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# IELTS 13

**GENERAL TRAINING**

**WITH ANSWERS**

**AUTHENTIC EXAMINATION PAPERS**

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# 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 English Language Assessment, 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](http://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.

<b>Academic</b> For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	<b>General Training</b> 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.
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The test components are taken in the following order:

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

## 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 117–124.

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 125–132. 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 English Language Assessment examination, write to:

Cambridge English Language Assessment  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

<https://support.cambridgeenglish.org>  
<http://www.ielts.org>

# Test 1

## LISTENING

### SECTION 1 Questions 1–10

Complete the table below.

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

### COOKERY CLASSES

Cookery Class	Focus	Other Information
<p><i>Example</i></p> <p>The Food ..... <i>Studio</i> .....</p>	<p>how to 1 ..... and cook with seasonal products</p>	<ul style="list-style-type: none"> <li>• small classes</li> <li>• also offers 2 ..... classes</li> <li>• clients who return get a 3 ..... discount</li> </ul>
<p>Bond's Cookery School</p>	<p>food that is 4 .....</p>	<ul style="list-style-type: none"> <li>• includes recipes to strengthen your 5 .....</li> <li>• they have a free 6 ..... every Thursday</li> </ul>
<p>The 7 ..... Centre</p>	<p>mainly 8 ..... food</p>	<ul style="list-style-type: none"> <li>• located near the 9 .....</li> <li>• a special course in skills with a 10 ..... is sometimes available</li> </ul>

**SECTION 2      Questions 11–20****Questions 11–13**

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

**Traffic Changes in Granford**

- 11** Why are changes needed to traffic systems in Granford?
- A** The number of traffic accidents has risen.
  - B** The amount of traffic on the roads has increased.
  - C** The types of vehicles on the roads have changed.
- 12** In a survey, local residents particularly complained about
- A** dangerous driving by parents.
  - B** pollution from trucks and lorries.
  - C** inconvenience from parked cars.
- 13** According to the speaker, one problem with the new regulations will be
- A** raising money to pay for them.
  - B** finding a way to make people follow them.
  - C** getting the support of the police.

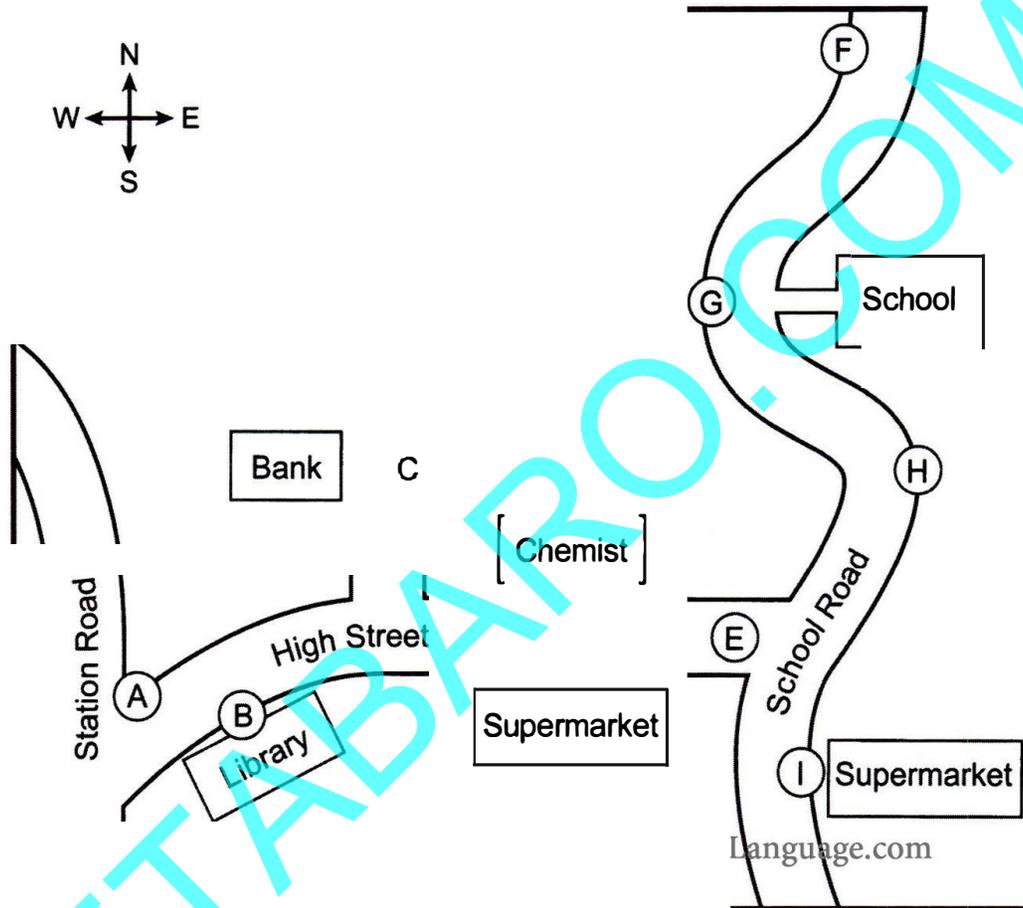
Test 1

Questions 14–20

Label the map below.

Write the correct letter, **A–I**, next to Questions 14–20.

**Proposed traffic changes in Granford**



- 14 New traffic lights
- 15 Pedestrian crossing
- 16 Parking allowed
- 17 New 'No Parking' sign
- 18 New disabled parking spaces
- 19 Widened pavement
- 20 Lorry loading/unloading restrictions

**SECTION 3      Questions 21–30****Questions 21–25**

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

- 21** Why is Jack interested in investigating seed germination?
- A** He may do a module on a related topic later on.
  - B** He wants to have a career in plant science.
  - C** He is thinking of choosing this topic for his dissertation.
- 22** Jack and Emma agree the main advantage of their present experiment is that it can be
- A** described very easily.
  - B** carried out inside the laboratory.
  - C** completed in the time available.
- 23** What do they decide to check with their tutor?
- A** whether their aim is appropriate
  - B** whether anyone else has chosen this topic
  - C** whether the assignment contributes to their final grade
- 24** They agree that Graves' book on seed germination is disappointing because
- A** it fails to cover recent advances in seed science.
  - B** the content is irrelevant for them.
  - C** its focus is very theoretical.
- 25** What does Jack say about the article on seed germination by Lee Hall?
- A** The diagrams of plant development are useful.
  - B** The analysis of seed germination statistics is thorough.
  - C** The findings on seed germination after fires are surprising.

Test 1

Questions 26–30

Complete the flow-chart below.

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

<b>A</b> container	<b>B</b> soil	<b>C</b> weight	<b>D</b> condition
<b>E</b> height	<b>F</b> colour	<b>G</b> types	<b>H</b> depths

**Stages in the experiment**

Select seeds of different **26** ..... and sizes.

Measure and record the **27** ..... and size of each one.

Decide on the **28** ..... to be used.

Use a different **29** ..... for each seed and label it.

After about 3 weeks, record the plant's **30** .....

Investigate the findings.

## SECTION 4      Questions 31–40

Complete the notes below.

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

### Effects of urban environments on animals

#### Introduction

Recent urban developments represent massive environmental changes. It was previously thought that only a few animals were suitable for city life, e.g.

- the **31** ..... – because of its general adaptability
- the pigeon – because walls of city buildings are similar to **32** .....

In fact, many urban animals are adapting with unusual **33** .....

#### Recent research

- Emilie Snell-Rood studied small urbanised mammal specimens from museums in Minnesota.
  - She found the size of their **34** ..... had increased.
  - She suggests this may be due to the need to locate new sources of **35** ..... and to deal with new dangers.
- Catarina Miranda focused on the **36** ..... of urban and rural blackbirds.
  - She found urban birds were often braver, but were afraid of situations that were **37** .....
- Jonathan Atwell studies how animals respond to urban environments.
  - He found that some animals respond to **38** ..... by producing lower levels of hormones.
- Sarah Partan's team found urban squirrels use their **39** ..... to help them communicate.

#### Long-term possibilities

Species of animals may develop which are unique to cities. However, some changes may not be **40** .....

**SECTION 1**      **Questions 1–14**

Read the text below and answer Questions 1–7.

**THE BEST SUITCASES****A Briggs and Riley Weekender**

A weekend suitcase that's sophisticated and unusually spacious for its type. The strong nylon outer fabric is water and abrasion resistant, so it should handle any knocks without showing signs of damage.

**B Mulberry Scotchgrain**

Trimmed in brown leather, with gold details, this bag from the renowned fashion house is a truly indulgent buy. If you're investing this much in a suitcase then you'd better be planning an amazing holiday to go with it.

**C Rimova Salsa**

A design you can trust, this case is built from super light polycarbonate and is incredibly solid. The built-in combination lock offers state-of-the-art security so you can travel with peace of mind.

**D Tripp Holiday**

Simple and affordable, the Tripp range offers a great selection of tough cases. They also come in a huge range of cheerful colours that should go with anything you choose to put on, and you'll definitely be able to spot it on the luggage carousel at the airport.

**E Eastpak Tranverz Holdall**

For those who want something in between an annual holiday suitcase and a weekend bag, this is a fantastic compromise. With two wheels and a telescopic handle, the bag is guaranteed for 30 years. Did we mention it also comes in colourful leopard print?

**F Herschel Parcel**

From the brand behind some of today's most popular rucksacks, this suitcase really is a delight. Custom printed, with Herschel's signature leather toggles this well-crafted case is as cool, stylish and up to date as they come.

**G The Diplomat**

Travel in style with this beautiful suitcase that goes back to the days when trains ran on steam and air travel was leisurely. The leather case, part of the Steamline Luggage range, features roller wheels and a metal frame to hold it in shape.