



IELTS ANSWER KEY

UNIT 1

Reading:

Exercise 1:

1. A description of how something is getting better or worse
2. An explanation of when something began and how it has developed
3. An explanation of what someone needs to do
4. A description of another culture
5. An explanation of how one section of society is helping to bring about positive change
6. A discussion of the effect that something has on something else

Exercise 2:

1. Likely
2. Unlikely
3. Likely
4. Unlikely
5. Likely

Exercise 3:

1. A
2. B
3. A
4. A

Exercise 4:

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

Exercise 5:

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

Exercise 6:

1. Four large volcanoes
2. 2100
3. Rocks
4. Iceberg
5. 75 kilometers

Exercise 7:

6. A specific location on Ross Island
7. Something eaten by Adelie penguins and the Chilean sea bass
8. Something that has been increasing
9. Another animal living in Antarctica
10. A type of penguin
11. Something that penguins do
12. A month or season
13. Something that penguins need to survive

Exercise 8:

6. McMurdo sounds
7. Silverfish
8. Commercial fishing
9. Whales
10. Gentoo
11. Migration
12. February
13. Light

Exercise 9:

6. Adelide penguins are thriving
7. Eat
8. Rising levels of
9. Diminishing
10. Diverse
11. Geolocation sensors
12. Slow march north
13. Need

Exercise 10:

1. Heading and subheading
2. Paragraph
3. Key words
4. Words
5. Whole passage

Writing:

Exercise 1:

1. False
2. True
3. False
4. True
5. False

Exercise 2:

1. No date / no unit of measurement
2. No unit of measurement
3. No units of measurement
4. No place mentioned

Exercise 3:

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

Exercise 4:

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

Exercise 5:

1. Yes
2. Yes
3. Yes
4. No
5. Yes
6. Yes
7. No
8. Yes

Exercise 6:

1. False
2. False
3. True
4. False
5. True
6. False
7. False
8. True

Exercise 7:

1. 245,000
2. 2
3. 24
4. 61000
5. 120000

Exercise 8:

The bar chart shows the number of foreign students studying in four English-speaking countries in the years 2004 and 2012 , while the table shows foreign students as a percentage of total student numbers in the countries. We can see that the overall trend is an increase in both the number and percentage of international students in most countries.

Starting with the number of students, the USA had the most foreign students, rising from approximately 179,000 in 2004 to around 245,000 in 2012 . The figures for Australia and the UK were similar, increasing from around 120,000 to almost 200000 . Canada had a significantly lower number of overseas students than the other countries, with about 41000 in 2004 and approximately 61,000 in 2012.

Next, if we look at the percentage of foreign students, we can see that percentages increased for all countries, with the exception of the USA. The percentage of foreign students was highest in Australia at 24% of total student numbers in 2012. In the USA, the percentage of foreign students remained stable at 2% , which was the lowest percentage of all four countries.

Exercise 9:

1. No
2. Yes
3. Yes
4. No
5. Yes
6. No
7. Yes
8. No
9. Yes
10. No

Listening:

Exercise 1:

1. B / D
2. B / C
3. A / C

Exercise 2:

1. General focus
2. Key part
3. Offer advice
4. The most difficult thing
5. Unpleasant

Exercise 3:

1. Overall theme
2. The most important aspect
3. Give tips
4. Main challenge
5. Rude

Exercise 4:

1. True
2. False
3. False
4. True
5. True
6. False

Exercise 5:

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

Exercise 6:

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

Exercise 7:

1. Insurance
2. Specialist
3. Obligation
4. Confirm
5. Agency
6. Peak season
7. Booking

Exercise 8:

1. An action
2. A month
3. The name of a place
4. An object
5. The name of a person

Exercise 9:

1. Answer emails
2. January
3. Taveuni
4. A passport
5. Ofelya

Exercise 10:

1. True
2. True
3. False
4. False
5. False

Speaking:

Exercise 1:

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

Exercise 2:

1. No
2. No
3. No
4. Yes
5. No

Exercise 3:

What your home looks like: simple / traditional / open-plan

Where your home is located: residential / central / on the waterfront

What your home contains: private drive / large terrace / lounge

Explain if your real home is similar to this: identical / dissimilar / much the same

Exercise 4:

Your perfect home what it looks like: big house/big windows/ balcony

where it is located: in the forest/small town/village

what it contains: family / animals

and explain if your real home is similar to this: Yes: small town, quite a big house , family but no dog

Exercise 5:

What it looks like: A big house with big windows and a balcony.

My bedroom is situated at the top of the house. I can wake up with the sunshine.

Where it is located: in the forest or in a small town or village.

I don't like busy places so I prefer to live in a quiet town.

What it contains: My family and animals.

They are the most important part of my life. I would like to have a dog which would guard my home.

And explain if your real home is similar to this:

Yes, small town, big house, family

I live in a small town in quite a big house where all my family lives.

The main difference is that I don't have a dog. So this is the one thing that is missing in my perfect home.

Exercise 6:

Your perfect home

what it looks like:

what style it is: modern, a cellar, simple how many storeys it has: one two, etc. what size it is: big or small how the outside of the house looks traditional, red front door what materials it is made from: brick, stone, glass, steel

where it is located:

general details: town (urban) or suburbs (rural) specific details: city centre, country, village distance to/from other places: suburbs, ten minutes from work, in the mountains, etc. where it is in relation to other buildings: in an apartment block, skyscraper, on its own why it would be located there: peaceful, room for family

what it contains:

number of rooms: four rooms in total number of each room: one kitchen, one bathroom, a lounge what rooms it has: dining room, two bedrooms, kitchen, bathroom, bedroom what other things it has: a garage, a cellar, a balcony, a staircase, a gym why it would contain these things: outdoor space, large windows

Exercise 7:

1. Huge
2. Colorful
3. Oceanside
4. Sunbathe
5. Seating
6. Like
7. Luxurious

Exercise 8:

1. Building
2. Picture
3. Location
4. Garden
5. Area
6. Pool
7. Home
8. Drive
9. Terrace
10. Lounge

Exercise 9:

1. Ideal
2. Explain
3. Appearance
4. Situated
5. Has
6. Actual
7. The same

Vocabulary and Grammar:

Exercise 1:

1. Flat
2. Mobile
3. Bungalow
4. Halls
5. Semi-detached
6. Bedsit

Exercise 2:

1. Tidy
2. Spacious
3. Bright
4. Remote
5. Messy
6. Guest
7. Run-down
8. Charming

Exercise 3:

1. By
2. For
3. With
4. On
5. Of
6. At

Exercise 4:

1. Bills / rent
2. Decorated / painted
3. Clean / tidy
4. Fix / repair
5. Fence / wall
6. Rearranged / replaced

Exercise 5:

State verbs: seem / own / cost / know / need / believe

Action verbs: tidy / decorate / work / build / use / help / pay

Exercise 6:

1. Live
2. I'm living
3. Doesn't work
4. I'm not working
5. We're thinking
6. I don't think
7. Doesn't have
8. I'm having

Exercise 7:

A: I remember you were living in a bedsit last time I saw you. Are you currently living there, or have you found a new place to live?

B: No, I'm not living there anymore. Nowadays, I'm sharing a flat with another student. But I'm having a few problems with my flat mate at the moment. We got on really well at first, but things aren't going so well these days. In fact, we're no longer speaking to each other. So I'm still looking for somewhere else to live. Do you know anybody with a spare room?

A: Well, I'm actually looking for a new flat mate right now. My sister's staying with me temporarily, while she gets a new kitchen installed in her flat, but her room will be empty again next week. What do you think? Would you like to stay with me?

Exercise 8:

1. Are you standing
2. I am changing
3. Are you doing
4. Is still working
5. I always change
6. The light is flashing
7. Is it flashing
8. That means
9. I definitely need
10. That sounds

Exercise 9:

1. How much rent do you pay every month?
2. I am standing outside your flat now, so can you let me in, please?
3. We don't plan to move house again soon, but it depends on my job.
4. I don't want to live here, because it doesn't look very nice.
5. We usually sleep on the floor when we stay at my grandparent's house.
6. The sofa's in the kitchen right now because we are painting the living room.
7. Do you own this flat, or do you just rent it?
8. Hey! Why am I cleaning the flat by myself? You don't help me at all?



IELTS ANSWER KEY

UNIT 2

Reading:

Exercise 1:

B

Exercise 2:

D / E / F

Exercise 3:

D

Exercise 4:

Incredible

Exercise 5:

B

Exercise 6:

B

1. Option A is wrong. The writer doesn't give any opinion about the number of ice-cream shops. He or she only mentions that the quantity of shops was growing.

2. Option B is correct. The word incredible means 'impossible or very difficult to believe'. The writer is adding a comment to a fact, to say how surprising it was that someone spent such a large amount of money on something such as ice-cream.

3. Option C is wrong. The writer doesn't give any *opinion* about how expensive ice cream was. He or she just mentions that it was only affordable for the richest people in society – the president.

4. Option D is wrong. The writer talks about the first president, and says that he used to eat ice cream, but the writer presents this as a fact. He or she doesn't express any surprise.

Exercise 7:

B

Exercise 8:

1. B

2. D

3. C

4. C

5. A

6. C

7. B

Exercise 9:

1. Something that exists in chocolate
2. A set of fixed actions performed regularly, especially as part of a ceremony.
3. To take pollen from one plant, or part of a plant, to another so that new plant seed can be produced.
4. A chemical that can be added to food to improve it in some way.
5. With a sharp, unpleasant taste.

Exercise 10:

1. Main idea
2. Points
3. Personal opinion
4. Comments
5. Argument

Writing:

Exercise 1:

- A. 6.5
- B. 26
- C. 5268
- D. 2131

Exercise 2:

1. This is a key trend
2. This is a large increase
3. This is not true, the percentage change was 7.2%
4. This is a key pattern as other numbers changed
5. This is not a key piece of information – small changes are not significant
6. This is not true – women in full-time employment was the greatest percentage change.
7. This represents a key point – smallest and largest numbers are important.
8. This represents a key point – smallest and largest numbers are important.
9. This is the highest number of employees in all the groups represented.

Exercise 3:

1. The pie chart shows the numbers and percentages of...
2. Overall, we can see that all numbers...
3. Firstly, although the number of men...
4. These changes can be seen in the percentages of the...
5. As well as the number of people working full-time...
6. In conclusion, apart from female...

Exercise 4:

1. General description of the charts
2. Overview of the information in the charts
3. Details of full-time employment figures
4. Details of part-time employment figures
5. Details of the percentage of women working full-time
6. General information about the overall trends

Exercise 5:

1. A figure
2. An overview
3. A trend
4. A percentage
5. A chart
6. Details

Exercise 6:

The pie charts show employment number for both men and women in the UK for the years 1988 and 2012. Overall, the number of people in work increased in that period, but the figure of working women rose most significantly.

Exercise 7:

1. Similar
2. Both
3. All
4. Contrast
5. Significant
6. Slight
7. Identical
8. Whereas

Exercise 8:

Figure/ facts that are the same (or nearly the same):

All numbers rose between 1988 and 2012.

The numbers for both men and women in employment increased.

The percentage of women working part-time are similar.

The pie chart shows identical information for 1988 and 2012.

Figure/facts that are different:

The percentage of women working full-time increased, whereas for men it decreased.

There was a significant increase in women working full-time.

In 1988, there were 12.539,000 men working full-time, in contrast only 1.550.000 were part-time.

We can see a slight increase in men working part-time.

Exercise 9:

1. Significant
2. All
3. Contrast
4. Slight
5. Similar
6. Both
7. Whereas
8. Identical

Listening:

Exercise 1:

4. A / C
5. A / D

Exercise 2:

1. Early forms of transport
2. What the trains transported
3. How New Zealand was affected by the introduction of trains
4. The use of trains for personal transport
5. The future of steam trains

Exercise 3:

1. False
2. True

Exercise 4:

1. Unreliable
2. Construct
3. Impact
4. Steam
5. Transport
6. Goods
7. Petrol
8. Commute

Exercise 5:

1. A type of transport
2. A type of product
3. Something that people build
4. Something that is more expensive
5. A place where goods can be transported

Exercise 6:

1. River
2. Meat
3. Towns
4. Petrol
5. Museum

Exercise 7:

1. Economy, capital
2. Mountains and dense bush
3. Iron, wood
4. Diggers, carpenters, black smiths, mechanics
5. Councils, department
6. Snow and fog
7. Arguments, unhappy

Exercise 8:

1. One of the first
2. Another project
3. Also wanted
4. Probably the most
5. Another difficult

Exercise 9:

1. D
2. C
3. A
4. B
5. F

Speaking:

Exercise 1:

1. Question asks you to describe something
2. Question asks you for your opinion
3. Question asks you to compare two things
4. Question asks you about the future
5. Question asks you to explain something
6. Question asks you to compare the past to the present

Exercise 3:

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

Exercise 4:

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

Exercise 5:

Giving an example: such as / for example / for instance

Giving your opinion: in my opinion / I believe / my view is that

Suggesting other opinion: or / if you look at / alternatively

Offering an explanation: because / the explanation is / the reason is that

Making a suggestion or recommendation: I would recommend/suggest / we could / people should

Considering possible outcomes: maybe / it depends on / it might happen

Conversation fillers: that's an interesting question

Exercise 6:

1. For instance
2. In my opinion
3. The reason is that
4. I would suggest
5. Such as
6. It depends on
7. That's an interesting question
8. It might happen
9. I believe
10. The explanation is

Exercise 7:

Examiner: Do you think that playing sports is less important now than in the past?

Student: I have never thought about it but I think it's important in because students are shy about finding new friends. Playing sports, such as football which is a team sport, can help find new friendships ... I don't know, it's just my opinion.

Examiner: How can people be encouraged to take part in more sport?

Student: Maybe they might be encouraged by their parents. Parents should encourage them because playing sports gives you a better lifestyle. maybe some sports should be for free for some students, otherwise students from poor families can't afford to play.

For example, hockey is a really expensive sport so maybe the government should subsidies it.

Examiner: Do you think top sportspeople will continue to get stronger and fitter in the future?

Student: If we look at football players like Messi or Ronaldo, they still work hard on their football skills and it doesn't seem like they will stop and say that they are good enough, and don't need to train anymore.

Exercise 8:

1. **Examiner:** Do you think that the way people watch sport has changed much over the years?

Student: I think it has changed dramatically, yes. Now we are more dependent on technology.

2. **Examiner:** Is it a good idea to watch sport on your mobile phone?

Student: It has its advantages and disadvantages. I'd say the disadvantage is that it takes away the feeling that you're there.

3. **Examiner:** Is it more realistic if you watch it on a large screen?

Student: I think it depends on your personal perspective. Some people might think so.

4. **Examiner:** What are the advantages and disadvantages of watching sport live rather than on television?

Student: Nowadays, going to watch a football match is expensive, whereas you can watch it for free on TV.

5. **Examiner:** Do people who watch a lot of sport also play a lot of sport?

Student: Some people may watch sport just to compare their own performance to the players, others, for enjoyment and fun.

Exercise 9:

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Vocabulary and Grammar:

Exercise 1:

1. Keen
2. Avid
3. Amateur
4. Keen
5. Avid
6. Amateur
7. Dedicated
8. Amateur
9. Avid

Exercise 3:

1. On
2. At
3. In
4. About
5. By
6. On

Exercise 4:

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

Exercise 5:

1. Free
2. Stressful
3. Relax
4. Exhausted
5. Running
6. Busy
7. Active
8. Social

Exercise 6:

1. Were walking
2. Was working out
3. Was he jogging?
4. Was doing
5. Weren't fighting
6. Was it flying
7. Weren't listening

Exercise 7:

1. Everything was going really well in the archery tournament until I completely missed the target.
2. Thousands of fans were in the stadium, singing and waving flags.
3. Lisa finished fourth in the race so she didn't win a medal.
4. I was trying to take a photo while I was cycling, but I dropped my phone.
5. My team scored an amazing goal, but I didn't see it because I was standing in a queue for a hot dog.

Exercise 8:

1. Fitter
2. Better
3. Much more active
4. Earlier
5. More demanding
6. More often
7. Worse

Exercise 9:

Throwing, or 'tossing', the caber is a very old and popular sport in Scotland. The sport involves throwing a caber, which can be as long as six meters. A lot of people think the competitors have to toss the caber as far as possible. However, it's a lot more interesting than that. In fact, the aim is to throw the caber so that it turns over and lands pointing in a straight line away from the thrower. The straighter the caber is when it lands, the more points the competitor gets. The winner is the competitor whose caber is closer to the '12 o'clock' mark on a clock face than the others. However, when you're throwing a caber that weighs around 80 kg, that's a lot less simple than it sounds!

Exercise 10:

1. I wasn't feeling confident before the race. I knew the other runners were faster and more experienced than I was.
2. But I still wanted to do my best and run the race as fast as possible.
3. When I heard the whistle to start the race, I wasn't ready – I was looking for my parents in the crowd at the time.
4. So I got off to a slower start than the other runners.
5. Over the next 400 meters, I fell even farther behind.
6. But then, just as I was starting to think the race was over, I saw my parents in the crowd.
7. So I started running a little faster and I noticed that I was catching up with the others.
8. I gradually got closer and closer to the other runners, who were a lot more tired than I was.
9. Then, with less than 100 meters to go, I tried even harder, and I ran past the leader. I was in the lead!
10. In the end, I won the race by two seconds! It was my best time ever.