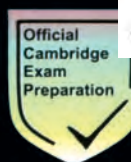


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IELTS

GENERAL TRAINING

14

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

 WITH AUDIO

Contents

Introduction	4
Test 1	10
Test 2	33
Test 3	54
Test 4	77
Audioscripts	99
Listening and Reading answer keys	121
Sample answers for Writing tasks	129
Sample answer sheets	137
Acknowledgements	141

Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners: Cambridge Assessment English, part of the University of Cambridge; the British Council; IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website www.ielts.org.

WHAT IS THE TEST FORMAT?

IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

<p>Academic For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.</p>	<p>General Training For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level.</p>
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The test components are taken in the following order:

<p>Listening 4 sections, 40 items approximately 30 minutes</p>		
<p>Academic Reading 3 sections, 40 items 60 minutes</p>	<p>or</p>	<p>General Training Reading 3 sections, 40 items 60 minutes</p>
<p>Academic Writing 2 tasks 60 minutes</p>	<p>or</p>	<p>General Training Writing 2 tasks 60 minutes</p>
<p>Speaking 11 to 14 minutes</p>		
<p>Total Test Time 2 hours 44 minutes</p>		

GENERAL TRAINING TEST FORMAT

Listening

This test consists of four sections, each with ten questions. The first two sections are concerned with social needs. The first section is a conversation between two speakers and the second section is a monologue. The final two sections are concerned with situations related to educational or training contexts. The third section is a conversation between up to four people and the fourth section is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Reading

This test consists of three sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the work context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion and short-answer questions.

Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

In Task 1, candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and to evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing the Writing test, including Writing assessment criteria (public version), is available on the IELTS website.

Introduction

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

Part 3

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available on the IELTS website.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 **Expert User** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 **Very Good User** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 **Good User** – Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 **Competent User** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 **Modest User** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 **Limited User** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 **Extremely Limited User** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 **Intermittent User** – No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
- 1 **Non User** – Essentially has no ability to use the language beyond possibly a few isolated words.
- 0 **Did not attempt the test** – No assessable information provided.

MARKING THE PRACTICE TESTS

Listening and Reading

The answer keys are on pages 121–128.

Each question in the Listening and Reading tests is worth one mark.

Questions which require letter / Roman numeral answers

- For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using **NO MORE THAN THREE WORDS** and the correct answer is 'black leather coat', the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', where the correct answer is 'morning', the answer 'in the morning' would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the answer key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the answer key.

Writing

The sample answers are on pages 129–136. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiner's comments. These sample answers will give you an insight into what is required for the Writing test.

HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading answer key you will find a chart which will help you assess whether, on the basis of your Practice Test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Bands for each component in order to determine whether you have the language skills needed for a particular course of study or work environment. For example, if you are applying for a course which involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The Practice Tests have been checked to ensure that they are of approximately the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Further information

For more information about IELTS or any other Cambridge Assessment English examination, write to:

Cambridge Assessment English
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA
United Kingdom

<https://support.cambridgeenglish.org>

<http://www.ielts.org>

Test 1

LISTENING

SECTION 1 Questions 1–10

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

CRIME REPORT FORM	
Type of crime:	theft
Personal Information	
<i>Example</i>	
Name	Louise <i>Taylor</i>
Nationality	1
Date of birth	14 December 1977
Occupation	interior designer
Reason for visit	business (to buy antique 2
Length of stay	two months
Current address	3 Apartments (No 15)
Details of theft	
Items stolen	– a wallet containing approximately 4 £
	– a 5
Date of theft	6
Possible time and place of theft	
Location	outside the 7 at about 4 pm
Details of suspect	– some boys asked for the 8 then ran off
	– one had a T-shirt with a picture of a tiger
	– he was about 12, slim build with 9 hair
Crime reference number allocated	
	10

SECTION 2 Questions 11–20

Induction talk for new apprentices

Questions 11 and 12

Choose **TWO** letters, **A–E**.

Which **TWO** pieces of advice for the first week of an apprenticeship does the manager give?

- A** get to know colleagues
- B** learn from any mistakes
- C** ask lots of questions
- D** react positively to feedback
- E** enjoy new challenges

Questions 13 and 14

Choose **TWO** letters, **A–E**.

Which **TWO** things does the manager say mentors can help with?

- A** confidence-building
- B** making career plans
- C** completing difficult tasks
- D** making a weekly timetable
- E** reviewing progress

Test 1

Questions 15–20

What does the manager say about each of the following aspects of the company policy for apprentices?

Write the correct letter, **A**, **B** or **C**, next to Questions 15–20.

- A** It is encouraged.
- B** There are some restrictions.
- C** It is against the rules.

Company policy for apprentices

- 15** Using the internet
- 16** Flexible working
- 17** Booking holidays
- 18** Working overtime
- 19** Wearing trainers
- 20** Bringing food to work

SECTION 3 Questions 21–30

Questions 21–25

Choose the correct letter, **A**, **B** or **C**.

Cities built by the sea

- 21** Carla and Rob were surprised to learn that coastal cities
- A** contain nearly half the world's population.
 - B** include most of the world's largest cities.
 - C** are growing twice as fast as other cities.
- 22** According to Rob, building coastal cities near to rivers
- A** may bring pollution to the cities.
 - B** may reduce the land available for agriculture.
 - C** may mean the countryside is spoiled by industry.
- 23** What mistake was made when building water drainage channels in Miami in the 1950s?
- A** There were not enough of them.
 - B** They were made of unsuitable materials.
 - C** They did not allow for the effects of climate change.
- 24** What do Rob and Carla think that the authorities in Miami should do immediately?
- A** take measures to restore ecosystems
 - B** pay for a new flood prevention system
 - C** stop disposing of waste materials into the ocean
- 25** What do they agree should be the priority for international action?
- A** greater coordination of activities
 - B** more sharing of information
 - C** agreement on shared policies

Test 1

Questions 26–30

What decision do the students make about each of the following parts of their presentation?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 26–30.

Decisions

- A** use visuals
- B** keep it short
- C** involve other students
- D** check the information is accurate
- E** provide a handout
- F** focus on one example
- G** do online research

Parts of the presentation

- 26** Historical background
- 27** Geographical factors
- 28** Past mistakes
- 29** Future risks
- 30** International implications

SECTION 4 Questions 31–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Marine renewable energy (ocean energy)

Introduction

More energy required because of growth in population and **31**

What's needed:

- renewable energy sources
- methods that won't create pollution

Wave energy

Advantage: waves provide a **32** source of renewable energy

Electricity can be generated using offshore or onshore systems

Onshore systems may use a reservoir

Problems:

- waves can move in any **33**
- movement of sand, etc. on the **34** of the ocean may be affected

Tidal energy

Tides are more **35** than waves

Planned tidal lagoon in Wales:

- will be created in a **36** at Swansea
- breakwater (dam) containing 16 turbines
- rising tide forces water through turbines, generating electricity
- stored water is released through **37** , driving the turbines in the reverse direction

Advantages:

- not dependent on weather
- no **38** is required to make it work
- likely to create a number of **39**

Problem:

- may harm fish and birds, e.g. by affecting **40** and building up silt

Ocean thermal energy conversion

Uses a difference in temperature between the surface and lower levels

Water brought to the surface in a pipe

READING

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–6.

TRANSITION CARE FOR THE ELDERLY

What is transition care?

Transition care is for older people who have been receiving medical treatment, but need more help to recover, and time to make a decision about the best place for them to live in the longer term. You can only access transition care directly from hospital.

Transition care is focused on individual goals and therapies and is given for a limited time only. It offers access to a package of services that may include:

- low-intensity therapy such as physiotherapy (exercise, mobility, strength and balance) and podiatry (foot care)
- access to a social worker
- nursing support for clinical care such as wound care
- personal care.

Who provides transition care services?

Transition care is often provided by non-government organisations and is subsidised by the government. If your circumstances allow, it is expected you'll contribute to the cost of your care.

Daily care fees are set by the organisation that provides your transition care services (your service provider). They should explain these fees to you, and the amount charged should form part of the agreement between you and the service provider. The fee is calculated on a daily basis.

Where do I receive transition care?

Transition care is provided in your own home or in a 'live-in' setting. This setting can be part of an existing aged-care home or health facility such as a separate wing of a hospital.

What if I'm already receiving services through a different programme?

If you're already receiving subsidised residential care in an aged-care home, but you need to go somewhere else for transition care, your place in the aged-care home will be held until you return.

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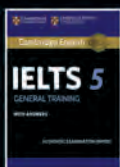
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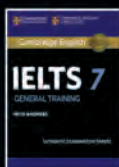
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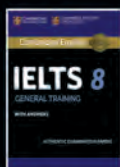
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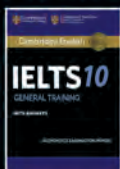
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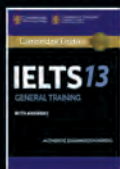
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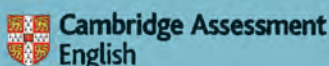
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