



IELTS ANSWER KEY

UNIT 5

Reading:

Exercise 1:

1. Fact
2. Opinion
3. Opinion
4. Fact
5. Opinion
6. Opinion

Exercise 2:

1. Believes
2. Comment
3. Suggests
4. Thinks
5. Claims

Exercise 3:

1. Negative
2. Positive
3. Negative
4. Positive
5. Positive

Exercise 4:

1. Paula Orman
2. Rachel Jones
3. Joel Gateman
4. Mark Thompson
5. Clare Coleman

Exercise 5:

Josh McKinnon's opinions appear in paragraphs 1 and 3

Tom Hordern's opinion appear in paragraphs 4 and 6

Nadia Paxman's opinions appear in paragraphs 5, 6 and 7

Exercise 6:

1. Look at researchers' names.
2. Find the place in the reading passage where the researchers' names appear. The researchers' names will be in text order, but the same name may also be mentioned later in the passage as well.
3. Read the statements (questions 1-5) which summarize some of the researchers' opinions.
4. Read the researchers' opinions in the reading passage in more details.
5. Decide whose opinion best matches each statement.

Exercise 7:

15. B
16. C
17. A
18. C
19. C

Exercise 8:

1. Nearly 50% of people who took part in voluntary activities reported an improvement in their state of mind.
2. Many employees who engage in voluntary work think that doing this could lead to a better career.
3. The majority of businesses expressed a wish to increase the amount of work they do for local communities.

Exercise 9:

8. Are more interested in social problems than previous generations.
9. Are now involved in organizing others interested in volunteering elsewhere.
10. Are very likely to take part in bigger volunteering projects in the future.
11. Are likely to improve their chances of finding a good job.
12. Find that their level of self-confidence improve.

Exercise 10:

1. Far more concerned about issues such as homelessness, the environment and crime
2. Setting up volunteer structures around the world and encouraging other people to help
3. There is a high probability that in years to come, they will participate
4. They feel that it will increase their employment prospects
5. Feel better about their own abilities and value themselves more

Writing:

Exercise 1:

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

Exercise 2:

Advantages:

Sports help teenagers learn team-building skills

Improve their physical well-being

Can build confidence

Reduce stress

Can help teenagers to focus more

Disadvantages:

Waste of study time

Some people cannot perform as well as others

Pressure makes sport less fun

Some people don't like sports

May cause serious issues with confidence

Exercise 3:

1. Benefit
2. Value
3. Argument
4. Issue
5. Negative
6. Concern
7. Reason
8. Problem

Exercise 4:

Competition in sport can play an important role in a teenager's development. However, we must be careful as this can have both positive and negative effects on the child and people disagree about which is the most significant.

Initially, let's think about the reasons why teenagers benefit from competition in sports. On the one hand, sport is a great way to reduce stress and focus the mind away from lessons. Furthermore, a little competition can help teenagers to focus more and give them a reason to perform better. In addition, when playing in teams, these sports help teenagers learn team-building skills and can improve their physical well-being, which is a really important benefit.

On the other hand, competitive sports can also cause problems for individuals if people feel that when they lose, they fail. This is clearly unsatisfactory and may cause serious issues with confidence. It is certain that this pressure makes sports less fun and means teenagers do not want to take part. Although being part of a team can be enjoyable, some people cannot perform as well as others and they may feel isolated from other team members. This can be a serious concern for teenagers who want to fit in with others around them.

To sum up, there are good arguments on both sides. While competitive sports can play a useful role in developing a teenager, it is important that sports are monitored to ensure individuals do not feel pressured or stressed when playing. It is important that young people understand the value of competition and that even if they fail, they feel that they have achieved something.

Exercise 5:

Competition in sport can play an important role in a teenager's development. However, we must be careful as this can have both positive and negative effects on the child and people disagree about which is the most significant.

Initially, let's think about the reasons why teenagers benefit from competition in sports. On the one hand, sport is a great way to reduce stress and focus the mind away from lessons. Furthermore, a little competition can help teenagers to focus more and give them a reason to perform better. In addition, when playing in teams, these sports help teenagers learn teambuilding skills and can improve their physical well-being, which is a really important.

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Exercise 6:

Introducing ideas: initially / on the one hand

Connecting ideas: while / furthermore / also

Contrasting ideas: although / on the other hand / however

Exercise 7:

1. It is certain that
2. However
3. While
4. In addition to
5. On the other hand
6. Also
7. Although
8. Furthermore

Exercise 8:

1. Read the question carefully
2. Underline the key words
3. Make lists of advantages and disadvantages
4. Make a list of general topic vocabulary
5. Choose at least two ideas for each paragraph
6. Write your essay
7. Read your essay and check for any mistakes

Listening:

Exercise 1:

6. True
7. False
8. True
9. False
10. True

Exercise 2:

1. Introducing the main point
2. Background information
3. The main point
4. Referring back to the main point

Exercise 3:

... **bottles** inside. You need to put **them** on the tables. **They** contain an energy drink for the runners. You'll need to make sure that **they** are spaced out nicely, and that **their** tops have been taken off, so the runners can grab **them** as they're running past, and drink from **them** straightaway.

Exercise 4:

1. Uniform
2. Bottles
3. Litter

Exercise 5:

1. Equipment
2. Signs
3. Tent
4. Water
5. Injury

Exercise 6:

1. At the bottom of the map is Southgate Road, where you can find the entrance to the Athletics Centre.
2. Eastgate Road is on the right-hand side.
3. There is a large square shape under the trees on the right.
4. See the large oval shape, above the trees?
5. At the top of Eastgate Road, you can see a long, narrow building.
6. The boathouse, where the kayaks are all kept, is on the left, south of the river.
7. The main field is in the middle, north of the hall.

Exercise 7:

1. Come in through the entrance, and keep straight on. Don't turn left or right. Carry on until you get to a large building.
2. If you're walking from the main entrance, take the road that goes off to the left. Aim for the river, and you'll see a building in front of the bridge.
3. You enter from Southgate road, and keep going until you see a large building. You can cut through it to get to a large, open space.

Exercise 8:

1. Hall
2. Boathouse
3. Main field

Exercise 9:

1. E
2. G
3. A
4. B
5. F

Exercise 10:

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

Speaking:

Exercise 1:

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

Exercise 2:

1. Rephrasing the question
2. Responding to the question
3. Fillers
4. Giving examples
5. Signposting

Exercise 3:

Responding:

in answer to your question / my respond would be / to answer that

Fillers:

that's an interesting question / let me think about that for a moment / I've never thought of that before

Signposting:

what's more / first of all / all in all

Rephrasing:

what I mean is / in other words / another way of putting it is

Explaining/giving examples:

my point is / for example / basically

exercise 4:

1. Signposting
2. Filler
3. Rephrasing
4. Giving an example
5. Responding

Exercise 5:

1. I really enjoy work. What I mean is my job is a lot of fun.
2. In answer to your first question, I agree that it can be hard for students to find a job.
3. I've never thought about it before, but I think it must be stressful being the boss.
4. There are lots of people on the course. My point is that English is a popular subject.
5. Well, first of all, you need to go to university.
6. No pain, no gain! In other words, you need to work hard to succeed.
7. To answer that I would need more work experience.
8. Let me think about that for a moment. Yes, I think I agree with you.
9. Basically, if you want to become an architect, you'll need a degree.
10. All in all, I believe that experience is more important than qualifications.

Exercise 6:

Examiner: So, do you think that it is more difficult for women to be promoted into top-level jobs?

Student: Yeah. I certainly think that if you look at the numbers, basically, there just aren't enough women in top-level positions and what's more, we aren't doing enough to change that. What I am trying to say is that we need to take a serious look into what is causing the gap between men and women in the workplace.

Examiner: Why do you think it is more difficult for women to get top-level jobs than men?

Student: Well, there are a number of reasons. First of all, I think we live in a male-dominated society, and the men at the top are the ones making the hiring decisions, you know? I mean, if more women were at the top, there would be more of them choosing who to hire and not just choosing based on gender. My point is, there should be a fifty-fifty mix of men and women on any hiring team. All in all, introducing this rule would be of great benefit to women trying to get promoted.

Exercise 7:

Examiner: ... Can you tell me what sorts of jobs are popular with young people in your country at the moment?

Student: Well, that is a very interesting question . I've never thought about it before , but in my country ... young people ... study Economics. ...

Examiner: ... How should people choose which job is best for them?

Student: I think we are very influenced by society. Now, to say that we have an idol it means that we want to look like or ... be like someone very famous. ... I think it's sad, because we don't have our own mind. ...

Examiner: How important is it to get the right qualifications when choosing a job?

Student: I think, ... now and first of all , in my country, qualifications are very important ... but sometimes it's not really good because you can't show that you can do other things. ... for example , when I compare my country with the United States where the system is more liberal, ... you can do things you haven't studied for.

Examiner: Now, let's talk about owning a business. What are the advantages of owning a business compared with working for a boss?

Student: ... When you work for someone, you have the security and the guarantee that at the end of the month you have a salary but maybe when you earn money for yourself it could be dangerous ...

Examiner: What sort of challenges do people face when they own their own business?

Student: I think for example, if you want to make something totally different then you have to face up to stereotypes as well , and the first problem is that when you want to begin a start-up, you have to face big companies ...

Exercise 8:

Examiner: Let's consider, first of all, choosing what work to do. Can you tell me what sorts of jobs are popular with young people in your country at the moment?

Student: Yes, at the moment, jobs in Law and Engineering. However, IT is quite difficult to get a place on an Engineering course at university. (*I mistake*)

Examiner: Why is that?

Student: Because everyone wants to get a place. (*I mistake*)

Examiner: How should people choose which job is best for them?

Student: People should choose a job that they feel comfortable with. If you don't feel comfortable with your choice, you won't succeed. (*I mistake*)

Examiner: How important is it to get the right qualifications when choosing a job?

Student: Well, if you study Engineering, you should find a job in it. (*I mistake*)

Examiner: So, qualifications are more important than experience, do you think?

Student: Yes, because this happened to me. I wouldn't be able to do my job if I hadn't got qualifications first. (*I mistake*)

Examiner: What are the advantages of owning a business compared with working for a boss?

Student: You can make your own decisions that you think is best for the company. (*I mistake*)

Examiner: So, you think the boss takes some of the responsibilities?

Student: Yes, I think the boss takes the most responsibility. (*I mistake*)

Vocabulary and Grammar:

Exercise 1:

1. A personal assistant
2. A carpenter
3. An architect
4. A graphic designer
5. A head teacher
6. A builder
7. A firefighter
8. A receptionist

Exercise 2:

1. The manufacturing sector
2. The energy sector
3. The agriculture sector
4. The financial sector
5. The public sector
6. The private sector

Exercise 3:

1. Company
2. Sole
3. Business
4. Ltd
5. Liability / responsible
6. Plc
7. Shares
8. Partnership
9. Firms

Exercise 4:

1. Employed
2. Part-time
3. Voluntary
4. Shifts
5. Overtime
6. Full-time
7. Unemployed
8. Self-employed

Exercise 5:

1. Retired
2. Promoted
3. Lost
4. Quit
5. Sacked
6. Hire
7. Applied
8. Sent
9. To select
10. Email

Exercise 6:

1. We often use will to make decisions while we are speaking.
2. We often use will to make promises and offers to help somebody.
3. We often use going to to talk about plans that we made earlier.
4. We often use the present continuous to talk about fixed arrangements for future dates/times.
5. We often use will to make predictions based on our own opinions.
6. We often use going to to make predictions based on evidence.

Exercise 7:

1. How will the world of work be different fifty years from now?
2. First of all, it is likely that many unskilled jobs, such as shop assistants, security guards and waiters/waitresses, will disappear.
3. Instead of people, these jobs will be done by robots, machines and computers.
4. Similarly, people will not do skilled manual jobs any more, if machines can do all the heavy work.
5. Some professional jobs will also be lost, as computers become increasingly intelligent.
6. There will still be work for a few people, of course.
7. For example, somebody will still need to tell the machines and robots what to do.
8. Many new jobs, will also be created, just as they have been in the past.
9. However, it's likely that there will not be enough work for everybody.
10. So what will everyone else do? One thing we do know is that people will need to adapt.

Exercise 8:

1. I'm working
2. Are you going to wear
3. Is coming
4. I'm going to tell
5. I'll take
6. I won't tell

Exercise 9:

1. Is your boss going to retire soon?
2. What will you do for a living when you leave school?
3. Do you think they will offer you the job?
4. Why are you going to resign?
5. What time are we meeting tomorrow?
6. Will you help me with my job application?
7. Are you working next Monday?
8. What do you think will happen?

Exercise 10:

George: I've got an interview for a big promotion on Friday, and I'm really nervous about it. My manager and the head of the company will be there and they will probably ask me lots of difficult questions.

Alison: I'll help you if you like. We can have a practice job interview. Are you free now?

George: Not really. One of my clients is coming here for a meeting in half an hour. It'll probably take about two hours. So hopefully I'll be free at about 1 o'clock.

Alison: OK, perfect. I'll come to your office at 1 p.m.

George: Great. That'll be really useful. Thanks.

Helen: Hi Alison. Do you want to have lunch with me later? I'm going to try the new sandwich bar.

Alison: Sorry, Helen. I can't. I'm going to help George at 1 p.m. I'm going to help him prepare for a job interview.



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IELTS ANSWER KEY

UNIT 6

Reading:

Exercise 1:

1. Paragraph A: how few people used to take part in tourism
2. Paragraph B: the beginnings of leisure time for working people
3. Paragraph C: working-class people began to holiday away from their home towns.

Exercise 2:

1. How
2. Why
3. When
4. What
5. Where

Exercise 3:

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

Exercise 4:

The beginning of leisure time

Tourism was impossible for most people before the 20th century, unless they were very wealthy. Some people travelled for religious reasons, although this can't be seen as a leisure activity. It wasn't until the invention of machines that the concept of having 'time off' started. Employers began to see that having holiday time could make their employees more productive, which would help their businesses. In the 20th century, the extension of railway lines to seaside towns led to the rapid development of holiday destinations for ordinary workers.

Exercise 5:

In the early 19th century, many explorers went travelling in foreign countries. One of the reasons that some of them did this was to develop their personal qualities during a trip. Because the explorers had long journeys, their travel experiences were much more challenging than those that people have today. As the 19th century progressed, one aim of early tourism was for wealthy people to enjoy the cultural education that they could get from visiting special places. Because journeys might continue for a long time and involve a variety of activities, it was necessary for travelers to take suitable clothes with them. In the mid-20th century, it became more common to travel by plane. It was also usual for travel agents to organize every aspect of a holiday. Although this made things easier for travelers, it also reduced their chances of having unique experiences.

Exercise 6:

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

Exercise 7:

20. A
21. B
22. A
23. A
24. C

Exercise 8:

1. Not given
2. Yes
3. Yes
4. Not given
5. No

Exercise 9:

1. Fact
2. View
3. View
4. Fact
5. Fact
6. View

Exercise 10:

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

Writing:

Exercise 1:

1. Newspaper
2. Internet
3. Magazines
4. Radio
5. Television

Exercise 2:

Agree: TV is boring and has too many ads / too many people computer games

Disagree: newspapers have lots of gossip / radio and TV can stop loneliness

Exercise 3:

1. As communications technology improves
2. There are several reasons why the
3. The second main problem is that
4. Some people will argue that the influence of mass media is positive

Exercise 4:

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

Exercise 5:

1. There is no doubt that mass media have an increasing influence on the lives of everybody.
2. Some people think this is positive influence as it allows freedom of choice.
3. They only give news and opinions which support their political view.
4. Different opinions are not discussed and we receive only one side of an argument.
5. It is a fact that everybody wants to copy what is fashionable.

Exercise 6:

As communications technology improves, there is no doubt that mass media like television, radio and internet have an increasing influence on the lives of everybody. Some people think this influence is positive as it allows freedom of choice, but many people worry that this situation has a negative impact on society. I strongly agree with the second opinion and will discuss below the reasons why.

There are several key reasons why the influence of mass media is negative.

The first reason is political; the owners of newspapers, television stations, etc. are very rich and powerful and only give news and opinions which support their political view.

I believe this can be very dangerous for people's freedom because different opinions are not discussed and we receive only one side of an argument.

The second main problem is that mass media destroy creativity. It is a fact that everybody wants to copy what is fashionable, but if only one view of the world is presented in the media, there is no room for different cultures and ideas. This leads to a further problem in that we may lose independent thought which could lead to a society full of people who behave like robots. Therefore, in my opinion, the world becomes a much more boring place.

Some people will argue that the influence of mass media is positive because people obviously feel good sharing the same experience with millions of others. It is my belief however, that the negative aspects are much greater than the positive because if everybody does and thinks the same thing, all the richness and variety of life will be lost.

Exercise 7:

1. I strongly agree with this opinion
2. There are several key reasons why this is not correct
3. The first reason is connected with politics
4. I believe these people are wrong
5. The second main problem is with people's opinion
6. In my opinion, we must do something about it
7. It is my belief that governments should make stricter laws

Exercise 8:

1. Fact
2. Opinion
3. Fact
4. Opinion
5. Fact
6. Fact
7. Opinion
8. Fact
9. Opinion

Exercise 9:

1. I think the influence of mass media is probably growing.
2. This influence is definitely negative.
3. I believe that control of the media by a few people can be dangerous.
4. People always like to follow fashion.
5. Many people feel it is boring when everyone is the same.
6. In my opinion, mass media influence has more negative than positive effects.

Listening:

Exercise 1:

2 / 4 / 5

Exercise 2:

1. Responses
2. Data
3. A small selection
4. Have less money
5. Images
6. Shop using the internet
7. Appealing
8. The way it's laid out

Exercise 3:

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

Exercise 4:

1. Topic / has an opinion on
2. Lack / transport options
3. Getting detailed information
4. Buy unnecessary things
5. No specific target market

Exercise 5:

1. A decision to do something at the Eastgate mall.
2. The second floor of the mall
3. A new fitness center
4. The area outside the building
5. Possible new shops

Exercise 6:

1. Ok, so let's have a look at one of the case studies for our presentation, Eastgate mall.
2. Now, the first thing they did was to change the second floor.
3. Let's move on to the fitness center.
4. What was the other thing they did? Oh yes, they decided to extend the outside areas...
5. And, I think we could conclude by saying what the committee are planning to do in the future.

Exercise 7:

1. That's why it lost a lot of businesses...
2. This has resulted in more people shopping on Saturday evenings.
3. They did this after gathering information from nearby residents.
4. They assumed that this would attract a different type of customer.
5. The conclusion they reached is that this type of shop is no longer profitable.

Exercise 8:

1. C
2. F
3. I
4. D
5. H

Exercise 9:

1. Conduct interviews
2. Library and also a free medical Centre
3. To leave kids to play and be looked after, it would also lead to an increase in mall visitors
4. For that reason, where people could take their sandwiches and coffees and things
5. They have concluded that there's a need for more shops that sell the equipment and accessories for that kind of thing.

Speaking:

Exercise 1:

1. To avoid repetition
2. To avoid hesitation
3. To speak at length
4. To use connectives and discourse markers
5. To self-correct
6. To be coherent

Exercise 2:

1. To avoid hesitation
2. To speak at length
3. To use connectives and discourse markers
4. To self-correct
5. To be coherent

Exercise 3:

1. Repetition
2. Repetition
3. Hesitation
4. Hesitation
5. Hesitation / repetition

Exercise 4:

Examiner: Do you prefer watching sports live or on TV?

Student: It depends, because on TV we can follow all the event or competition, and you can't miss anything, whereas when you're live at the events, ... it is very difficult to follow because a lot of people are around you, but I prefer as well the emotion that you have in a stadium, for example.

Examiner: And now, let's go on to talk about celebrations. Family celebrations for example, birthdays and school graduations. What events did your family celebrate when you were growing up?

Student: usually we celebrated Christmas. It's a famous celebration in my country. I think it's the moment when we can share a lot of things with our family; a moment when I can be with my family and I don't know ... it's something totally different ...

Exercise 5:

Verbs	Nouns	adjectives
Donate	Donation	Donated
-----	Environment	Environmental
Impact	Impact	Impactful
Litter	Litter	Littered
Preserve	Preservation	Preservative
Recycle	Recycling	Recycled
Reuse	-----	Reused
Volunteer	Volunteering	voluntary

Exercise 6:

1. Environment
2. Recycle
3. Reusable
4. Voluntary
5. Donations
6. Preserve
7. Recycled
8. Impact
9. Environmental
10. Donate

Exercise 7:

what you want to do that is good for the environment:

I think it's very good for the environment to recycle , and ... you can find a lot of interesting things in your rubbish .

how you found out about doing this:

I saw a documentary where people with old computers recycled them to make something totally different ...

how difficult or easy it would be to do this:

I think it's very difficult because ... we have to change our mentality to try and say, OK, I have something that I want to throw away but maybe it can be useful to another person. ...

and explain why you would like to do this for the environment:

The way to achieve this goal or to make people more aware about this program is, I don't know, is through advertisement or with a film ...

Exercise 8:

1. For example
2. What's more
3. So
4. By
5. Therefore

Exercise 9:

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

Vocabulary and Grammar:

Exercise 1:

1. A flood
2. A volcano
3. A drought
4. A hurricane
5. A tornado
6. An earthquake

Exercise 2:

1. Natural resources
2. Fossil fuels
3. Coal
4. Mine
5. Petroleum
6. Petrol

Exercise 3:

When we think of pollution, most of us think of dirty air. Maybe we see an image of a factory with a tall chimney, pumping clouds of smoke into the sky. Or we imagine cars sitting in a traffic jam, pouring out carbon dioxide.

Over the years, this mixture of harmful gases collects in the air. Some of it rises and burns a hole in the Earth's ozone layer, which protects us from the sun. Some of it comes back down into our cities as smog, a dangerous mix of smoke and fog.

However, not all pollution goes into the air. For example, some factories pour chemical waste into rivers, where it flows into the sea. In addition, to help their crops grow, some farmers cover their land with chemicals, which remain in the ground for years or might even flow into rivers.

Exercise 4:

1. Rain falling this week.
2. Dioxide gas.
3. Spill in the sea near here.
4. Fire near her hometown.
5. Temperatures at this week.
6. Disaster according to the news.
7. Leak at the power station
8. Eruption on the island again.

Exercise 5:

I like to think I'm environmentally friendly. I think about green issues a lot and always try to do the right thing for our planet. So, for example, I try to keep my carbon footprint, the amount of carbon dioxide that I cause, to a minimum. This means that I try to avoid travelling by car. Public transport produces far lower emissions of harmful gases per passenger. If I really need to travel by car, I try afterwards to do something that will lower the amount of carbon dioxide in the air. For example, I give some money to my local conservation group, so that they can plant a tree. Also, I never drop litter – I always throw my rubbish in the bin. I also try to make sure at least 80% of what I throw away can be reused, so I do a lot of recycling. I'm also careful to reduce my use of raw materials, which means I avoid buying things that have a high environmental cost. Of course, we still need to consume some things, like food or clothes, but it's important to make sure that how much we consume is sustainable, for example, I try to use renewable energy whenever I can – such as electricity generated from solar power stations or wind turbines. However, I can't really control how my electricity is generated.

Exercise 6:

Countable nouns: rainbow / energy / chimney / green issue / ecosystem / natural resource

Uncountable nouns: carbon dioxide / drought / thunder / coal / litter / public transport

Exercise 7:

1. Isn't enough
2. Many
3. Amount
4. Too much
5. A
6. Some
7. A great deal of
8. Number

Exercise 8:

1. Less
2. A few
3. Least
4. A little
5. Least
6. Fewer
7. Few
8. Little

Exercise 9:

1. So do I.
2. Neither did I
3. Neither are we
4. Neither will I
5. So did we
6. Neither have we
7. Neither am I
8. So have I

Exercise 10:

1. Or
2. Neither
3. Either
4. Both
5. Too
6. Neither