### Possible answers

- a conventional images: typical/stereotypical portraits/portrayals  
 old people: senior citizens, the elderly  
 b beauty products: cosmetics, older people: senior citizens, the elderly  
 c hard of hearing: deaf, senile: suffering from dementia  
 d administrative workers: bureaucrats  
 government bodies: committees, think tanks,  
 e brain: mind  
 old age: advanced years  
 exercise: physical activity

- 6  
 a Stereotypical images of senior citizens haunt the general population. (lines 19–20)  
 c 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. (lines 20–25)



- d It does not need government committees or armies of bureaucrats to devise training packages. (lines 57–59)

### Identifying sentence function

- 1  
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. (suggestion: lines 7–13, condition: line 13–14)

- 2  
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. (lines 4–7)  
b Stereotypical images of senior citizens haunt the general population. (lines 19–20)  
c Thus, it is not surprising that negative images permeate society. (lines 25–26)  
d More positive images of people in their prime or older in the media, etc would be a good start. (lines 26–29)  
e 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. (lines 31–34)  
(lines 34–37) 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?

- 3  
The ideas are organized around 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*.

- 4  
Students' own answers.

### Matching information to paragraphs (2)

- 1  
Students' own answers.

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

- 3  
1–3 refer to parts of paragraphs, whereas 4 and 5 refer to whole paragraphs.

- 4  
1 F 2 E 3 G 4 E 5 F

### 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 time, 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 soon ...  
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 ...

### Reading passage 9

- 1  
**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  
2  
Students' own answers.

## Unit 10

- 1  
**Possible answers**  
a The schoolchildren  
b The mountain walker  
c The people on the boat  
d Students' own answers  
e 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 are used to 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*



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

1

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

2

- 1 No 2 Yes 3 No 4 No 5 No
- 6 Yes

3

- 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.

4

- 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 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.
- 4 Gone are the days when one could just walk with ease into a shop and buy one thing; no choice, no anxiety.

5

- 1 b 2 a 3 b

6

- a, b, e and f

### 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

### Reading passage 10

#### Questions 1–5

1

- 1 C 2 E 3 E 4 B 5 D

#### Questions 6–11

- 6 life cycle
- 7 developmental paths
- 8 social organism
- 9 aggression
- 10 risk
- 11 animal kingdom

#### Questions 12 and 13

12 B

13 C

2

Students' own answers.