



**KSSR STUDY TOOLS - FREE FULL-LENGTH PRACTICE**

# IELTS General Training Practice Test 1

Listening - Reading - Writing - Speaking

## PRINT AND DIGITAL EDITION

This booklet is aligned question-for-question with the KSSR digital test bank. Take the digital version at [https://kssr.press/ielts-dashboard/?kssr\\_test=1&kssr\\_ielts\\_module=general](https://kssr.press/ielts-dashboard/?kssr_test=1&kssr_ielts_module=general).

The answer key and response guidance are included at the back. Do not consult them until you have completed the test.

Listening and speaking audio: download the matching clearly labelled folder from <https://kssr.press/free-test-audio-files/> before starting.

Content source: final KSSR IELTS Practice Test 1 platform package, reviewed 27 July 2026. British English edition.

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# Candidate information

## STANDARD PRACTICE TIMING

Listening: approximately 30 minutes. Reading: 60 minutes. Writing: 60 minutes. Speaking: approximately 11-14 minutes. Observe every printed word limit.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Audio folder: ielts-general-training-practice-test-1/

## HOW TO GET THE LISTENING FILES

Visit <https://kssr.press/free-test-audio-files/> and download the ZIP for this test. Extract the folder before you begin, then play the clearly labelled track printed beside each Listening part. Play every part once only.

Writing feedback practice: <https://kssr.press/ielts-general-writing/>

Speaking feedback practice: <https://kssr.press/ielts-speaking/>



# LISTENING

## SECTION INSTRUCTIONS

There are four parts and 40 questions. Play each part once only. Spelling and grammar can affect completion answers.

## Listening Part 1

AUDIO TRACK: IELTS-General-Training-Test-1-Listening-Part-1-Q01-Q10.mp3

### Listening Part 1

Questions 1-6: Complete the booking form. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Questions 7-10: Choose the correct letter, A, B or C.

1. Family name: \_\_\_\_\_

Response: \_\_\_\_\_

2. Preferred date: \_\_\_\_\_

Response: \_\_\_\_\_

3. Starting time: \_\_\_\_\_

Response: \_\_\_\_\_

4. Number in group: \_\_\_\_\_

Response: \_\_\_\_\_

5. Contact number: \_\_\_\_\_

Response: \_\_\_\_\_

6. Special request: \_\_\_\_\_

Response: \_\_\_\_\_

7. Why did Daniel choose this service?

- A. flexible times
- B. the lowest advertised price
- C. a recommendation from work

8. How much is the deposit?

- A. 10 percent
- B. 30 percent
- C. the full price

9. How will the booking be confirmed?

- A. by letter
- B. by telephone
- C. email

10. What must each adult bring?

- A. photo ID
- B. a printed timetable
- C. their own equipment

## Listening Part 2

AUDIO TRACK: IELTS-General-Training-Test-1-Listening-Part-2-Q11-Q20.mp3

### Listening Part 2

Questions 11-15: Complete the notes. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Questions 16-20: Label the plan. Where does each activity take place? Write the correct letter, A-F.

11. Registration point: \_\_\_\_\_

Response: \_\_\_\_\_

12. New facility: \_\_\_\_\_

Response: \_\_\_\_\_

13. First activity begins: \_\_\_\_\_

Response: \_\_\_\_\_

14. Refreshment break: \_\_\_\_\_

Response: \_\_\_\_\_

15. Venue name: \_\_\_\_\_

Response: \_\_\_\_\_

## Listening Part 2 • Questions 16–20

AUDIO TRACK: IELTS-General-Training-Test-1-Listening-Part-2-Q11-Q20.mp3

Questions 16-20: Label the plan. Where does each activity take place? Write the correct letter, A-F.

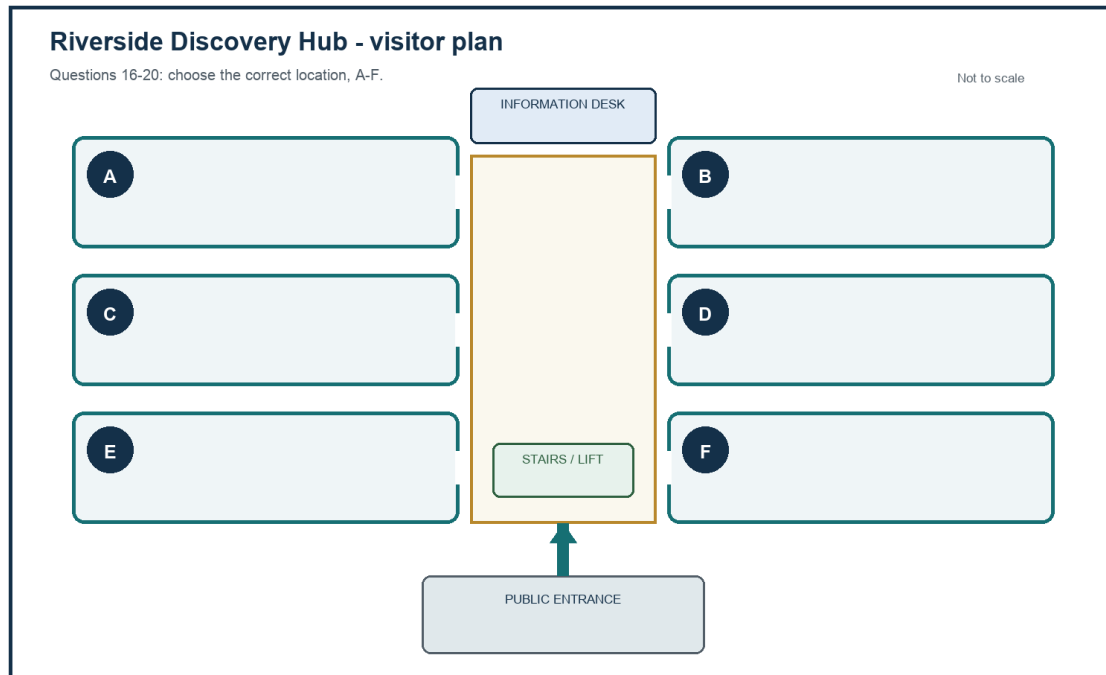


Image description: A visitor plan for Listening Part 2 with six possible locations labelled A to F. Use the position descriptions in the recording to answer Question 16.

- |                   |               |
|-------------------|---------------|
| 16. photography   | Answer: _____ |
| 17. tree survey   | Answer: _____ |
| 18. paddle safety | Answer: _____ |
| 19. storytelling  | Answer: _____ |
| 20. tool repair   | Answer: _____ |

## Listening Part 3

AUDIO TRACK: IELTS-General-Training-Test-1-Listening-Part-3-Q21-Q30.mp3

### Listening Part 3

Questions 21-25: Choose the correct letter, A, B or C.

Questions 26-30: Who will do each task? A Leila B Owen C Both students

21. What is the students' research topic?

- A. library opening hours
- B. weekend market travel habits
- C. staff travel

22. Which main method will they use?

- A. short interviews
- B. a laboratory experiment
- C. a newspaper analysis

23. What sample has been agreed?

- A. 18 volunteers
- B. all first-year students
- C. 60 shoppers

24. When must the revised plan be submitted?

- A. today
- B. Friday
- C. next month

25. What does the tutor advise them to do first?

- A. pilot the questions
- B. buy recording equipment
- C. change the topic

26. draft the consent statement

- ☐ Leila
- ☐ Owen
- ☐ Both students

27. book the interview space

- ☐ Leila
- ☐ Owen
- ☐ Both students

28. run the pilot

- ☐ Leila
- ☐ Owen
- ☐ Both students

29. code the first responses

- ☐ Leila
- ☐ Owen
- ☐ Both students

30. prepare the presentation slides

- ☐ Leila
- ☐ Owen
- ☐ Both students

## Listening Part 4

AUDIO TRACK: IELTS-General-Training-Test-1-Listening-Part-4-Q31-Q40.mp3

### Listening Part 4

Complete the notes on "How coastal dunes rebuild after storms". Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

31. The main force that moves dry beach sand inland is the \_\_\_\_\_.

Response: \_\_\_\_\_

32. Low temporary barriers called \_\_\_\_\_ help new ridges to form.

Response: \_\_\_\_\_

33. The first plant to colonise bare sand is often \_\_\_\_\_.

Response: \_\_\_\_\_

34. Underground \_\_\_\_\_ hold neighbouring grains together.

Response: \_\_\_\_\_

35. A shallow hollow can support more plants because it retains \_\_\_\_\_.

Response: \_\_\_\_\_

36. Visitors are directed onto marked \_\_\_\_\_ to limit trampling.

Response: \_\_\_\_\_

37. Seasonal closures may protect \_\_\_\_\_.

Response: \_\_\_\_\_

38. Most major erosion at the study site was caused by \_\_\_\_\_.

Response: \_\_\_\_\_

39. Researchers compared ground surveys with \_\_\_\_\_.

Response: \_\_\_\_\_

40. A restored dune should be monitored for at least \_\_\_\_\_.

Response: \_\_\_\_\_

**General Training Reading - Section 1 - Text A / Text B / Text C / Text D****Text A**

Brookfield Community Library. New members must show photo identification and proof of address. Books may be returned through the blue slot after the building closes. Study-room bookings are released after fifteen minutes if nobody arrives. Visitors may use open study tables without joining, but borrowing and computer access require membership. Rooms may be booked for up to two hours and can be changed online before the starting time. Covered drinks are allowed on the ground floor; food must stay in the cafe. Children under twelve must remain with an adult. Staff can explain the catalogue and self-service machines, but they cannot complete application forms for visitors. The quiet floor closes thirty minutes earlier on Fridays. Questions about membership charges should be taken to the desk rather than to volunteers working among the shelves. Members who no longer need a room should cancel promptly so that someone waiting in the building can use it.

**Text B**

Brookfield Bus Interchange. Weekday tickets are sold by the machine and the staffed kiosk. The final northbound service leaves at 22:40. Full-sized bicycles may travel outside the morning peak, but spaces cannot be reserved. During this month's repairs, step-free access is available only from the east entrance. Passengers changing platforms should allow twelve minutes because the temporary route goes outside the main building. Machines accept cards and coins but do not issue refunds. Claims for cancelled services must be made online within twenty-eight days. Folding bicycles count as luggage at all times. Sudden delays appear on the concourse screens and in the official app. Printed posters show planned engineering work, so passengers should check the screens before relying on an older notice. Large luggage must not block doors, aisles or seats reserved for passengers who need them.

**Text C**

Brookfield Apartment Association repairs guide. Report loss of heating on the emergency telephone line; use the resident portal for dripping taps. Written approval is needed before internal walls are decorated. Contractors visit between 09:00 and 17:00, and an adult must be present unless the work is in a shared hallway. Each report receives a reference number, which residents should use when adding information. Ordinary light bulbs inside a home are the resident's responsibility, while the association maintains lights in entrances and stairwells. Emergency staff may enter without an appointment if people or property are at immediate risk. Concerns about completed work should be reported within five working days. Photographs may be attached to a portal report, but residents should never approach exposed wiring or a major leak merely to take a picture. When adding details later, use the first reference number instead of opening another report for the same fault.

**Text D**

Brookfield weekend market. Volunteers meet beside the clock at 08:30. Gloves and high-visibility vests are provided, and new volunteers must attend the first briefing. The market stays open in light rain but is cancelled when a strong-wind warning is issued. Volunteers under eighteen must work with a named adult. Morning teams prepare signs and keep emergency routes clear. Afternoon teams guide visitors and sort recycling, but volunteers must not handle traders' money or move vehicles. Lunch is provided only to people working both shifts. Cancellation messages are sent by 06:30, so registration telephone numbers must be current. Training for next month's event can be booked at the information tent. Experienced volunteers may go directly to their team leader, while everyone else must wait for the briefing. People working only one shift should bring food and should tell the organiser which team they can join.

**QUESTION INSTRUCTIONS**

Questions 1-8: Which text mentions the following information? Select the correct text, A-D. You may use a text more than once.

|                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> Text A | <input type="checkbox"/> Text B | <input type="checkbox"/> Text C |
| <input type="checkbox"/> Text D |                                 |                                 |

1. a way to return items when the building is shut

Answer: \_\_\_\_\_

2. where to buy a travel ticket

Answer: \_\_\_\_\_

3. how to report a minor water problem

Answer: \_\_\_\_\_

4. where volunteers gather

Answer: \_\_\_\_\_

5. identification required from first-time users

Answer: \_\_\_\_\_

6. a restriction connected with bicycles

Answer: \_\_\_\_\_

7. permission needed before changing a room

Answer: \_\_\_\_\_

8. an event that depends on weather conditions

Answer: \_\_\_\_\_

**QUESTION INSTRUCTIONS**

Questions 9-14: Do the statements agree with the texts? Write TRUE, FALSE or NOT GIVEN.

9. Study-room bookings are held for an unlimited time.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

10. The final northbound service leaves at 22:40.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

11. Residents must report dripping taps by telephone.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

12. All volunteers must supply their own gloves.
- A. TRUE
  - B. FALSE
  - C. NOT GIVEN
13. The membership desk offers a reduced fee to students.
- A. TRUE
  - B. FALSE
  - C. NOT GIVEN
14. The market may operate in light rain.
- A. TRUE
  - B. FALSE
  - C. NOT GIVEN



## General Training Reading - Section 2 - Text A / Text B

### Text A

Text A - Safety Induction. New staff complete a digital introduction before their first independent shift. A line manager then observes a practical check and records it in the staff portal. Personal devices may be used in the break area, but photographs are prohibited in work rooms. All incidents must be reported before the shift ends, including incidents involving temporary staff. Refresher checks take place every twelve months. The digital introduction ends with a short knowledge check. Staff may repeat it, but another person must not complete it for them. During the practical check, a supervisor watches the routine and asks what should happen if conditions change. Managers schedule this check in paid working time. If it is delayed, the employee remains under direct supervision and the reason is recorded. Minor incident reports are reviewed weekly to identify repeated hazards; a report is a factual record, not an admission of blame. Serious risks should be made safe only when this can be done without personal danger. Employees returning after a long absence may complete the refresher early. Contractors receive a shorter site briefing, although specialist qualifications are still required. Workers can request a copy of their training record through their manager. If an employee changes role, the new department decides whether another practical check is necessary. Suggestions for improving the policy are reviewed twice a year. A suggestion should describe the problem, the proposed change and its likely effect on daily work. The review group publishes a response even when it does not accept an idea. Personal matters should be discussed privately with a manager or support contact and should not be included in a general incident report. The policy keeps reporting consistent; it does not replace urgent action when an immediate danger is present. Department records are checked during the annual review, and missing signatures are returned to the relevant manager. Employees may ask questions before signing because the signature confirms that the practical routine was observed, not simply that the person attended a meeting.

### Text B

Text B - Customer-Service Workshop. The workshop runs on Tuesday from 09:30 to 15:30 in Room 4. Participants must complete a short online case study by Monday evening. The morning uses paired role-play; groups analyse a recorded example after lunch. Tea and fruit are provided, but lunch is not. A certificate requires attendance at both sessions and a reflection form submitted within three days. Screen-reader files must be requested at least one week in advance. The online case study takes about twenty minutes and introduces a situation used throughout the day. During role-play, every participant practises both the staff and customer position while an observer uses a checklist. The afternoon recording is played in short sections so groups can compare predictions with what happens next. Participants may bring lunch or use nearby shops, and the room remains open during the break. The reflection form asks for one technique to try at work and one area needing further support. Managers receive confirmation of attendance but do not receive personal reflections. Places may be transferred to another employee until noon on Monday. Examples use everyday language so staff from several departments can participate. Training materials must remain in the room during lunch. Large-print, high-contrast and screen-reader versions can be prepared when the organiser receives enough notice. Late reflection forms are still read, but they do not qualify for the certificate. An optional online meeting two weeks later lets participants discuss which technique worked and which needed adjustment; this follow-up is not part of the certificate. Participants may describe a relevant workplace situation, but they must remove confidential details about customers and colleagues. Anyone who cannot attend should tell the organiser so paired activities can be rearranged. Participants should bring notes from the online case study, although there is no single correct response. Drinking water is available throughout the day, and the organiser recommends arriving ten minutes early to collect materials and test any accessibility equipment.

**QUESTION INSTRUCTIONS**

Questions 15-20: Complete the notes. Write NO MORE THAN THREE WORDS AND/OR A NUMBER.

15. The practical check is recorded in the \_\_\_\_\_.

Response: \_\_\_\_\_

16. Personal devices may be used in the \_\_\_\_\_.

Response: \_\_\_\_\_

17. Incident reports are due before the end of the \_\_\_\_\_.

Response: \_\_\_\_\_

18. The workshop begins at \_\_\_\_\_.

Response: \_\_\_\_\_

19. Participants work in pairs during the \_\_\_\_\_.

Response: \_\_\_\_\_

20. The reflection form is due within \_\_\_\_\_.

Response: \_\_\_\_\_

**QUESTION INSTRUCTIONS**

Questions 21-27: Which workplace text mentions the following information? Select Text A or Text B. You may use a text more than once.

☐ Text A

☐ Text B

21. a rule that applies to temporary workers

Answer: \_\_\_\_\_

22. advance preparation completed online

Answer: \_\_\_\_\_

23. a ban on taking pictures

Answer: \_\_\_\_\_

24. refreshments that are available

Answer: \_\_\_\_\_

25. a regular twelve-month requirement

Answer: \_\_\_\_\_

26. conditions for receiving a certificate

Answer: \_\_\_\_\_

27. an accessibility request deadline

Answer: \_\_\_\_\_

## General Training Reading - Section 3 - Why public benches matter

### Why public benches matter

Paragraph A: A bench signals that stopping is permitted, even to people who do not intend to buy anything. The first trial was small, so the organisers checked the result again before making a permanent change. Local residents suggested an adjustment that had not been included in the original plan. The final plan kept the most useful feature and removed an extra step that caused delay. The busiest period was not the same at weekends, which meant that one timetable could not suit every user. People were more willing to participate when they knew whom to ask for help. Visitors understood the service more easily after the signs were rewritten in shorter, everyday language. The organisers introduced the change in stages so that they could correct problems without closing the service. People were more willing to participate when they knew whom to ask for help.

Paragraph B: Shade, a view and distance from fast traffic influence use more than decorative design. The busiest period was not the same at weekends, which meant that one timetable could not suit every user. Clear responsibility for cleaning and repairs proved essential once the project was in daily use. The first trial was small, so the organisers checked the result again before making a permanent change. The organisers introduced the change in stages so that they could correct problems without closing the service. Costs remained manageable because existing staff and equipment could be used. A low-cost change worked well because it solved a problem people met during an ordinary visit. People were more willing to participate when they knew whom to ask for help. Costs remained manageable because existing staff and equipment could be used.

Paragraph C: Armrests can help some people stand while also dividing a seat into spaces that may be too narrow. The organisers introduced the change in stages so that they could correct problems without closing the service. The final plan kept the most useful feature and removed an extra step that caused delay. The busiest period was not the same at weekends, which meant that one timetable could not suit every user. People were more willing to participate when they knew whom to ask for help. Visitors understood the service more easily after the signs were rewritten in shorter, everyday language. Regular users valued reliability more than an impressive design that was difficult to maintain. Costs remained manageable because existing staff and equipment could be used. Visitors understood the service more easily after the signs were rewritten in shorter, everyday language.

Paragraph D: Repeated observation at several times of day reveals users who disappear from a single midday count. People were more willing to participate when they knew whom to ask for help. The first trial was small, so the organisers checked the result again before making a permanent change. The organisers introduced the change in stages so that they could correct problems without closing the service. Costs remained manageable because existing staff and equipment could be used. A low-cost change worked well because it solved a problem people met during an ordinary visit. A short survey provided useful comments, but observation showed what people actually did. Visitors understood the service more easily after the signs were rewritten in shorter, everyday language. A low-cost change worked well because it solved a problem people met during an ordinary visit.

Paragraph E: A quickly repaired bench communicates attention to the wider public space around it. Costs remained manageable because existing staff and equipment could be used. The busiest period was not the same at weekends, which meant that one timetable could not suit every user. People were more willing to participate when they knew whom to ask for help. Visitors understood the service more easily after the signs were rewritten in shorter, everyday language. Regular users valued reliability more than an impressive design that was difficult to maintain. The example shows that a practical service must work for different ages and levels of experience. A low-cost change worked well because it solved a problem people met during an ordinary visit. Regular users valued reliability more than an impressive design that was difficult to maintain.

Paragraph F: Planners achieve more by linking resting places along a route than by installing one impressive seat. Visitors understood the service more easily after the signs were rewritten in shorter, everyday language. The organisers introduced the change in stages so that they could correct problems without closing the service. Costs remained manageable because existing staff and equipment could be used. A low-cost change worked well because it solved a problem people met during an ordinary visit. A short survey provided useful comments, but observation showed what people actually did. Staff kept a simple weekly record and used it to decide what needed attention first. Regular users valued reliability more than an impressive design that was difficult to maintain. A short survey provided useful comments, but observation showed what people actually did.

**QUESTION INSTRUCTIONS**

Choose the correct heading for each paragraph from the list of headings below.

|                                                                                |                                                                                      |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Heading i: An ordinary invitation                     | <input type="checkbox"/> Heading ii: Position before style                           |
| <input type="checkbox"/> Heading iii: Different bodies                         | <input type="checkbox"/> Heading iv: Watching patterns                               |
| <input type="checkbox"/> Heading v: Care and repair                            | <input type="checkbox"/> Heading vi: A network of pauses                             |
| <input type="checkbox"/> Heading vii: A claim that the evidence cannot support | <input type="checkbox"/> Heading viii: A historical debate with no practical outcome |

28. Paragraph A

Answer: \_\_\_\_\_

29. Paragraph B

Answer: \_\_\_\_\_

30. Paragraph C

Answer: \_\_\_\_\_

31. Paragraph D

Answer: \_\_\_\_\_

32. Paragraph E

Answer: \_\_\_\_\_

33. Paragraph F

Answer: \_\_\_\_\_

**QUESTION INSTRUCTIONS**

Questions 34-37: Do the statements agree with the text? Write TRUE, FALSE or NOT GIVEN.

34. A bench signals that stopping is permitted, even to people who do not intend to buy anything.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

35. The text says distance from fast traffic is the only factor that affects use.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

36. The project was funded by a national television company.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

37. A quickly repaired bench communicates attention to the wider public space around it.

- A. TRUE
- B. FALSE
- C. NOT GIVEN

### QUESTION INSTRUCTIONS

Questions 38-40: Complete the notes. Write NO MORE THAN THREE WORDS AND/OR A NUMBER.

38. The section on different bodies highlights \_\_\_\_\_.

Response: \_\_\_\_\_

39. The section on watching patterns highlights \_\_\_\_\_.

Response: \_\_\_\_\_

40. The section on a network of pauses highlights \_\_\_\_\_.

Response: \_\_\_\_\_



# GENERAL TRAINING WRITING

## SECTION INSTRUCTIONS

Spend about 20 minutes on Task 1 and 40 minutes on Task 2. Task 2 contributes twice as much as Task 1 to the Writing score.

## FEEDBACK AFTER THE TEST

Use <https://kssr.press/ielts-general-writing/> for guided General Training Writing practice. Automated scores are unofficial estimates. Human-written feedback is available separately at <https://kssr.press/human-written-feedback/>.

## IELTS General Training Practice Test 1 Writing Task 1

*Spend about 20 minutes on this task. Write at least 150 words.*

You attended a weekend photography course, but two facilities named in the advertisement were unavailable. Write to the course organiser. In your letter: describe the course; explain which facilities were unavailable and how this affected you; say what you would like the organiser to do.

Begin your letter appropriately. You do not need to write any addresses.

## IELTS General Training Practice Test 1 Writing Task 2

*Spend about 40 minutes on this task. Write at least 250 words.*

Some employers let staff choose both their working hours and their place of work. What are the advantages and disadvantages of this arrangement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.



# SPEAKING

## SECTION INSTRUCTIONS

Use a partner as the examiner or record yourself. Complete all three parts in approximately 11-14 minutes.

## SPEAKING FEEDBACK

Record and review your answers at <https://kssr.press/ielts-speaking/>. Transcript-based feedback cannot fully measure pronunciation, so every estimate remains unofficial. Live IELTS tutoring is available separately at [https://kssr.press/kssr-tutoring/?kssr\\_subject=ielts](https://kssr.press/kssr-tutoring/?kssr_subject=ielts).

## IELTS Practice Test 1 Speaking Part 1

*Ask the candidate general questions about neighbourhoods and maps.*

### Your neighbourhood

1. What kind of area do you live in?
2. What do you like most about living there?
3. Is there anything you would like to improve in your neighbourhood?
4. Do you think you will continue living there for a long time?

### Using maps

5. When did you last use a map?
6. Do you prefer a paper map or a map on your phone?
7. Have you ever found a map difficult to understand?
8. Are you good at giving directions to other people?

### Walking

9. How often do you walk as part of your daily routine?
10. Where do you most enjoy walking?
11. Did you walk more often when you were younger?
12. What would make walking easier where you live?

## IELTS Practice Test 1 Speaking Part 2

*Give the candidate one minute to prepare. The candidate should speak for one to two minutes.*

### **Describe a place in your neighbourhood that has changed.**

- where the place is
- what it was like before
- how it has changed
- and explain how you feel about the change



## IELTS Practice Test 1 Speaking Part 3

*Discuss broader and more abstract questions connected with Part 2.*

1. Why do some public places attract people while others remain empty?
2. How should local authorities find out what residents want?
3. What can be lost when an older neighbourhood is redeveloped?
4. Should residents have more influence than businesses over local planning decisions?
5. How can maps and digital data help planners understand a community?
6. Are the needs of pedestrians given enough attention in modern cities?



# ANSWER MATERIALS

## UNOFFICIAL PRACTICE ANSWERS

Listening and Reading have objective answers. Writing and Speaking require trained judgement; use the four matching IELTS assessment criteria and treat every estimate as unofficial.

## Listening answer key

|                             |                      |                                      |
|-----------------------------|----------------------|--------------------------------------|
| 1. Park                     | 2. 18 September      | 3. 10:30                             |
| 4. 12                       | 5. 0794 318 620      | 6. vegetarian                        |
| 7. A - flexible times       | 8. B - 30 percent    | 9. C - email                         |
| 10. A - photo ID            | 11. information desk | 12. lockers                          |
| 13. 9:15                    | 14. courtyard        | 15. Riverside Discovery Hub          |
| 16. A - Location A          | 17. D - Location D   | 18. B - Location B                   |
| 19. F - Location F          | 20. C - Location C   | 21. B - weekend market travel habits |
| 22. A - short interviews    | 23. C - 60 shoppers  | 24. B - Friday                       |
| 25. A - pilot the questions | 26. A - Leila        | 27. B - Owen                         |
| 28. C - Both students       | 29. A - Leila        | 30. B - Owen                         |
| 31. wind                    | 32. sand fences      | 33. pioneer grass                    |
| 34. roots                   | 35. moisture         | 36. footpaths                        |
| 37. nesting birds           | 38. winter storms    | 39. satellite images                 |
| 40. five years              |                      |                                      |

## General Training Reading answer key

|                                           |                                           |                                         |
|-------------------------------------------|-------------------------------------------|-----------------------------------------|
| 1. A - Text A                             | 2. B - Text B                             | 3. C - Text C                           |
| 4. D - Text D                             | 5. A - Text A                             | 6. B - Text B                           |
| 7. C - Text C                             | 8. D - Text D                             | 9. B - FALSE                            |
| 10. A - TRUE                              | 11. B - FALSE                             | 12. B - FALSE                           |
| 13. C - NOT GIVEN                         | 14. A - TRUE                              | 15. staff portal                        |
| 16. break area                            | 17. shift                                 | 18. 09:30                               |
| 19. morning session                       | 20. three days                            | 21. A - Text A                          |
| 22. B - Text B                            | 23. A - Text A                            | 24. B - Text B                          |
| 25. A - Text A                            | 26. B - Text B                            | 27. B - Text B                          |
| 28. A - Heading i: An ordinary invitation | 29. B - Heading ii: Position before style | 30. C - Heading iii: Different bodies   |
| 31. D - Heading iv: Watching patterns     | 32. E - Heading v: Care and repair        | 33. F - Heading vi: A network of pauses |
| 34. A - TRUE                              | 35. B - FALSE                             | 36. C - NOT GIVEN                       |
| 37. A - TRUE                              | 38. armrests                              | 39. several times                       |
| 40. linking resting places                |                                           |                                         |

## Writing response guidance

Task 1 criteria: Task Achievement; Coherence and Cohesion; Lexical Resource; Grammatical Range and Accuracy.

Task 2 criteria: Task Response; Coherence and Cohesion; Lexical Resource; Grammatical Range and Accuracy.

There is no single correct response. Check that the response addresses every part of the task, uses a clear progression, selects precise vocabulary, and controls a range of grammatical structures.

Writing practice and unofficial feedback: <https://kssr.press/ielts-general-writing/>

Optional human-written feedback: <https://kssr.press/human-written-feedback/>

## Speaking response guidance

Use the criteria Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. A transcript cannot by itself establish pronunciation quality.

Speaking practice and unofficial feedback: <https://kssr.press/ielts-speaking/>

Optional live tutoring: [https://kssr.press/kssr-tutoring/?kssr\\_subject=ielts](https://kssr.press/kssr-tutoring/?kssr_subject=ielts)



## Listening transcripts

### IELTS-General-Training-Test-1-Listening-Part-1-Q01-Q10.mp3

#### PART 1

Maya: Good morning, Harbour Kayak Centre. Maya speaking. How can I help?

Daniel Park: I would like to arrange a group visit. My name is Daniel Park. That is Park, spelled P-A-R-K.

Maya: Of course. Before we look at the details, I should explain that group visits are planned separately from ordinary individual bookings. That gives you one arrival time and one member of staff who stays with the group at the beginning. Later, people can divide into smaller groups if the activity allows it.

Daniel Park: That sounds helpful. We have a mixture of people who have done this kind of thing before and people who are completely new to it.

Maya: That is very common. We do not expect previous experience, and the introductory briefing is included in the price. Let me open a new booking form.

Maya: Thank you. Which day would suit you?

Daniel Park: The eighteenth will not work; could we have 18 September instead?

Maya: Yes. We have an early session at nine, but you asked about a later one. I can offer 10:30.

Daniel Park: Perfect. There will be 12 people altogether.

Maya: May I take a mobile number?

Daniel Park: It is 0794 318 620.

Maya: Do you have any access or food requirements?

Daniel Park: Please note vegetarian. That is important for one member of the group.

Maya: Certainly. Before I finish, can I ask why you selected us?

Daniel Park: Your price was reasonable, but the main attraction was the flexible times.

Maya: I am pleased that was clear on the website. Some customers choose the shortest session, and others focus on price, but it is better to select an arrangement that the whole group can manage. We can send a provisional schedule today and adjust minor details until the week before your visit.

Daniel Park: Good. I was worried that every change would create an extra charge.

Maya: Only a major change, such as moving to a different day, may affect the price. Small changes to the running order are normally fine.

Maya: To secure the booking, the deposit is 30 percent. It is not the full charge.

Daniel Park: Fine. How will I know it has gone through?

Maya: We will send the confirmation by email. Finally, each adult should bring photo ID. Equipment and printed schedules are supplied here.

Daniel Park: Do we need to arrive very early?

Maya: Ten minutes is enough. If you arrive earlier, there is a waiting area, but staff may still be preparing the room. The confirmation will include directions and a number to call if your journey is delayed.

Daniel Park: That is clear. Thank you.

### IELTS-General-Training-Test-1-Listening-Part-2-Q11-Q20.mp3

#### PART 2

Welcome, everyone. Before I describe today's programme, I want to give you a short orientation. The building has two public entrances, but the southern entrance is being used for deliveries this morning. Please use the doors beside the flags. Staff in green badges can answer questions, and first-aid equipment is held at reception.

Registration is not at the cafe as it was last year. Please go straight to the information desk. We changed the arrangement after visitors told us that the old queue blocked the main corridor. Signs will lead you there from both public entrances, and groups that have registered online should still check in so that we know they have arrived.

We have recently added lockers, which you may use without charge. Other facilities shown on older maps are still available, but this is the only one that opened this month. Please ask a member of staff if you need help operating it; the instructions beside it are deliberately brief.

The first organised activity begins at 9:15, so please be in your room five minutes earlier. The doors will remain open after the session starts, but late arrivals should enter quietly and sit near the back. There is no need to collect special equipment in advance because tutors will bring what each group needs.

Our refreshment break will be in the courtyard; if it rains, staff will direct you indoors. Drinks are included, while snacks can be purchased separately. Please keep reusable cups with you for the afternoon rather than returning them after the first break.

If you become separated from your group, remember that the full name of the venue is Riverside Discovery Hub. Giving that name to a driver is more reliable than using the informal local nickname, which refers to several buildings nearby.

I will now explain the room plan. The route is simple once you pass the central staircase. The photography takes place in the studio. To find it, use the first door on the left after the information point. The tree survey takes place in the orchard. To find it, use directly opposite that room, on the right. The paddle safety takes place in the boathouse. To find it, use the first door on the right after the information point. The storytelling takes place in the theatre. To find it, use the final door on the right, opposite the stairs. The tool repair takes place in the workshop. To find it, use halfway down the corridor on the left. The main hall is available for informal meetings, but none of today's five advertised activities is based there. Corridors must remain clear, so bags should be placed on the racks inside each activity space rather than outside the doors.

At the end of the day, complete the short feedback card before you leave. It asks about the timetable and the clarity of the room signs, not about your personal details. Lost property will be kept for four weeks. Now, please make your way to registration.

## IELTS-General-Training-Test-1-Listening-Part-3-Q21-Q30.mp3

### PART 3

Dr Shah: Let us check the proposal for Community Research Methods. You considered library hours and staff travel, but your final topic is weekend market travel habits, correct?

Leila: Yes. We will use short interviews; a laboratory experiment would not answer the question.

Owen: We discussed observing people from a distance as well, but that would show behaviour without explaining the reasons behind it. Our chosen approach should give us more detail, provided the questions remain short.

Dr Shah: That is a sensible distinction. Remember that a method is not automatically suitable just because it produces a large amount of material. You need evidence that can be collected consistently and analysed within the time available.

Owen: We first suggested eighteen volunteers, but the agreed sample is 60 shoppers.

Leila: We reached that figure after checking how many sessions we could run. A larger sample sounded impressive, but transcription would have taken most of the term.

Dr Shah: Exactly. Explain that decision in the proposal. A justified limit is better than an unrealistic promise. You should also describe how participants will be selected, including anyone you decide not to approach and why.

Dr Shah: Good. The revised plan is due on Friday, not today. Before collecting anything, pilot the questions. Do not purchase equipment yet.

Owen: Should the pilot use people from the final sample?

Dr Shah: Preferably not. Ask two or three people with similar experience, then check whether they understand the wording in the way you intended. Record the length of the pilot and note questions that create repeated requests for explanation.

Leila: If a question fails, can we remove it rather than rewriting it?

Dr Shah: Yes, if it does not contribute to your research aim. Do not keep a question merely because you spent time drafting it. The pilot is meant to expose unnecessary material as well as confusing language.

Leila: I will draft the consent statement.

Owen: Then I will book the interview space.

Dr Shah: You should run the pilot together so that you notice different problems.

Leila: I can code the first responses.

Owen: And I will prepare the presentation slides. We will review each other's work afterwards.

## IELTS-General-Training-Test-1-Listening-Part-4-Q31-Q40.mp3

### PART 4

Today I want to look at the recovery of coastal dunes after severe storms. A storm can remove the front face of a dune in a single night, leaving what looks like a permanent cliff. That first impression is often misleading. Once waves return to their normal range, dry sand on the upper beach becomes available again. The main force carrying it inland is the wind. The process is uneven: grains bounce, collide and collect wherever the air slows.

Managers sometimes accelerate that collection by installing sand fences. These are low, porous barriers, not solid walls. A solid wall produces turbulence and may scour a hole behind it, whereas a fence lets some air pass through and drops sand on both sides. The fence does not create sand; it merely changes where existing sand settles. If it is placed too close to the sea, the next high tide can remove it before a ridge develops.

Plants then alter the system. A pioneer grass can tolerate burial that would kill many garden species. As fresh sand gathers around its stems, the grass grows upwards through the new layer. Below the surface, spreading roots bind grains and slow further erosion. This does not make the dune rigid. A healthy dune continues to move, but it moves as a connected landform rather than as loose heaps.

Behind the first ridge, wind may scoop a shallow depression. Such hollows are useful because they retain moisture for longer than exposed crests. That small difference allows mosses and flowering plants to establish, followed by insects. It also makes the hollow vulnerable to repeated trampling. For that reason, visitors are usually channelled onto marked footpaths. Fences alone are less effective if a path ends abruptly and people simply walk around it.

Recovery plans must also consider wildlife. On several British coasts, temporary spring closures protect nesting birds that lay camouflaged eggs directly on the sand. The restriction is normally limited to a narrow strip and a particular season; closing an entire beach would be unnecessary and difficult to enforce.

At our study site, summer visitors caused visible wear, but winter storms accounted for nearly all major erosion. Researchers measured stakes after each storm and compared these ground records with satellite images. The images showed changes across the whole bay, while the stakes revealed centimetre-scale gains and losses. Neither method was sufficient on its own.

Finally, judging success takes patience. A smooth ridge after one summer may be only a temporary pile. The project therefore uses a minimum monitoring period of five years, long enough to include several calm seasons and, ideally, more than one severe storm. The aim is not to freeze the coast in place, but to restore the conditions under which the dune can rebuild itself.