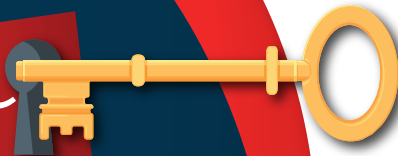


The key to

IELTS



ANSWER KEY

GRAMMAR 1

1 (p. 9)

1. they 2. Their 3. we 4. It
5. our 6. my 7. they 8. He
9. his 10. us 11. our 12. ourselves

2 (p. 9)

1. b 2. b 3. b 4. a 5. a
6. b 7. b 8. b 9. a 10. a

3 (p. 9)

1. do you live 2. you don't like
3. I like 4. you would do
5. Would you do 6. would you relax
7. you mean 8. give status
9. Do you mean 10. everyone feels

GRAMMAR 2

1 (p. 11)

1. see 2. have
3. shows 4. is building
5. seems 6. are planning
7. accompanies 8. appears
9. is rising 10. are complaining

2 (p. 11)

1. the first time I've (ever) volunteered
2. have had my laptop since
3. have been learning English for
4. the biggest dilemma I have (ever) been
5. have been living in this town for

3 (p. 11)

1. have been 2. are flying
3. feel 4. come
5. have been visiting 6. means
7. owns 8. am working
9. doubt 10. enjoy
11. haven't tried 12. have travelled
13. am thinking 14. am learning

GRAMMAR 3

1 (p. 13)

1. spent 2. imagined/had imagined
3. decided 4. was
5. was shining 6. had brought
7. felt/was feeling 8. climbed/were climbing
9. walked 10. encountered
11. was staring 12. had never seen
13. didn't know 14. whispered
15. froze 16. weren't
17. didn't approach 18. walked
19. felt 20. was

2 (p. 13)

1. are bound to happen 2. will lead
3. will be using 4. will be replaced
5. will still be playing 6. will get
7. is likely 8. will be doing
9. will result 10. is going to change
11. won't be

3 (p. 13)

2. d / c 3. a / b 4. b / a 5. a / d

GRAMMAR 4

1 (p. 15)

1. have you had 2. got
3. was 4. went
5. brought 6. have kept
7. made 8. have kept
9. have travelled 10. haven't been

2 A (p. 15)

1. still / yet 2. just 3. already

2 B (p. 15)

1. By the time 2. by 3. until
4. ago 5. before

3 (p. 15)

1. have gone 2. didn't use
3. helped 4. to being supported
5. has existed 6. been to / visited
7. are getting used 8. been in

4 (p. 15)

1. Correctly 2. Incorrectly → ago
3. Correctly 4. Correctly
5. Incorrectly → by 6. Incorrectly → been
7. Incorrectly → hunting 8. Incorrectly → still

GRAMMAR 5

1 (p. 17)

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

2 (p. 17)

1. who smoke ought to quit.
2. candidates need to fill in this form?
3. have not been able to change our prison system.
4. needn't have arrested the protestors.
5. must have been correct.
6. don't have to get regular vaccinations.

3 (p. 17)

1. c 2. a 3. b 4. d 5. b 6. a 7. b 8. b

4 (p. 17)

1. might not have been very polite.
2. shouldn't have gone out on a school night.
3. must receive love.
4. might become a common procedure one day.
5. mustn't talk in libraries.
6. can't have been Johnny Depp I saw yesterday.
7. could play the guitar when I was six.

GRAMMAR 6

1 (p. 19)

1. in 2. in 3. on 4. in
5. from 6. on 7. to 8. in
9. During 10. In 11. at/by 12. At
13. to 14. in 15. in 16. at
17. in front of 18. after

2 (p. 19)

1. b 2. c 3. a 4. b 5. c 6. b

3 (p. 19)

1. eliminate 2. deal with
3. burgle 4. increase
5. conclude 6. disappear
7. transform into 8. continue

4 (p. 19)

1. in 2. on 3. on 4. of
5. with 6. at 7. of 8. about
9. to 10. between

GRAMMAR 7

1 (p. 21)

1. to walk 2. to go out 3. drive
4. to take 5. wait 6. drive
7. to travel 8. to use 9. not to care
10. to live 11. to change 12. do

2 (p. 21)

1. to work / to survive
2. introduce / to join
3. have been stolen / to escape
4. not to talk
5. to invest
6. to preserve / disappear
7. not place / drop
8. to take / to do
9. be allowed / to enjoy
10. to finish

3 (p. 21)

1. to have 2. ✓ 3. to do
4. ✓ 5. spend 6. ✓
7. to clean up 8. ✓ 9. go
10. ✓ 11. ✓ 12. to hike
13. join 14. ✓ 15. ✓

GRAMMAR 8

1 (p. 23)

1. to inform 2. to take on
3. hiring 4. you/your taking
5. taking 6. to make
7. contacting 8. joining
9. searching 10. hearing

2 (p. 23)

1. b 2. c 3. b 4. d 5. a 6. a 7. b 8. d

3 (p. 23)

1. doesn't enjoy watching
2. am looking forward to starting
3. didn't succeed in breaking
4. object to paying
5. to resist eating
6. denied using / having used
7. to go swimming
8. It's worth donating

GRAMMAR 9

1 (p. 25)

1. the / - / a / the 2. - / an / the / -
3. - / - / a 4. - / the / the / - / -
5. the / the / the 6. the / - / - / -
7. the / - / the / - 8. an / - / -

2 (p. 25)

1. is 2. has 3. are 4. is 5. has
6. have 7. is 8. is 9. is 10. are

3 (p. 25)

1. housework / has 2. Information / is not
3. money / needs 4. furniture / was
5. lightning / strikes

4 (p. 25)

- need / proof
- trousers / they are
- information / damage
- knowledge / has / job
- news / it is

GRAMMAR 10**1 (p. 27)**

- | | | |
|------------|---------------|---------------|
| 1. number | 2. few | 3. amount |
| 4. little | 5. few/number | 6. much |
| 7. many | 8. amount | 9. few/number |
| 10. little | 11. many | |

2 (p. 27)

- | | |
|-------------|-------------|
| 1. any | 2. any |
| 3. no | 4. some |
| 5. some/any | 6. some |
| 7. no | 8. some/any |
| 9. no | 10. any |

3 (p. 27)

- | | | | |
|-----------|----------|--------|-------------|
| 1. anyone | 2. a few | 3. ✓ | 4. ✓ |
| 5. many | 6. ✓ | 7. any | 8. a lot of |
| 9. little | 10. ✓ | | |

GRAMMAR 11**1 (p. 29)**

- | | |
|---------------|---------------------|
| 1. are made | 2. are blended |
| 3. is rolled | 4. is put |
| 5. is cut | 6. is stamped |
| 7. is poured | 8. are pressed |
| 9. are packed | 10. are distributed |

2 (p. 29)

- This topic has been argued about by scholars for years.
- The paper is cut into squares with this machine.
- Comments can be added to blogs at any time.
- Strong opinions are being expressed on political forums.
- By 2030, this issue will have been resolved by the government.
- The students were made to do extra homework.
- Young children were not questioned by the reporters.
- Heavier fines for littering ought to be imposed by the council.

3 (p. 29)

- were brought up in a remote village.
- should not be allowed to bully one another.
- must be stirred with a wooden spoon.
- being treated like a child.
- consists of flour, sugar and eggs.

4 (p. 29)

- are claimed to be hazardous. / is claimed that nuclear power plants are hazardous.
- are expected to deteriorate.
- was once believed that women with healing powers were witches. / were once believed to be witches.
- are said to distort the truth. / is said that the media distort the truth.
- is known to have influenced the cinema. / is known that technology has influenced the cinema.
- seem to have improved.

GRAMMAR 12**1 (p. 31)**

- whom I am speaking has visited many countries.
- which/that are written in a complex style are hard to understand.
- is the country where two nuclear bombs were dropped.
- whose impact is becoming stronger every year, has both pros and cons.
- who immigrate in the hope of a better life adjust quickly to their new country.
- was the decade when World War II began.
- whose role in society is important, need public support.
- which we hope to see many positive changes.

2 (p. 31)

- because / since
- Seeing that / Given that
- owing to / thanks to
- Because of / Owing to
- as / due to the fact that
- on account of / due to
- owing to / thanks to
- because of / owing to

3 (p. 31)

- that the elderly have many years of experience, they deserve our respect.
- to (their) missing classes / to the fact that they miss classes, many students fail the school year.
- to their bravery / to their being brave, volunteers save many people.
- that tourism has increased, the economy has improved.

4 (p. 31)

- solve the problem until we understand what causes it.
- finished all my language studies by the time I turn 18.
- soon as I arrived home, I knew something was wrong.
- to know someone well before you trust them.
- feel better once they adopt/have adopted healthier eating habits.
- to do volunteer work abroad when I finish/have finished high school.

5 (p. 31)

- | | | |
|----------------|---------------|----------|
| 1. until | 2. While | 3. After |
| 4. By the time | 5. as soon as | |

GRAMMAR 13**1 (p. 33)**

- given a map in case we got lost.
- must graduate from medical school in order to become a physician.
- have to cooperate so that they can make their neighbourhoods safe.
- people apologise so as not to start an argument.
- took night classes so as to get a promotion.

2 (p. 33)

- | | | | |
|---------|--------|------------|-----------|
| 1. such | 2. so | 3. such an | 4. such |
| 5. so | 6. so | 7. so | 8. such a |
| 9. such | 10. so | | |

3 (p. 33)

- | | | |
|-------------|-------------|------------|
| 1. Although | 2. in spite | 3. whereas |
| 4. However | 5. Despite | 6. However |

4 (p. 33)

- keep trying despite the odds being against them.
- commit terrible crimes. However, they are not brought to justice.
- to host the Olympic Games, yet they may lose money.
- entertain us whereas documentaries educate us.
- still not provide satisfaction, no matter how well-paid it is.

5 (p. 33)

- | | | | |
|------------|----------|-----------|-----------|
| 1. as | 2. order | 3. so | 4. result |
| 5. despite | 6. Even | 7. matter | 8. case |
| 9. However | 10. such | | |

GRAMMAR 14**1 (p. 35)**

- | | |
|----------------------------|--------------------------|
| 1. incredibly / impossible | 2. hard / easily |
| 3. deeply / careful | 4. fascinating / certain |
| 5. analytically / viable | |

2 (p. 35)

- | | |
|---------------------------|--------------------|
| 1. a. slight | b. slightly |
| 2. a. rapid | b. rapidly |
| 3. a. dramatically | b. dramatic |
| 4. a. significantly | b. significant |
| 5. a. gradually / sharply | b. gradual / sharp |

3 (p. 35)

- | | |
|---------------------------|-------------------------|
| 1. an amazing red Italian | 2. ✓ |
| 3. interesting little | 4. an old brown woollen |
| 5. ✓ | |

4 (p. 35)

- | | | | |
|------|------|------|------|
| 1. b | 2. b | 3. a | 4. a |
|------|------|------|------|

5 (p. 35)

- schools are too expensive for most
- studied too superficially
- aren't friendly enough for students
- aren't given enough information on choosing/ to choose
- didn't run very quickly / ran very slowly and/so (he) didn't qualify

GRAMMAR 15**1 (p. 37)**

- | | |
|--------------------|-----------------------|
| 1. more quickly | 2. the most difficult |
| 3. the best | 4. tougher |
| 5. earlier | 6. harder |
| 7. the smartest | 8. the highest |
| 9. further/farther | 10. easier |

2 (p. 37)

- | | |
|--------------------|------------------------------|
| 1. the highest | 2. much/far lower / very low |
| 3. slightly higher | 4. ✓ |
| 5. ✓ | 6. the least |

3 (p. 37)

- in Nigeria are similar to those/trends
- the most demanding type
- unemployment rate in Toronto is (exactly) the same as
- more you use a language, the more fluent
- speaking is not so difficult as
- better and better

4 (p. 37)

- Correctly
- Incorrectly → the same as
- Incorrectly → twice as ... as
- Incorrectly → the most fascinating books
- Correctly
- Correctly

GRAMMAR 16**1 (p. 39)**

- than
- least
- many
- Less
- much
- fewer
- amount
- less / least
- number
- as

2 (p. 39)

- as
- as
- fewer
- than
- less
- most
- less
- more

3 (p. 39)

- c
- a
- c
- a
- b
- b
- c
- c
- a
- c

GRAMMAR 17**1 (p. 41)**

- ever became
- creates
- had
- were used
- would have survived
- had never been invented
- refuse
- will not find
- are made
- will not have
- had not developed
- would not have decreased
- would have been destroyed

2 (p. 41)

- were aware of the benefits of fresh fruit and vegetables, they wouldn't eat junk food.
- find other ways to test drugs, we can avoid using animals for experiments.
- will become responsible adults if they have a secure and happy upbringing.
- had protected the rainforests, many species would not have become extinct.
- followed a balanced diet, they would not feel tired all the time.
- would have survived if they hadn't been vaccinated against childhood diseases.

3 (p. 41)

- time people who litter were
- wish more people would
- only handguns had never been
- wish pesticides were not used so extensively
- high time slavery were/was abolished
- had better act more responsibly
- only different races could coexist

GRAMMAR 18**1 (p. 43)**

- to
- do
- than
- prefer
- have attended
- practising
- to
- have
- does early musical training help
- but

2 (p. 43)

- only is job satisfaction desirable, but it is also
- did Einstein know how his discovery would
- is only through dialogue that relations between nations will
- sooner had more funds been allotted for better security measures than crime
- I mean is that it is imperative to find a peaceful
- is children who suffer the most when their parents
- many senior citizens need is a little
- no account should you put a metal object like a teaspoon

3 (p. 43)

- a
- a
- b
- a

4 (p. 43)

- (that) students (should) learn to cooperate.
- (that) they (should) retire at the age of 60.
- (that) our school (should) adopt uniforms.
- (that) their children (should) attend university.
- (that) people (should) avoid stress.
- (that) a child (should) have positive role models.
- (that) shelters (should) be built for the homeless.
- (that) a law restricting the use of private vehicles in city centres (should) be introduced.

GRAMMAR 19**1 (p. 45)**

- who has lived a very colourful life
- she was
- ✓
- thought her crazy
- ✓
- ✓
- I often think
- she gives everyone great advice
- her family deeply
- really lucky

2 (p. 45)

- a
- a
- b
- a
- a
- a
- a
- b

3 (p. 45)

- it is necessary to do everything possible to deal with it
- Anxiety can also be dangerous
- this/that is very unhealthy
- we must understand what our greatest sources of stress are and do something about them
- is very stressful
- to organise our obligations/duties effectively

GRAMMAR 20**1 (p. 47)**

- That is to say
- First of all
- For example
- Moreover
- On the other hand
- More specifically
- due to the fact that
- What is more
- since
- although

2 (p. 47)

- such as
- owing to the fact that
- As a consequence
- Even though
- However
- Secondly

3 (p. 47)

- The government has launched a campaign to promote new businesses in rural areas. In this way, they hope to draw people away from the large urban centres.
- Consumerism is becoming more and more a part of modern society. This is because of advertising and the mass media.
- More and more women are returning to work after childbirth, which means that they have to find someone to look after their children during the day.
- Despite the fact that testing products on animals is cruel, it is difficult to find a suitable alternative.
- Advances in medical science mean that cures have been found for many diseases, such as smallpox, which has been wiped out.

READING TEST**1 (pp. 58-59)**

- C
- B
- D
- G

2 (p. 60)

- TRUE
- FALSE
- NOT GIVEN

3 (p. 61)

- YES
- NO
- NOT GIVEN

4 (p. 62)

- ten years
- (in) 1928

5 (p. 62)

- visible light
- handheld / helmet-mounted
- expensive

6 (pp. 63-64)**Variation 1**

- energy
- safe
- greenhouse gases
- global warming
- fossil fuels

Variation 2

- J
- E
- D
- F
- C

7 (p. 65)

- 1902
- Derek Price
- Charalambos Karakalos
- new image

8 (p. 66)

- 10 million
- 1 million
- (bike) lanes
- parking (lots)
- 20 million
- 13 million

9 (p. 67)**Variation 1**

- pinna
- external auditory canal
- eardrum
- semicircular canals

Variation 2

- D
- C
- B
- E

10 (p. 68)

- i
- iv

11 (p. 69)

- B
- B
- C
- A
- B

12 (p. 70)

- D
- E
- B

13 (p. 71)

- D
- A
- C

WRITING TEST

Exercise (p. 75)

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

Exercise (p. 79)

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

Exercise 1 (p. 82)

1. fluctuated 2. doubled
3. reached a peak 4. decline / dropped
5. remained steady 6. surged
7. levelled off

Exercise 2 (p. 82)

1. A - C 2. B - C 3. A - B
4. A - C 5. B - C 6. A - B

Exercise 1 (p. 83)

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

Exercise 2 (p. 84)

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

Exercise (p. 84)

+ (much more): well over

+/- (about the same): just over, just under, nearly, roughly, approximately, around, about

- (much less): well under

Exercise 1 (p. 85)

1. from / to 2. by / at / at 3. in
4. between / and 5. of / in 6. by

Exercise 2 (p. 85)

1. in 2. from 3. to
4. of 5. by 6. to

Exercise (p. 86)

2. in Rome have decreased steeply in the last quarter.
3. was a drastic surge in unemployment figures in 2002.
4. was a moderate fluctuation in the number of students attending university between 1995 and 2000.
5. in Boston has dropped sharply in recent years.
6. was (a) significant improvement in computer technology in the 2000s.
7. of international visitors increases steadily by around 10% every year.

Exercise (p. 87)

2. was comparable to 3. compared with/to
4. compares 5. in comparison with/to

Exercise (p. 88)

1. A 2. C 3. A 4. B 5. C 6. B 7. B

Exercise (p. 88)

1. The first step 2. Following that
3. The next step is 4. Last of all

Exercise (p. 100)

1. (Essay Type 5: different question types)
2. (Essay Type 4: advantages - disadvantages)
3. (Essay Type 2: discuss two sides and give your opinion)

4. (Essay Type 3: causes - measures)
5. (Essay Type 5: different question types)
6. (Essay Type 2: discuss two sides)
7. (Essay Type 4: advantages - disadvantages)
8. (Essay Type 3: causes - solutions)
9. (Essay Type 1: opinion)
10. (Essay Type 5: different question types)
11. (Essay Type 1: opinion)

LISTENING TEST 1

Questions 1-3 (p. 112)

1. (the) twentieth / (the) 20th / twenty/20
2. airport (office)
3. debit card

Questions 4-9 (p. 113)

4. brake assist 5. 5 / five
6. (a) radio 7. 1.8 / one point eight
8. 350 9. (a) CD player

Question 10 (p. 113)

10. B

Questions 11-13 (p. 114)

11. variety 12. dolphins 13. California(n)

Questions 14-18 (p. 115)

14. 85 15. 5 16. 4 17. 5 18. 50

Questions 19-20 (p. 115)

19. C 20. B

Questions 21-23 (p. 116)

21. C 22. D 23. F

Questions 24-27 (p. 116)

24. C 25. A 26. C 27. A

Questions 28-30 (p. 116)

28. end of June 29. careers office
30. registration department

Questions 31-33 (p. 117)

31. (natural) coral reefs 32. steel
33. 100 / one/a hundred

Questions 34-40 (p. 117)

34. damaged 35. cost
36. lobsters 37. water
38. erosion 39. maintenance
40. (eco-)tourists / ecotourists / visitors

READING TEST 1

Questions 1-6 (p. 120)

1. C 2. A 3. K 4. G 5. L 6. H

Questions 7-10 (p. 120)

7. off lead 8. sporting
9. the last place 10. clues

Questions 11-13 (p. 120)

11. A 12. D 13. C

Questions 14-17 (p. 123)

14. E 15. A 16. G 17. F

Questions 18-21 (p. 123)

C - D - G - I

Questions 22-26 (p. 123)

22. (American) Civil War
23. food and shelter
24. quilts / quilt patterns / a quilt code / quilt blocks
25. write down
26. seamstress

Questions 27-31 (p. 126)

27. E 28. F 29. C 30. F 31. B

Questions 32-35 (p. 126)

32. (some) feathers 33. (wind-up) spring (device)
34. Europe / Russia 35. working/functional model

Questions 36-40 (p. 126)

36. NO 37. NO 38. YES
39. YES 40. NOT GIVEN

WRITING TEST 1

Writing Task 1 (p. 127)

The graph shows how many cars each British household owned over the 60-year period from 1950 to 2010.

The most dramatic change can be observed in households that owned no cars. In 1950, about 70% of UK households fell into this category. This figure dropped sharply over the next decade and continued to decrease more gradually until 2000, when it underwent another sharp decline, falling to 15% in 2010.

In contrast, the figures showing household ownership of one or more cars increased over this 60-year period. The most significant rise can be seen in the percentage of households owning one car, which increased from 20% to 40% between 1950 and 1970, and then remained stable until 2010. The number of households owning two cars also increased, rising steadily from 10% to 20% during the 1950s, and then more slowly until it reached just over 30% in 2010. Finally, the percentage of households possessing three cars also rose, but only slightly, starting at around 2% in 1970 and gradually reaching just under 10% in 2010. Overall, we can see that more and more households were acquiring cars in the UK after 1950, and by 2010, over 70% owned one or two cars, while a much smaller proportion owned three cars or none at all.

Writing Task 2 (p. 128)

We live in a very materialistic society, where making money is often the first priority. However, many people have begun to question whether wealth brings true happiness and fulfilment. Of course, it is difficult to deny that financial prosperity has a multitude of advantages. To begin with, if you are wealthy, you can buy all the material possessions and comforts your heart desires. For example, with enough money you can buy a big house, a luxurious car and other expensive items which will bring you more comfort and pleasure. Alternatively, lacking the means to cover basic expenses and make ends meet only increases life's misery. When you consider the possibility of not being able to pay for food or afford hospital care, then the importance of money for your well-being becomes obvious. However, money often breeds dissatisfaction,

especially for those whose sole purpose in life is to acquire wealth. It is often the case that, while trying to attain wealth, people forget the truly important things in life such as family, friends, love and health. Thus, in order to make as much money as possible, they rarely see their families or friends, and live under terribly stressful circumstances. As a result, they often end up suffering a heart attack or a stroke, at which point they realise how useless money is. Personally, I believe chasing after wealth is meaningless because you are simultaneously ignoring loved ones and increasing the risk of life-threatening conditions.

To sum up, although it is difficult to be content living in poverty, it is equally difficult to feel any joy spending all your time in the pursuit of wealth. In my opinion, the secret to living a fulfilling and happy life is to cherish your loved ones and celebrate each other's achievements as, personally, I do not value the material possessions that money enables you to acquire.

LISTENING TEST 2

Questions 1-10 (p. 130)

- Jacobs
- 1970 / nineteen seventy
- 17 Stamford
- Southgate
- 02049786463
- Sales Manager
- 02052647925
- 19 / nineteen
- Sally
- Smith

Questions 11-16 (p. 131)

- F
- D
- H
- G
- C
- A

Questions 17-20 (p. 131)

- F
- D
- E
- B

Questions 21-25 (p. 132)

- C
- A
- B
- A
- B

Questions 26-30 (p. 132)

- B
- D
- A
- C
- B

Questions 31-34 (p. 133)

- Children in Need
- general director
- (by) one third / $\frac{1}{3}$ / 33% / thirty-three percent
- (by) 25% / twenty-five percent / one quarter / $\frac{1}{4}$

Questions 35-40 (p. 134)

- March (the) 16th / 16th (of) March / 16 March / 16-03
- £30 / thirty pounds / 30 pounds
- Wednesday/Wed.
- piano
- (the) Opera House
- £5 / five pounds / 5 pounds

READING TEST 2

Questions 1-6 (p. 135)

- x
- ix
- ii
- i
- vii
- vi

Questions 7-9 (p. 138)

- regulating equipment
- direct current
- heat generation

Questions 10-13 (p. 138)

- (carbon) filament (wire)
- support wires
- contact wires
- (glass) stem

Questions 14-18 (p. 141)

- F
- B
- E
- D
- C

Questions 19-20 (p. 141)

- (the/their) uniqueness
- hyperfocus

Questions 21-26 (p. 141)

- YES
- NO
- NOT GIVEN
- NO
- NOT GIVEN
- NO

Questions 27-33 (p. 144)

- C
- B
- E
- C
- D
- B
- A

Questions 34-40 (p. 144)

- K
- E
- A
- N
- M
- J
- H

WRITING TEST 2

Writing Task 1 (p. 145)

The bar graph shows the increase in world wealth as well as that of Asia, Europe, North America and Africa between 2006 and 2015. It also presents the predicted increase for the decade 2016 to 2025.

In the period from 2006 to 2015, the increase in world wealth was 6%. Two continents that exceeded this rate by 3% and 1% respectively, were Asia and Africa. Europe experienced a 6% increase, the same as that of the world overall, while the increase of North America was slightly lower at 5%.

Concerning future projections, the world's average growth in wealth should reach 10% in the decade 2016 to 2025. This is much higher than the rate predicted for North America (6%) and slightly higher than Europe's rate of 9%. In contrast, Asia's increase in wealth is expected to reach 12% and Africa will show the highest growth rate, at 14%. All in all, the present growth rates of global wealth are expected to increase, but the increase will be most significant in Asia and Africa.

Writing Task 2 (p. 146)

These days, there is a growing tendency for parents worldwide to insist that their offspring start learning a foreign language in the first years of primary school or even earlier. Although this may offer numerous benefits, it also has several drawbacks, which should be carefully considered. On the one hand, it is undeniable that learning a foreign language from a young age has certain advantages. First of all, children learn the language naturally, as they would their mother tongue. This is of vital importance, since children have the ability to reproduce the sounds of the foreign language as a native speaker would do with minimum effort. In addition, exposing children to a foreign language early on increases their cognitive ability and critical thinking, as well as their creativity. Consequently, they improve their overall learning abilities, such as verbal communication and problem-solving skills.

On the other hand, there are considerable disadvantages to young children being pushed into learning a foreign language. Firstly, some children may react negatively to this extra workload, as they are not mature enough to cope with learning a new language. As a result, their first contact with a foreign language is not a positive experience and they rebel against making any effort to learn it. Moreover, the time and effort put into learning a

foreign language may deprive children of precious leisure time and burden them with additional homework from too early an age.

Taking everything into consideration, I am convinced that although getting children to start learning a foreign language at an early age may require extra effort on the child's part, if the child is willing to do this, it can make a significant contribution to their overall education and mental development.

LISTENING TEST 3

Questions 1-3 (p. 148)

- C
- A
- C

Questions 4-10 (p. 149)

- paper
- (the) garden
- tins
- glass
- three/3
- one/1 time / once
- two/2 times / twice

Questions 11-20 (p. 150)

- frozen
- quickly
- vitamins
- (the) hard
- a pan
- (very) high
- 15/fifteen
- (some) butter
- a/one hundred / 100
- sugar

Questions 21-24 (p. 151)

- A
- C
- D
- E (in any order)

Questions 25-30 (p. 151)

- 14 June / June (the) 14th / 14-06
- function and goals (in either order; both required for one mark)
- Theories
- five/5 hundred / 500
- Ancient Greeks
- expensive

Questions 31-40 (p. 152)

- (a/their) student representative(s)
- student card(s)
- food coupon(s) (in either order)
- leave (the kitchen/room/area)
- steal (any/ someone's) food (in either order)
- fire doors
- smoke alarms (in either order)
- inform/tell (the) staff (members)
- (a/the) (university) disco(s)
- (a/the) film night(s) (in either order)

READING TEST 3

Questions 1-7 (p. 155)

- TRUE
- NOT GIVEN
- FALSE
- FALSE
- NOT GIVEN
- TRUE
- TRUE

Questions 8-10 (p. 155)

- boiling water
- cool down
- refrigerator

Questions 11-13 (p. 155)

- B
- C
- C

Questions 14-18 (p. 156)

- iii
- ix
- v
- i
- vi

Questions 19-23 (p. 159)

- NO
- YES
- NOT GIVEN
- NO
- YES

Questions 24-26 (p. 159)

24. D 25. B 26. B

Questions 27-33 (p. 162)

27. D 28. G 29. C 30. A 31. E 32. C 33. B

Questions 34-40 (p. 162)

34. F 35. D 36. A 37. L 38. B 39. H 40. E

WRITING TEST 3**Writing Task 1 (p. 163)**

This table shows statistics for different types of transport in London in 2015, namely how many trips were carried out by each means, how many kilometres were covered and how many accidents occurred.

The means of transport which completed the most trips was the car, at 482 million. This means covered the largest distance of all, and was also involved in the highest number of accidents.

Second to the car was the underground, which accounted for 346 million trips, travelled 295 million kilometres but was involved in only 103 accidents.

The bus covered the second highest number of kilometres travelled, at 378 million, while by comparison, this means had a comparatively low number of trips and accidents, at 160 million and 350 respectively. Finally, with the lowest figures in all categories, the bicycle totalled 14 million trips, amounting to 72 million kilometres, and was involved in 280 accidents during this period.

To sum up, the car had the highest number of trips and the longest distance covered, as well as the largest number of accidents. However, when comparing the distance travelled to the number of accidents for each means of transportation, the riskiest means of getting around was, in fact, the bicycle.

Writing Task 2 (p. 164)

Although technological developments have brought a multitude of benefits to our lives, for various reasons they have also had a negative impact. However, there are measures that each of us can and must take to combat the damaging influence of technology.

There are two main issues that have arisen in modern society as a result of technology. First of all, it has led to the majority of us living sedentary lives. Consequently, obesity is becoming a serious problem, as people spend countless hours glued to their laptops or televisions, taking little or no exercise. The second major problem is that technological developments have turned us into anti-social human beings who prefer virtual relationships on social networking sites instead of actually connecting with one another in person. Chatting online with fifty acquaintances cannot compare to spending time with a few good friends and developing close and valued relationships with them.

In order to reduce the negative consequences of modern technology, an effort must be made to tackle them. To do this, we must first evaluate to what extent physical exercise or genuine relationships are lacking in our lives. The next step is to make a conscious effort to take up activities which will reintroduce these elements on a regular

basis. For example, we could add working out to our daily routines by going to the gym or jogging in a park. In addition to this, we should also pay more attention to maintaining healthy relationships with family, friends and colleagues by sharing experiences and spending more time with them. All things considered, if we actively endeavour to improve our physical health through exercise and our social skills by building personal relationships, we can compensate for the most serious negative effects of modern technology while still enjoying its benefits.

LISTENING TEST 4**Questions 1-6 (p. 166)**

- 1978
- 90,000
- 112
- 26.2
- 2
- 17

Questions 7-10 (p. 167)

- Jameson
- marathonman
- Queen Street
- race results

Questions 11-14 (p. 168)

- F
- E
- A
- B

Questions 15-20 (p. 168)

- G
- D
- B
- E
- C
- H

Questions 21-24 (p. 169)

- (descriptive) letter writing
- the Internet
- more important
- professional / personal (in either order)

Questions 25-29 (p. 169)

- telegraph
- written record
- speed
- writing skills
- save time

Question 30 (p. 169)

- A

Questions 31-40 (pp. 170-171)

- B
- C
- C
- C
- A
- A
- C
- B
- C
- B

READING TEST 4**Questions 1-6 (p. 174)**

- G
- E
- A
- B
- A
- C

Questions 7-8 (p. 174)

- (the) baleen whale(s)
- (the) toothed whale(s)

Questions 9-13 (p. 174)

- FALSE
- FALSE
- TRUE
- NOT GIVEN
- TRUE

Questions 14-17 (p. 177)

- Mark
- Luke
- Matthew
- John

Questions 18-22 (p. 177)

- H
- C
- D
- A
- F

Questions 23-26 (p. 177)

- calfskin vellum
- Germanic
- Carpet
- Ireland

Questions 27-30 (p. 180)

- F
- E
- C
- H

Questions 31-35 (p. 180)

- NOT GIVEN
- TRUE
- NOT GIVEN
- TRUE
- FALSE

Questions 36-40 (p. 180)

- I
- E
- F
- H
- B

WRITING TEST 4**Writing Task 1 (p. 181)**

The two graphs show the changing state of imports and exports in Asia, the USA and the EU in the time period from 1980 to 2010.

To begin with, regarding imports, Asia experienced a 5% growth from 1980 to 1990, and then a steeper growth of 15% in the following 20-year period. In contrast, in the USA, the amount of imports remained stable from 1980 to 1990, experienced a sharp rise of 10% from 1990 to 2000, and then fell slightly, by roughly 2%, by 2010. Similarly, in the EU, imports reached a peak in 1990, having risen by around 8% since 1980, and then falling steadily to zero growth by 2010. As far as exports are concerned, in Asia there was a 5% rise from 1980 to 2000, and then a sudden downward trend of 10% is observed, continuing to 2010. However, in the USA exports rose by nearly 7% in 1990, and then about another 3%, reaching a total of 10% by 2000, a growth rate which remained stable until 2010. Exports in the EU also rose, at first gradually, to approximately 2% in 1990, then more dramatically in the next two decades, reaching 15% by 2010.

All in all, the three different regions experienced variable trends concerning changes in the amount of both imports and exports between 1980 and 2010. Only in Asia did imports increase and only in the EU did exports increase.

Writing Task 2 (p. 182)

Lately, violence in society has been escalating, especially among young people. Because of this, bullying in schools has become such a common phenomenon that some people suggest aggressive children be expelled. Personally, I disagree with this idea for a number of reasons.

First and foremost, expelling a child for bullying is an avoidance of the issue rather than an attempt to confront it. Children who bully others certainly have a reason for behaving like this, one which needs to be addressed. For example, they may be victims of domestic violence or have fallen prey to peer pressure. Therefore, it is unfair to put the blame completely on them and punish them with school expulsion.

Furthermore, expelling children who behave violently towards their classmates will only exacerbate the problem of violence. Without professional intervention, bullies will always be bullies and even if their school environment changes, their behavioural problems will remain. Thus, student safety will not be guaranteed. On the other hand, it is true that the measure of

expulsion is widely implemented in most schools worldwide and thus cannot be totally eliminated. However, given the fact that a sharp increase in the number of bullying incidents at schools has been observed, it is undeniable that the effectiveness of such a measure is highly questionable, and thus, should be reconsidered.

To sum up, bullying in schools is an issue that must be addressed in order to ensure student safety and in order to solve this problem, we must try to get to the root of it. Expelling a child for intimidating fellow students will only make the situation worse, both for the child and society as a whole.

LISTENING TEST 5

Questions 1-6 (p. 184)

1. A 2. C 3. A 4. B 5. B 6. A

Questions 7-10 (p. 184)

7. 28 8. 6 9. 7:30 10. 30

Questions 11-14 (p. 185)

11. B 12. A 13. D 14. F

Questions 15-20 (p. 185)

15. E 16. D 17. B 18. C 19. A 20. F

Questions 21-26 (p. 186)

21. clothing 22. marketing
23. cosmetics 24. five/5
25. (any) changes / a change 26. Matlock

Questions 27-30 (p. 187)

27. B 28. A 29. C 30. C

Questions 31-33 (p. 188)

31. extreme weather phenomena / (with) extreme weather
32. developing countries/ones
33. disease(s)

Questions 34-37 (p. 188)

34. 650,000 35. Arctic
36. ox 37. coral

Questions 38-40 (p. 188)

38. adapt 39. fossil fuel(s)
40. reverse

READING TEST 5

Questions 1-5 (p. 189)

1. ii 2. v 3. ix 4. iv 5. vi

Questions 6-10 (p. 192)

A - B - E - G - H

Questions 11-13 (p. 192)

11. potassium 12. catabolism
13. active recovery

Questions 14-19 (p. 195)

14. E 15. H 16. B 17. K 18. I 19. F

Questions 20-23 (p. 195)

20. (private) donations 21. apse and crypt
22. shards of pottery 23. organ

Questions 24-26 (p. 195)

24. C 25. D 26. A

Questions 27-35 (p. 198)

27. A 28. A 29. B 30. C 31. B
32. B 33. A 34. A 35. C

Questions 36-39 (p. 198)

36. FALSE 37. TRUE
38. FALSE 39. NOT GIVEN

Question 40 (p. 198)

40. D

WRITING TEST 5

Writing Task 1 (p. 199)

The line graph and the bar graph show data about mobile phone ownership, with the latter further classifying phone owners who use email or browse the Internet through their mobile phones. All statistics have been recorded for the period of time from 2012 to 2015.

A steady rise in mobile phone ownership is evident from 2012 to 2015, with ownership going up from 65% to around 82% in this 4-year period. The most significant increase occurred between 2014 and 2015, when ownership rose from nearly 72% to just over 80% respectively.

A similar increase can be observed in email and Internet usage via mobile phones, although not at the same rates. In 2012, both email and Internet use were at approximately 30%. However, by 2015, this figure had almost doubled for emails, reaching just over 50%, and was even higher for the Internet surfing, at around 70%. The most significant increase was evident in the Internet use between 2014 and 2015, when it shot up from 50% to the final figure of approximately 70%. In general, from 2012 to 2015, there was a clear rise in mobile phone ownership as well as in the number of users going online for email use and Internet browsing. However, in both cases, the most noticeable growth occurred between the years 2014 and 2015.

Writing Task 2 (p. 200)

It is widely known that our planet is in grave danger and yet, many people tend to disregard this issue completely. They refrain from using alternative sources of energy and are not interested in protecting the environment. This lack of interest is the result of various factors, both on a governmental and individual level. However, because of the severity of the problems, it is urgent that solutions be found to tackle them as soon as possible.

One of the main reasons why people do not strive to protect the environment is ignorance of the full extent of the potential disasters our planet is facing. In addition, people are usually too absorbed in their everyday problems to think about the environment and they mistakenly tend to believe that environmental disasters will not affect them personally. Last but not least, a significant number of people are sceptical about alternative energy sources, as they consider them less efficient than conventional ones.

Given the above, the first step to be taken in order

to encourage the use of alternative energy sources and motivate people to protect the environment is media intervention. More specifically, governments could launch environmental campaigns to alert people to the urgency for environmental conservation, explaining at the same time how they would benefit personally from the use of alternative energy sources. In addition, a further measure that could be taken is to foster environmental values in schools through projects about the consequences of human activity on the planet. This way, we can develop environmentally conscious young people, who will grow up to be actively eco-friendly adults. In conclusion, even though people nowadays frequently fail to protect the environment or adopt the use of alternative energy sources, there are numerous ways to alleviate this situation and ensure the well-being of our planet for the sake of future generations.

LISTENING TEST 6

Questions 1-4 (p. 202)

1. 17:00 / five o'clock / 5 p.m.
2. 14:00 / two o'clock / 2 p.m.
3. 3 / three
4. 22 / twenty-two

Questions 5-8 (p. 203)

5. VISA / visa 6. 4550 8673 4441 2957
7. Jeffreys 8. 745

Questions 9-10 (p. 203)

9. B 10. C

Questions 11-12 (p. 204)

11. B 12. C

Questions 13-20 (p. 204)

13. (painted) white
14. (fresh) seafood
15. guest houses
16. safe / popular (in either order)
17. bicycles / bicycle hire
18. entry/entrance
19. lake
20. (town) centre

Questions 21-26 (p. 205)

21. France and Britain (in either order; both required for one mark)
22. (about/around/approximately) one hundred / 100 (passengers)
23. frightened
24. (the) sonic boom / (the) noise
25. private jets
26. budget airline companies / low-cost airlines

Questions 27-30 (p. 205)

27. B 28. E 29. A 30. F

Questions 31-33 (p. 206)

31. B 32. A 33. B

Questions 34-40 (p. 206)

34. knowledge 35. friends
36. professional 37. comfortable
38. 6 / six weeks 39. enter / stay (in either order)
40. illegal

READING TEST 6

Questions 1-5 (p. 209)

1. A 2. C 3. K 4. U 5. B

Questions 6-10 (p. 209)

6. Night Writing 7. letters
8. 12/twelve dots 9. secret code
10. visually impaired

Questions 11-13 (p. 209)

11. NOT GIVEN 12. YES 13. YES

Questions 14-20 (p. 212)

14. A 15. C 16. D 17. D 18. A 19. B 20. A

Questions 21-26 (p. 212)

21. a survey
22. weaknesses, opportunities (in either order)
23. Prioritise
24. plan
25. strengths and opportunities (in either order)
26. expected

Questions 27-30 (p. 213)

27. vi 28. vii 29. iv 30. i

Questions 31-36 (p. 216)

D - E - F - H - I - L

Questions 37-40 (p. 216)

37. YES 38. NOT GIVEN
39. NO 40. NOT GIVEN

WRITING TEST 6

Writing Task 1 (p. 217)

The pie chart and line graph above compare the popularity of rock, jazz and hip hop music and illustrate the number of hits released for each kind of music between 1950 and 1999.

Rock music started with around 60 hits in 1950-1959, then experienced a steep rise to approximately 320 hits in the next decade. Its number of hits peaked in 1970-1979, reaching 400, after which time it fell to 300 hits in 1980-1989 and 250 in 1990-1999. In contrast, jazz started with 200 hits in the 1950s and then experienced a steady decline until 1980-1989, when it only had about 40 hits. In the next decade, however, the number rose dramatically to just over 150 hits. On the other hand, hip hop did not have any hits until 1970, when there were only around 20. However, this number rose sharply in the next decade, to well over 100, and reached a peak at approximately 300 in 1990-1999.

As far as overall popularity is concerned, rock music occupies more than half of the pie chart (55%), followed by jazz and hip hop, which have 27% and 18% respectively.

On the whole, hip hop music became very popular during these decades and jazz made a comeback at the end of this period. However, taking into account the number of hits, rock music was the most popular overall.

Writing Task 2 (p. 218)

Nowadays, it is difficult to imagine a world without

social media, as most of us use it on a daily basis to communicate and keep ourselves updated on the latest trends. As an avid user of social websites, I strongly feel that they have given people from every corner of the planet the opportunity to interact with each other and thus become better acquainted.

The first reason why social networking websites bring people together is that almost everyone has access to them these days as they are free to use and open to all. This means that even citizens of less affluent countries can contribute to the rapid expansion of such sites. Personally, I share common interests and political ideas with people from every continent on the planet, including South America, Asia and Africa, and I think many of us do the same.

Another important factor is that social networking allows for different types of relationships. Since it is the user who controls to what extent their contacts can evolve from mere acquaintances into friends, this sense of flexibility makes social media even more appealing to people all over the world. Therefore, social networking is an international tool which helps maintain existing friendships and even build new ones.

Last but not least, the freedom of speech these websites offer encourage people to speak their minds openly. Very often, long threads of discussion start after a topic is introduced, with participants expressing their views passionately and sincerely. In my opinion, this is the truest form of free instant communication, one which, until now, has not existed on this planet.

In conclusion, I believe that social media networks are here to stay as they are highly effective in bringing people from different nations together to communicate and forge friendships.

LISTENING TEST 7

Questions 1-5 (p. 220)

1. every week / weekly / once a/per week
2. credit or debit
3. 4/four
4. 50/fifty
5. be/get refunded

Questions 6-9 (p. 220)

6. Cincinnati Road 7. NT6237
8. 35650792 9. X9444138

Question 10 (p. 220)

10. C

Questions 11-15 (p. 221)

11. 2:30 / two-thirty (p.m.) / half past two
12. January (the) 1st / Jan. 1
13. tour guide
14. 40/forty
15. 90/ninety minutes

Question 16 (p. 221)

16. B

Questions 17-20 (p. 221)

17. B 18. E 19. D 20. F (in any order)

Questions 21-30 (p. 222)

21. British 22. American Civil War
23. survive 24. historical romance
25. permanent 26. pointless
27. house/home 28. gun
29. novel 30. the second half

Questions 31-37 (p. 223)

31. B 32. B 33. A 34. B 35. B 36. A 37. C

Questions 38-40 (p. 223)

38. blood pressure 39. cardiology
40. a healthy diet

READING TEST 7

Questions 1-5 (p. 226)

1. (about) three hundred
2. (exclusively) mountainous / a mountainous one / mountainous terrain
3. ten years
4. (within) two years
5. (fresh) bamboo

Questions 6-13 (p. 226)

6. TRUE 7. TRUE 8. NOT GIVEN
9. NOT GIVEN 10. FALSE 11. NOT GIVEN
12. FALSE 13. TRUE

Questions 14-20 (p. 229)

14. Battle of Uji
15. Heike/Taira
16. March, 1185
17. Minamoto no Yoshitsune / (General) Yoshitsune
18. Dan-no-Ura
19. 1185
20. Kamakura Shogunate

Questions 21-26 (p. 229)

21. I 22. D 23. F 24. E 25. J 26. H

Questions 27-31 (p. 232)

27. C 28. D 29. A 30. E 31. F

Questions 32-36 (p. 232)

B - D - F - G - J

Questions 37-40 (p. 232)

37. FALSE 38. TRUE
39. TRUE 40. NOT GIVEN

WRITING TEST 7

Writing Task 1 (p. 233)

The chart and graph above show how much money was made by football clubs in Australia from 2008 to 2014, as well as attendance figures for fans in the same period.

The three clubs about which we are given information are Hawthorn, the most profitable club, with 20% of the total revenue, as well as the Sydney Swans and Adelaide, each of which brought in 15% of total revenue. These three clubs accounted for half of all revenue from football clubs during this period.

As far as attendance figures are concerned, the popularity of Hawthorn was the highest, with about 80,000 fans in 2008, but this number decreased gradually, reaching 70,000 in 2014. The Sydney Swans had just under 50,000 fans in 2008, a number which fluctuated and ultimately increased to just over 50,000 in 2014. Like Hawthorn, Adelaide also showed a decrease in its number of fans, going from 50,000 in 2008 to 40,000 in 2014. The number of fans of all the other clubs fluctuated, starting at approximately 170,000 in 2008, declining to 160,000 in 2010, then rising again to almost 180,000 in 2012, before falling to well under 160,000 in 2014.

To conclude, Hawthorn was the leading football club in Australia, both in terms of revenue and number of fans, though its popularity decreased slightly between 2008 and 2014.

Writing Task 2 (p. 234)

Modern life demands a lot from high school graduates, but they are not prepared for this during their years at school. For this reason, I strongly believe that certain changes should be made to improve high school education so that young adults can be better equipped to face the difficulties they will encounter later on in life.

To begin with, a large number of teenagers feel that, while it might be interesting to study academic subjects like history, they are not taught basic skills, like how to cook a simple meal or clean a house properly. As a result, when they move out of their childhood homes, they feel totally unprepared to cope with living on their own. Thus, they argue that high school should teach more practical courses, not just academic ones.

Besides practical life skills, students should also be offered a course on how to economise, pay their everyday expenses and, generally, draw up a budget. Such a course should definitely include teaching them the dangers of credit cards or taking out loans to cover their expenses. Many young people fall into the trap of going on a spending spree with their first credit card, not realising the consequences of having to pay all that money back with high interest rates.

Finally, some psychology courses on personal relationships would also be very useful. A high proportion of teenagers have to deal with overwhelming peer pressure or, even worse, constant bullying at school. Consequently, many of them do not learn to appreciate a sense of togetherness and the value of lasting friendships. Students need to be taught how to build strong relationships and live fulfilling lives.

In conclusion, more and more high school graduates are realising that the subjects taught in high school are useful only up to a point and that the truly worthwhile lessons of life are largely ignored. Major changes in the school curriculum need to be implemented to ensure that today's youth will be able to cope with real life after they complete their education.

LISTENING TEST 8

Questions 1-2 (p. 236)

1. March 2. reception desk

Questions 3-10 (p. 236)

3. yoga seminar 4. 7/seven
5. fitness studio 6. safely
7. 6/six 8. weights room
9. aerobics instructors 10. 5(th)/(the) fifth

Questions 11-15 (p. 237)

11. B 12. F 13. D 14. E 15. A

Questions 16-20 (p. 237)

16. C 17. B 18. F 19. E 20. D

Questions 21-23 (p. 238)

21. C 22. B 23. A

Questions 24-26 (p. 238)

24. C 25. F 26. A (in any order)

Questions 27-30 (p. 238)

27. department 28. weekly
29. supervisor 30. essay

Questions 31-37 (p. 239)

31. Indonesia
32. European
33. Australia Day
34. gold
35. British colony
36. 1/one/a million (people/residents)
37. (Summer) Olympic Games

Questions 38-40 (p. 239)

38. B 39. F 40. G (in any order)

READING TEST 8

Questions 1-7 (p. 242)

1. Winterswijk 2. uncle (Fritz)
3. Hague 4. primary colours
5. De Stijl 6. Paris
7. London

Questions 8-13 (p. 242)

8. C 9. A 10. C 11. C 12. B 13. A

Questions 14-19 (p. 245)

14. G 15. C 16. F 17. E 18. B 19. D

Questions 20-26 (p. 245)

20. NOT GIVEN 21. YES 22. YES
23. NOT GIVEN 24. NO 25. NO
26. YES

Questions 27-31 (p. 248)

27. F 28. B 29. I 30. D 31. A

Questions 32-39 (p. 248)

32. TRUE 33. NOT GIVEN 34. FALSE
35. NOT GIVEN 36. FALSE 37. FALSE
38. TRUE 39. TRUE

Question 40 (p. 248)

40. C

WRITING TEST 8

Writing Task 1 (p. 249)

The charts illustrate which sectors are responsible for greenhouse gases in 2005 and 2015, these being electricity, transportation, industry and agriculture, as well as showing projected figures for 2025.

Electricity and transportation are the dominant sources of greenhouse gases in all three time periods, but at a decreasing rate. In 2005, electricity was responsible for 38% of emissions, but it fell by 2% in 2015 and is predicted to fall by another 2% by 2025. Transportation is close behind, starting at 32% in 2005, decreasing by 4% in 2015 and it is believed that it will continue to fall steadily, reaching 24% by 2025.

In contrast, industry is expected to cause more greenhouse gas emissions over the years. At just 18% in 2005, figures rose by 4% in 2015 and are predicted to rise more steeply, by another 6% by 2025. Agriculture emissions rose more gradually between 2005 and 2015, from 12% to 14%, and are expected to remain stable until 2025.

All in all, the worst culprits for greenhouse gases are and will remain electricity and transportation, though at decreasing rates. Industry, however, will account for more greenhouse gas emissions, as will agriculture but to a lesser extent.

Writing Task 2 (p. 250)

It is a fact that most people these days opt to live in urban areas with the aim of having a higher quality of life. There are different criteria which attract people to big cities but to what extent their dream can actually come true is questionable.

Without a doubt, the basic elements which contribute to a higher standard of living, such as education, employment and healthcare, are more readily available in the city. Firstly, the best schools for every level, as well as colleges and universities, are almost always located in large cities. In addition, job opportunities are far more abundant since there are more offices and companies looking to hire employees. Last but not least, all the best-equipped hospitals are located in large cities in order to serve the largest number of patients. Thus, it is logical for one to believe that having access to all of the above will improve one's quality of life.

While it is undeniable that, in theory, large cities should be able to provide a better life for individuals, this is becoming increasingly difficult in practice. More specifically, owing to the great economic disparities among the citizens of large cities, the number of people who can afford to receive a high level of education is declining. Extreme urbanisation has also given rise to a number of socio-economic problems, such as unemployment and crime. Finally, due to the high concentration of people in urban areas, not all citizens have equal access to high quality hospital care.

In conclusion, despite the numerous opportunities that urban areas offer to those seeking a better standard of living, the fact that extreme urbanisation is making the attainment of such a life progressively difficult cannot be ignored.

LISTENING TEST 9

Questions 1-3 (p. 252)

1. (a) membership card / (library) membership
2. (his/a) photo ID 3. (his/an) electricity bill

Questions 4-6 (p. 252)

4. Mitchell 5. 2509641128
6. adam357 / wireless

Questions 7-10 (p. 253)

7. delayed loan fee 8. email
9. meeting room 10. entrance lobby

Questions 11-15 (p. 254)

11. Office Computing
12. Mike Smith
13. 1:30 / half past one
14. Solving Arguments
15. 5:00 / five (o'clock)

Questions 16-20 (p. 254)

16. MA 17. MB 18. WB 19. SO 20. CR

Questions 21-24 (p. 255)

21. last year 22. factory
23. 15% / fifteen percent 24. 10/ten years

Questions 25-27 (p. 255)

25. A 26. B 27. C

Questions 28-30 (p. 255)

28. F 29. C 30. B

Questions 31-36 (p. 256)

31. pollinate
32. (the) spring
33. (the) summer
34. 30% / thirty percent
35. pesticides/chemicals
36. (bee/their) habitat(s)

Questions 37-40 (p. 256)

37. C 38. C 39. A 40. B

READING TEST 9

Questions 1-4 (p. 257)

1. v 2. i 3. iii 4. vi

Questions 5-12 (p. 260)

5. TRUE 6. TRUE 7. FALSE
8. NOT GIVEN 9. TRUE 10. FALSE
11. NOT GIVEN 12. TRUE

Question 13 (p. 260)

13. C

Questions 14-19 (p. 263)

14. L 15. E 16. J 17. I 18. C 19. D

Questions 20-22 (p. 263)

20. B 21. C 22. E

Questions 23-26 (p. 263)

23. B 24. A 25. C 26. C

Questions 27-34 (p. 266)

27. antennae 28. frenulum
29. smooth / hard 30. covered with silk
31. crepuscular 32. nocturnal / active at night
33. covering 34. size

Questions 35-40 (p. 266)

35. D 36. H 37. J 38. A 39. E 40. G

WRITING TEST 9

Writing Task 1 (p. 267)

These are two maps of the same area. The first one shows what the area was like originally and the second shows how it has changed after the construction of a children's campsite. On the first map, there is a two-lane highway and a road which leads to a lake. The area around the lake is densely forested and completely without any construction.

The second map shows us how the area has changed after the building of the campsite. Firstly, the two-lane highway has been widened to three lanes, and a new road has been built, leading to the reception building and the camp facilities. There are 3 camping areas, one in the centre, and two to the north and northwest of this. The lake remains, but now there is a quay along its western side. To the north of the lake, there is a path leading to the dining hall. Finally, on the western side of the camp, there are two basketball courts, as well as a football field, and to the south of the courts, there are two swimming pools. All of the facilities and camping areas are accessible by paths connecting them.

To sum up, the construction of the camp has transformed this section of woodland into an area of outdoor entertainment. The lake is still there but now there are camping areas and plenty of facilities for children to play, relax and have a great summer holiday.

Writing Task 2 (p. 268)

Modern society has witnessed an increase in crime, especially among juveniles. Therefore, it has become a matter of debate as to whether young criminals should be given special consideration due to their age or whether they should be penalised as if they were adults.

On the one hand, advocates of punishing teenage criminals as harshly as adults insist that young criminals should be held accountable for their actions whatever the consequences. This argument is based on the belief that a crime is a crime, no matter what the age of the offender, especially when it comes to serious crimes, such as rape and murder. Moreover, there is a deep fear that if teenage criminals are not punished severely, they will not be deterred from committing other crimes in the future, as they will not fully realise the disastrous consequences of their actions.

On the other hand, those who favour more tolerant treatment for teenage criminals state that the law should take into account the fact that these juveniles are too immature to understand the

consequences of their actions as their brain has not developed enough at that age for them to assess the implications of their actions correctly. In addition, they claim that putting minors in an adult prison, which usually lacks the appropriate facilities and trained staff to deal with them, will turn these young offenders into criminals for good. This is because they will be susceptible to the negative influence of the notorious adult criminals surrounding them.

As far as I am concerned, it would be extremely harmful for underage criminals to receive equal punishment to that of adults, because this would be detrimental to the juveniles' future development as a whole. Not only would they be deprived of proper education to give them the chance to succeed later in life, but they would also be rejected from society at an early age, with little hope of rehabilitation. All things considered, I believe that the only way for teenage criminals to evolve into emotionally and psychologically healthy individuals is for their crimes to be punished more leniently so that they can be given another chance of living a productive life.

LISTENING TEST 10

Questions 1-10 (p. 270)

1. Clarkson 2. 50/fifty
3. 1/one 4. Romeo
5. 95108457 6. Hursch
7. 82100055 8. (personal) documents
9. 37 / thirty-seven 10. (early) evening

Questions 11-13 (p. 271)

11. (about) 25 (litres) / twenty-five
12. the eyes 13. the lungs (*in either order*)

Questions 14-18 (p. 271)

14. cleaning products
15. water
16. mask 17. (rubber) gloves (*in either order*)
18. (fresh) air

Questions 19-20 (p. 271)

19. (white) vinegar 20. lemon juice

Question 21 (p. 272)

21. C

Questions 22-25 (p. 272)

22. C 23. E 24. D 25. A

Questions 26-30 (p. 272)

26. 500 27. April 28. 10,000
29. bibliography 30. four/4

Questions 31-35 (p. 273)

31. FALSE 32. TRUE 33. TRUE
34. NOT GIVEN 35. FALSE

Questions 36-40 (p. 273)

36. Boston 37. 1775 38. French
39. 1781 40. Paris

READING TEST 10

Questions 1-7 (p. 276)

1. K 2. B 3. F 4. G 5. L 6. C 7. H

Questions 8-10 (p. 276)

B - E - F

Questions 11-13 (p. 276)

11. A 12. D 13. D

Questions 14-20 (p. 279)

14. I 15. F 16. C 17. H 18. B 19. E 20. K

Questions 21-25 (p. 279)

21. TRUE 22. TRUE 23. NOT GIVEN
24. FALSE 25. NOT GIVEN

Question 26 (p. 279)

26. C

Questions 27-30 (p. 282)

27. E 28. D 29. A 30. G

Questions 31-38 (p. 282)

31. sagittal plane 32. external
33. oral surface 34. subcategories
35. globe 36. balanced
37. a mate / mates 38. survival

Questions 39-40 (p. 282)

39. A 40. C

WRITING TEST 10

Writing Task 1 (p. 283)

The diagram gives us information about the life cycle of Alaskan salmon that are both wild and farmed, while the graph shows the number of wild and farmed salmon that were caught between 2010 and 2015.

In both the natural process and fish farming, salmon spawn, mature, and then some reproduce while others are fished so as to be sold at the market. In the natural process, however, the young salmon hatch and stay in streams until they migrate to the ocean, where they mature. In contrast, in the farm process, after spawning, the eggs are fertilised by farmers who then take care of the young fish and, as soon as they mature, send them to netted areas in the ocean.

Regarding the number of salmon caught in 2010, the figures for farmed and wild fish were similar, with the latter being slightly higher than those of the former. However, in 2011, there was a drastic change: the number of wild fish harvested dropped significantly while the number of farmed fish rose steeply. The numbers of both wild salmon and farmed salmon fluctuated until 2015, but the latter always remained significantly higher.

In conclusion, farmed and wild salmon have similar life cycles, differing only in their maturation period, but far more farmed salmon are harvested than wild ones.

Writing Task 2 (p. 284)

There is no denying that education is of great significance in modern society, and this has led many to explore the methods by which students attain the highest grades. While some argue that innate aptitude rather than effort determines success at school, I am convinced that the opposite holds true.

To begin with, achieving high marks at school is largely the result of determination and endeavour since it requires that students concentrate on their lessons, do homework consistently and revise for tests. No matter how smart a student is, without making a regular and meticulous effort, an outstanding performance at school is virtually impossible. This is especially true at higher levels, where students are expected to complete a variety of demanding tasks, such as projects, essays and term papers.

Moreover, while natural intelligence may enable students to understand lessons more easily, without learning, reading and applying their understanding, they will not be able to use this information to their advantage. Real learning is not simply about comprehension, but what one can achieve with this knowledge in a practical and productive way. This can only be attained through hard work and continued effort.

Of course, there are a few rare cases where a student is such a genius that achieving high marks requires little or no effort. Such students may achieve top scores in examinations with little or no preparation, since they comprehend and are able to recall all of the material that they have been taught without revising it. However, I believe that this is far more often the exception than the rule.

In conclusion, although inherent intelligence plays a significant role in the achievement of high grades, I believe that it is only through diligence and perseverance that students can ultimately reach their full academic potential.