

IELTS

Practice Tests 2

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Express Publishing

STUDENT'S BOOK

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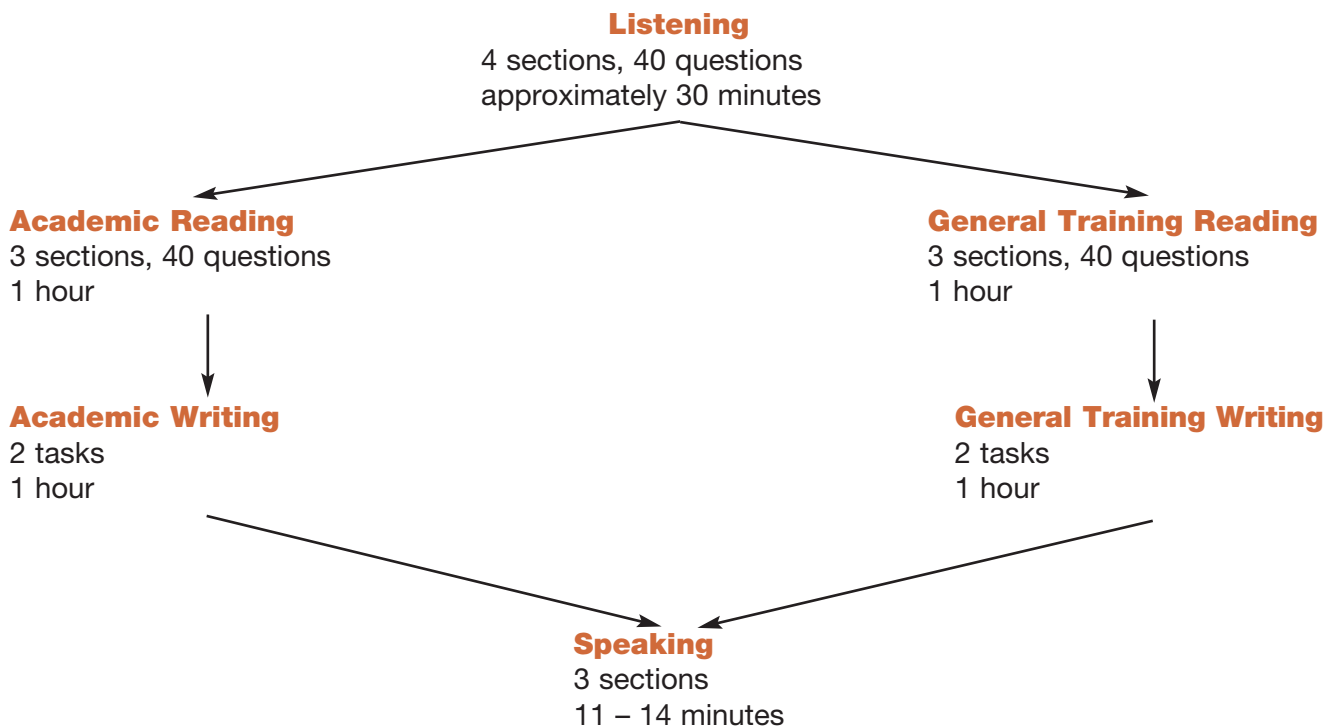
INTRODUCTION TO IELTS

IELTS is a testing system which assesses how good a person's English language is for the purpose of study or training. The test is recognised around the world by universities and colleges.

There are two forms to the test:

- Academic:** which tests a person's language for university study
- General Training:** which tests basic language skills with vocational education or immigration in mind

There are 4 parts to each test. The Listening and Speaking tests are the same for both Academic and General Training forms of the test. There are separate papers for the Reading and Writing tests. The organisation looks like this:



This book contains practice tests to help prepare students for these tests, whichever form of the examination they have opted for. Choose the Reading and Writing tasks appropriate for the exam being taken.

HOW IS IELTS ASSESSED?

You will receive a general assessment of 0 – 9 based on the average of the individual scores from each of the four components. All four sections of the test are equally weighted. The Listening and Reading sections are marked in half and whole points whereas the Speaking and Writing components are graded only as whole points.

An overview of the nine bands is written below to help you understand the level of the band you have to gain to be accepted onto your course.

- 9 Expert User: native speaker level. Can function appropriately and accurately in all skills.
- 8 Very Good User: has excellent command of the language but may produce some errors in unfamiliar circumstances.
- 7 Good User: generally handles language well but with some inaccuracies. Can produce a competent written argument. Can understand abstract reasoning in reading passages.
- 6 Competent User: has reasonable control of the language but with some inaccuracies. May have some difficulties with unfamiliar situations.
- 5 Modest User: can deal adequately with language in his own area but will find difficulty in dealing with complex language and unfamiliar situations.
- 4 Limited User: only able to deal with familiar situations and not complex language. Often has difficulty in understanding and expression.
- 3 Very Limited User: has problems in communicating. Able to express general meaning only in familiar circumstances.

- 2 Intermittent User: has many difficulties using the language. Can only communicate very little basic information by using a few words or phrases.
- 1 Non User: has no ability to communicate except for a few isolated words.
- 0 Did not write the test: did not produce any information to be assessed.

How to understand the scores

When each component has been marked, a raw score is given and this is then converted into an equivalent IELTS grade. An example of possible gradings of raw scores and their equivalents is given below.

There is no official pass mark and the grade the candidate is required to attain depends on the subject to be studied or the institution, e.g. Science and Engineering departments will probably ask for lower scores than Law and Literature.

It is usual for a university to ask for a minimum of IELTS 6 as the basic entry requirement and the average score is normally what is looked at. However, if the course you have chosen consists of mostly reading and writing, and you get 5 in either of these disciplines, then you may not be accepted even if your overall score is 7. Each institution will set out its own criteria for the individual candidate.

When you do the tests you should aim for a minimum score of 24/25 in both the Reading and Listening components before entering for the IELTS examination. If you do not manage to get the score you require for your course, you will have to wait three months before you are allowed to resit the IELTS test. It is better to be sure of passing the IELTS successfully the first time you enter yourself rather than using it as a practice run.

Reading		Listening	
IELTS	RAW	IELTS	RAW
1	1	1	1
2	2, 3	2	2, 3
3	4, 5, 6, 7	3	4, 5, 6
3.5	8, 9, 10	3.5	7, 8, 9
4	11, 12, 13	4	10, 11, 12
4.5	14, 15, 16	4.5	13, 14, 15, 16
5	17, 18, 19	5	17, 18, 19, 20
5.5	20, 21, 22, 23	5.5	21, 22, 23, 24
6	24, 25, 26, 27	6	25, 26, 27, 28
6.5	28, 29, 30	6.5	29, 30, 31
7	31, 32, 33	7	32, 33
7.5	34, 35	7.5	34, 35
8	36, 37	8	36, 37
8.5	38, 39	8.5	38, 39
9	40	9	40

TIPS FOR IELTS STUDENTS

The following is some advice and information to help candidates sitting for the exam.

General Information

- a In the IELTS there are no half marks for each question in the Listening and Reading papers.
- b Spelling correctly is important. Both British and American English spelling is accepted but be consistent and do not mix styles.
- c If you are not sure of an answer, do not write two possible choices. Even if one is correct, you will not be credited with a mark.
- d Always read the instructions carefully before you start an exercise as they do not follow a standard format in IELTS.

Listening

- a Don't lose your concentration and pay close attention to the CD as you only hear each passage once.
- b Do not spend too long on a difficult question as you may miss the necessary information you need for the next few questions. Instead, mark the number of the question you are having problems with and look at it again during the copying up time.
- c Always use the 10 minutes given at the end of the test to check your work and not merely to copy your answers onto the computer sheet.
- d Make sure you fill in the answers in the correct box on the computer sheet.
- e Always be aware that there will be distractors, answers which appear to be acceptable, to the questions given in the listening texts so do not simply write the first possible answer you hear. That answer may be contradicted a little later.
- f Make sure you are familiar with the alphabet as some answers require you to note down the spelling of a word.
- g Accustom yourself to listening to different accents. You will hear a variety of accents on the CD but British or Australian are the most common.

Reading

- a Always read the instructions to the tasks as they may vary from test to test.
- b Make sure you complete the computer sheet after each reading. You are **not** given any extra time at the end of the test to fill in the sheet.
- c Do not spend more than 20 minutes on each section as you may not have enough time to complete the three passages. Always time yourself when doing the practice tests to get used to finishing each section in no more than 20 minutes.

- d As the sections of the Reading test become progressively more difficult, if you take longer than 20 minutes on the first two sections, you will have little chance of finishing the third passage.
- e As the IELTS Reading paper covers a variety of written styles, make sure you prepare yourself for this by reading newspapers, journals, magazines and fiction and non-fiction books.
- f Be prepared to be tested on any subject someone attending a university would be expected to be aware of. However, you are not expected to be an expert in all these topics.
- g Sometimes in IELTS the questions are written before as well as after the passage. Always check that you have answered 40 questions.

Writing

- a Always make sure you fully understand the question and write a plan before you start your essay. In Task One, interpreting the information in the table correctly is one factor which influences the final mark.
- b Be aware of time and never be tempted to spend more than 20 minutes on Task One at the expense of Task Two, which has a higher weighting.
- c Always leave some time to check your essays.
- d Always write the minimum number of words given as short essays will be penalised. There is no maximum number of words for each essay.

Speaking

- a Many questions in Part One concerning your personal life can be predicted and prepared before the interview. However, do not learn set answers by heart as the examiner will recognise this. You will be tested on your ability to speak English fluently and naturally so think about the possible questions and make some notes on the replies you could give rather than writing speeches.
- b Do not search for a particular word for very long. Instead resort to paraphrasing.
- c If you don't understand a question, do not be afraid to ask the examiner to repeat it. If you are unsure and misinterpret the question, then you will not give an appropriate reply.
- d There are no right or wrong answers to the tasks. You will be tested on your ability to discuss a topic effectively in English with a native speaker and not on your general knowledge.

PRACTICE

TEST 1

LISTENING

PRACTICE TEST 1

NUMBER OF QUESTIONS: 40

APPROX. TIME: 30 MINUTES

Instructions

You will hear a number of conversations and talks and you must answer questions on what you hear.

The conversations are recorded and you will have time to read the instructions and questions and to check your work.

The tape will be played only ONCE.

The test is organised in 4 sections.

You can write your answers on the question paper and at the end of the test you will be given time to transfer your answers to an answer sheet.

Section 1 Questions 1 - 12

Questions 1 - 8

For questions 1 - 8 complete the notes below. Write **NO MORE THAN THREE WORDS** for each answer.

Example Customer requirements: a **one-way** (example) flight to Delhi.

English Airways

cost (1)
 route direct flight
 departure time Monday, 15.00
 arrival time Tuesday, 03.25
 other features extra leg room,
 personal TV
 (2)

Air Bronco

cost £212
 route via (3)
 departure time (4)
 arrival time Tuesday, 16.30
 other features 20kg baggage max

DBG Airlines

cost (5)
 route via Istanbul
 departure time Monday, 12.00
 arrival time Tuesday, 10.15
 other features (6)
 25 kg baggage max

Karachi Air Tours

cost £383
 route via Abu Dhabi
 departure time Monday, 11.35
 arrival time (7)
 other features (8)

Questions 9 - 12

Circle the correct letters **A - C**.

9 When does the travel agent advise Sunil to book his ticket?

- A the following month
- B after seven days
- C straightaway

10 Which airline provides the quickest route home?

- A English Airways
- B Air Bronco
- C DGB Airlines

11 Which airline provides the cheapest route home?

- A English Airways
- B Air Bronco
- C Karachi Air Tours

12 What is the reason for Sunil's choice?

- A the flight is the cheapest
- B the flight allows him to visit his aunt
- C the flight is best overall

Section 2 Questions 13 - 20

Questions 13 and 14

Circle **TWO** things you **MUST NOT** take on board with you.

- A cigarettes
- B lighter fuel
- C matches
- D gifts wrapped by a friend
- E mobile phones

Questions 15 and 16

Circle **TWO** things you **MUST** take on board with you.

- A passport
- B books
- C boarding pass
- D foreign currency
- E sandwiches

Questions 17 - 20

Write **NO MORE THAN THREE WORDS** for each answer.

- 17 When is the check-in time for the flight?
.....
- 18 What is the best means of transport to the airport?
.....
- 19 How much baggage can Sunil take?
.....
- 20 Where is the best place to change money?
.....

Section 3 Questions 21 - 30**Questions 21 - 26**

Match the ideas to the lecturers in the box below.

Lecturers

A Dr Wray	C Professor Smith
B Professor Martin	D Dr Klemper

- 21 An abstract should describe the contents of each section.
- 22 An abstract should immediately attract the attention of the reader.
- 23 An abstract should be of the same written standard as the dissertation.
- 24 An abstract should describe the methods used in the research.
- 25 An abstract should not describe all results or no-one will read the dissertation.
- 26 An abstract should state the main points clearly and concisely.

Questions 27 - 30

Circle the correct letters **A - C**.

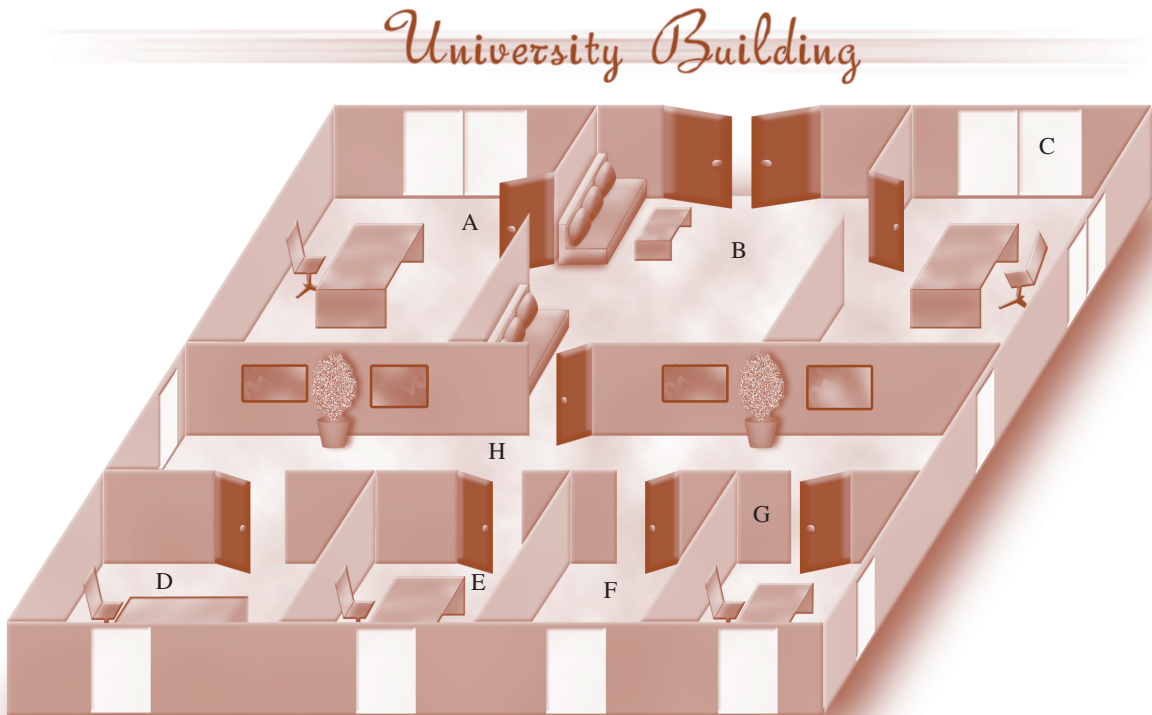
- 27 **The female student will put her findings first because**
 - A she wants to make a big impact.
 - B Professor Smith suggested this.
 - C the other students prefer this.
- 28 **The female student will submit her dissertation**
 - A this week.
 - B next month.
 - C by Easter.
- 29 **The other students will submit their dissertations**
 - A this year.
 - B next year.
 - C at an unconfirmed date.
- 30 **The female student will not go to graduation because**
 - A she cannot afford it.
 - B she will be working.
 - C she will be on holiday.

Section 4 Questions 31 - 40

Questions 31 - 35

Match the rooms labelled **A - H** to the person in them or the function they perform. You will not need to identify every lettered room.

- Administrative Section **31**
- Student Loans Office **32**
- Finance Section **33**
- Cash Office **34**
- Mrs Pearson's office **35**



Questions 36 - 40

Write **NO MORE THAN THREE WORDS** for each answer.

- 36 The of the dissertation should be single spaced.
- 37 The abstract should be 300 words long.
- 38 The regulations forbid the use of colour except for
- 39 The declarations in the dissertation must be the abstract.
- 40 Dissertations are usually bound in

ACADEMIC READING

PRACTICE TEST 1

NUMBER OF QUESTIONS: 40

TIME PERMITTED: 1 HOUR

Instructions

WRITE ALL ANSWERS ON THE ANSWER SHEET

The test is organised as follows:

<i>Reading Passage 1</i>	<i>Questions 1 - 13</i>
<i>Reading Passage 2</i>	<i>Questions 14 - 27</i>
<i>Reading Passage 3</i>	<i>Questions 28 - 40</i>

Start at the beginning of the test and read the passages in order. Answer all the questions. If you are not sure of an answer, you can leave it and try to answer it later.

Section 1

Questions 1 - 13

You should spend about 20 minutes on questions 1 - 13, which are based on Reading Passage 1.

Questions 1 - 5

Reading Passage 1 has eight paragraphs **A - H**. Choose the most suitable headings for paragraphs **C - G** from the list of headings below. Write the appropriate numbers *i-x* in boxes 1 - 5 on your answer sheet. There are more headings than paragraphs, so you will not use them all.

List of Headings

- | | |
|----------------------------|--------------------------------|
| i The Lazy Manager | vi The Set In His Ways Manager |
| ii The Committed Manager | vii The Competitive Manager |
| iii The Delegating Manager | viii The Inflexible Manager |
| iv The Mistrusting Manager | ix The Procrastinating Manager |
| v The Slave Driver Manager | x The Trusted Manager |

- 1 Paragraph C
- 2 Paragraph D
- 3 Paragraph E

- 4 Paragraph F
- 5 Paragraph G

Managing the Manager

- A** Whether you are determined to scale the heights of the office hierarchy or if you are merely working to feed your family until you can retire, you need to understand what kind of personality your manager has. If you do, you will know what will impress him and thus you can enhance your professional persona in order to advance a rung on the ladder of success. By becoming familiar with your manager's whims and likes and dislikes, you will know what to do and what to avoid so as to make your life in the office more agreeable.
- B** In her book, *The Management of Management*, Professor Miriam Carr describes how it is possible to categorise managers into different types. She has classified them by the way they work and how they can be influenced. She advises workers to form an opinion of their manager's type and on the basis of this they can negotiate what is expected and required of them in their workplaces.
- C** One very common kind of manager is the *Job's Worth*. The *Job's Worth* manager doesn't set out to achieve anything at work except to apply every rule the company has, rigidly and without question. Everything has to be written down, nothing must be out of place. And never will this manager take a risk. He would rather follow the rules and fail dismally than break them and succeed. Failure is accounted for by the excuse that the requisite regulations were merely being obeyed. With this sort of
- manager the employees should be diligent in adhering to the rules themselves and should ensure that everything they are instructed to do is put into writing. By doing this they can cover themselves in the eventuality that they are accused of not complying with instructions handed down by their superiors.
- D** The *Sit-on-the-Fence* boss is one who finds it impossible to commit himself and make a decision on anything. He will never say no to any request or come to a firm decision on a particular matter, but will never actually say yes either. This type of manager won't get involved in the day-to-day problems of their unit and delays having to take a stand on policy making. Instead he leaves his staff to get on with their work but then blames them if something goes wrong. In order to cope with this boss, you have to conduct yourself appropriately and formally. Meetings must be held and policy decisions voted on. Should particular problems arise, concerns over these must be recorded and a written reply on possible procedure received from the manager before the employee continues in his work.
- E** The *Super-Hero* manager is someone who dreams of future greatness for the company and possesses a personality which can motivate the staff to work towards this corporate goal. Individual aims or ambitions are relegated so that everyone is working towards the same

end. This manager leads by example, is usually industrious and expects everyone else to work just as conscientiously. To cope with this kind of manager, you need to show enthusiasm for the mutual goal and that your sole purpose in the company is to achieve this. He will expect you to willingly volunteer to do hours of overtime and be prepared to sacrifice your free time for the sake of the good of the firm.

- F** The *Easy-Going* manager is likely to have implicit trust in the people he works with and will allow others to take on some of his managerial responsibilities. This style of management suggests that the staff is highly competent and should be left to their own devices. This, in ideal circumstances, with a co-operative staff, can lead to a productive and congenial working environment. However, one potential problem is that without a clear managerial strategy, the workers may work against each other and productivity could fall. A manager who is also more obviously in control is vital for supporting and encouraging less experienced staff as they need to know they have recourse to an interested and knowledgeable superior to guide them when faced with unfamiliar situations. With this manager you must make sure the staff liaises regularly with him and that there is a common policy concerning the ultimate goals of the company as well as a structured support system.

- G** Someone who has held his position for some time and who is often middle aged is known as the *Quiet Life* manager. This person was probably innovative in his early career but now tends to favour well-worn and trusted policies, avoiding any new idea which may disrupt the equilibrium of the office. Should you wish to inject the company with fresh ideas, then tread very carefully when approaching the *Quiet Life* manager and never appear to threaten his position. Never present him with ideas that he may feel are revolutionary and always quote similar policies adopted by rival companies who have progressed after initiating these ideas.

- H** Many more types of managers exist and most executives can be defined as a combination of several of these. Ambitious or frustrated employees should endeavour to identify their boss's managerial characteristics and design a suitable strategy to allow them to have an element of control in their working life. This means that employees are aware that they can be committed participants in the workforce and can actively contribute to the development of the firm. Thus, just as a manager is responsible for organising the staff to optimise productivity, so too can the employees organise their managers to allow them to do work for which they are suited and qualified.

Questions 6 - 11

Do the following statements reflect the claims of the writer in Reading Passage 1? In boxes 6 – 11 on your answer sheet, write

- YES** if the statement reflects the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 6 Knowing your manager's personality will guarantee promotion.
 7 It is advisable to identify the managerial style of your boss.
 8 Not all managers conform to a specific type.
 9 The *Sit-on-the-Fence* boss takes many days to form policies.
 10 The *Super Hero* boss compels his staff to work extra hours.
 11 Radical proposals from his staff inspire the *Quiet Life* manager.

Questions 12 - 13

Choose the best answers **A**, **B**, **C** or **D**. Write your answers in boxes 12 - 13 on your answer sheet.

12 An employee working for the *Job's Worth* manager must

- A** be a diligent worker.
B be prepared to take risks.
C be able to write well.
D be able to defend their actions.

13 The *Easy Going* manager has

- A** few managerial commitments.
B faith in his employees.
C employees who are capable.
D well thought-out policies.

Section 2 Questions 14 - 27

You should spend about 20 minutes on questions 14 - 27, which are based on Reading Passage 2 below.

Questions 14 - 17

Choose **ONE** phrase from the list of phrases below to complete each of the following sentences. Write the appropriate letters in boxes 14 - 17 on your answer sheet.

List of Phrases

- A there is a lot of mining in Britain
- B dangerous materials are collected in landfills
- C as the population becomes wealthier, their capacity to consume more increases
- D there is relatively little recycling of degradable matter in Britain
- E landfills poison animals
- F a lot of waste from food shops is made into fertilisers
- G problems for people residing nearby
- H using incinerators is the most popular method of rubbish disposal
- I the most common means of waste disposal is burying refuse

- 14 More household waste is produced because
- 15 In Britain,
- 16 Landfills create
- 17 Unlike Europe,

WHAT A WASTE!

Every day, all over the world, unwanted waste is disposed of from both domestic and commercial sources, usually with insufficient attention paid to the resulting problems. The increase in excess refuse and how to dispense with it has become a major headache for the government and the environmental agencies.

This has certainly been the case in Britain where there has been a steady rise in the amount of rubbish generated in recent years. In industry, the mining, agriculture and construction sectors are the biggest culprits, being amongst the greatest producers of waste. Also, household waste has grown at a rate of 3% a year as a consequence of society becoming more affluent and thus consuming more goods, resulting in more rubbish to discard. As this waste is economically and environmentally costly to deal with, local authorities have been required to ensure that the arrangements made to dispose of the surplus detritus are efficient and practicable, considering social as well as economic implications.

For many years, the preferred option for refuse disposal in Britain has been the landfill. In fact, the UK, more than any other European country, makes use of landfills to get rid of its biodegradable waste. However, problems have arisen with this method and alternative solutions have had to be researched.

One of the biggest drawbacks to landfills is the cost. In the past this was not the case as land was plentiful and cheap with abandoned quarries and mines often being utilised. But by 2015,

since space for approved and licensed landfills will have run out, viable alternatives to waste disposal have to be found. Another disadvantage is the environmental impact made by the acids and hazardous chemicals that are leaked from the landfills. Older sites depended on these substances being diluted naturally by rain but this often did not occur and surrounding agricultural land was affected and livestock poisoned. Nowadays, more modern landfills use liners within the pits to contain any dangerous material and the liquid is then collected, treated and discharged within the site itself. But perhaps the most apparent annoyance for the general public living in the immediate vicinity of the landfill is the nuisance that results from the traffic, the noise, the dust and the unpleasant odours emanating from the site. Although no risks to human health have been verified, symptoms such as headaches, drowsiness and exhaustion have been reported by people living close to landfills. These may have been caused by toxic emissions from the site but they may be connected to the impact that living next to the sites can have on stress and anxiety.

In order to reduce the amount of waste being sent to the landfill, a special tax was introduced in 1996 to discourage this practice. The charges range from two to eleven pounds per tonne depending on the type of rubbish being discarded and due to this tax the amount of waste from the construction industry has been markedly reduced. Other targets have been set to reduce biodegradable waste deposited

in these sites by 2006 but it is thought that the greatest impact could be made through the introduction of more intensive recycling, which could be funded from the proceeds of the landfill tax.

In Europe, Britain is bottom of the recycling table with the lowest rate of 8% compared to the Netherlands, where they recycle 72% of their detritus. According to government research, only 7% of plastic was salvaged, as was only 22% of the six billion glass containers manufactured annually in Britain. On the other hand, the same sources found that 90% of car batteries and 66% of lead is recycled. This proportion is high because of the economic value of the material and so reprocessing is an opportunity to gain an income from an environmentally friendly undertaking. Also, of the thirteen billion steel cans produced yearly, about a quarter come from recycled metal. These goods only consume 25% of the energy needed to make the same products from raw materials.

Biodegradable wastes can be made into organic compost to use as fertiliser for the land. At present, less than half the local authorities have facilities for this and about a fifth of municipal waste is being treated but in some areas, schemes are being set up to collect waste from both domestic properties and supermarkets to help effect this procedure.

Yet even now in the 21st century, less progressive authorities are still constructing and employing incinerators to dispose of waste despite the consequent health hazards. They also have to confront opposition from the public over a policy which has proved to be the most unpopular technology since the introduction of nuclear power.

So, what can be done to encourage more recycling? Probably what should be the government's priority is the reduction in the number of landfills in regular use. Even materials that are

biodegradable such as paper cannot easily be broken down as the landfill pits are constructed to keep air out and moisture in, thus slowing down the process to degrade this matter. Therefore, more reprocessing plants for refuse must be constructed to replace the outmoded landfills. Also, companies should be encouraged to take a more responsible approach to the packaging of their products, only using the minimum and environmentally friendly recycled materials. Then, the public must be convinced of the benefits of recycling and be made aware of the ecological consequences of not recycling. In Britain, more intensive reprocessing would lower the production of gases harmful to the ozone layer by 12.8 million tonnes of carbon a year, the equivalent of taking nearly five million cars off the road. Also, a strong incentive for the public to support recycling is the prospect of higher employment. In Germany, it has been estimated that 150,000 people are employed in the recycling business, a number greater than those employed in the steel industry. It is believed that up to 50,000 jobs could be created in Britain if recycling was adopted.

What will happen in the future regarding the disposal of waste matter very much depends on the attitude and party policies of the particular government in power. Yet, if reforms to the methods of waste disposal are not made, serious environmental problems will arise in the immediate future, the consequences of which are too dire to contemplate.

Questions 18 - 19

Choose the best answers **A, B, C** or **D**. Write your answers in boxes 18 - 19 on your answer sheet.

18 Landfills are not approved of because

- A they use agricultural land.
- B they have always been expensive to run.
- C they need to have a licence.
- D they produce dangerous emissions.

19 A tax was imposed in order

- A to encourage recycling.
- B to dissuade people from using landfills.
- C to punish the building industry.
- D to gather money for the government.

Questions 20 - 27

Complete the summary below. Choose **ONE** word from Reading Passage 3 for each answer.

Write your answers in boxes 20 - 27 on your answer sheet.

Solutions to the problem of how to dispose of excess rubbish must be found. With the dramatic increase in both **20)** and industrial rubbish, the **21)** must devise new policies to deal with the matter. The well established **22)** are now considered **23)** so it is preferable to send the refuse to **24)** works in order to **25)** the waste products, which could then be used to manufacture **26)** goods. Also the general public must be better informed of the worrying environmental **27)** the planet faces if this matter is not addressed urgently.

Section 3 Questions 28 - 40

You should spend about 20 minutes on questions 28 - 40, which are based on Reading Passage 3 below.

The idea that scientific knowledge is dangerous is deeply embedded in our culture. Adam and Eve were forbidden to eat from the Tree of Knowledge, and in Milton's *Paradise Lost* the serpent addresses the tree as the 'Mother of Science'. Indeed, the whole of western literature has not been kind to scientists and is filled with images of them meddling with nature with disastrous results. Just consider Shelley's *Frankenstein*, Goethe's *Faust* and Huxley's *Brave New World*. One will search with very little success for a novel in which scientists come out well - the persistent image is that of scientists as a soulless group unconcerned with ethical issues. And where is there a film sympathetic to science?

Part of the problem is the conflation of science and technology. The distinction between science and technology, between knowledge and understanding on the one hand and the application of that knowledge to making something, or using it in some practical way, is fundamental.

Science produces ideas about how the world works, whereas the ideas in technology result in usable objects. Technology is much older than anything one could regard as science and unaided by any science. Technology gave rise to the crafts of early humans, like agriculture and metalworking. It is technology that carries with it ethical issues, from motorcar production to cloning a human.

By contrast, reliable scientific knowledge is value-free and has no moral or ethical value. Science merely tells us how the world is. That we are not at the centre of the universe is neither good nor bad, nor is the possibility that genes can influence our intelligence or our behaviour.

The social obligations that scientists have as distinct from those responsibilities they share with all citizens comes from them having access to specialised knowledge of how the world works, not easily accessible to others. Their obligation is to both make public any social implications of their work and its possible applications and to give some assessment of its reliability.

It is not easy to find examples of scientists as a group behaving immorally or in a dangerous manner, the classic paradigm being the eugenics movement. The scientific assumptions behind this proposal are crucial; the assumption is that most desirable and undesirable human attributes are inherited. Not only was talent perceived of as being inherited, but so too were insanity

and any kind of so-called feeble-mindedness. They completely failed to give an assessment of the reliability of their ideas. Quite the contrary, and even more blameworthy, their conclusions seem to have been driven by what they saw as the desirable social implications. By contrast, in relation to the building of the atomic bomb, scientists behaved morally and fulfilled their social obligations by informing their governments about the implications of atomic theory. It was an enormous engineering feat to build the bomb but the decision to do this was taken by politicians, not scientists.

The moralists have been out in force telling us of the horrors of cloning. Many others, national leaders included, have joined in a chorus of horror. But what horrors? What ethical issues? In all the righteous indignation not a single relevant new ethical issue has been spelled out.

Those who propose to clone a human are medical technologists not scientists. It is not, as the bio-moralists claim, that scientific innovation has outstripped our social and moral codes. Just the opposite is the case. Their obsession with the life of the embryo has deflected our attention away from the real issue, which is how children are raised and nurtured. The ills in our society have nothing to do with assisting or preventing reproduction but are profoundly affected by how children are treated.

So what danger does genetics pose? Gene therapy, introducing genes to cure a genetic disease like cystic fibrosis, carries risks, as do all new medical treatments. There may well be problems with the testing of new treatments, but are these difficulties any different from those related to trying out new drugs for AIDS? Anxieties about creating designer babies are at present premature as it is too risky, and we may have, in the first instance, to accept what has been called procreative autonomy, a couple's right to control their own role in reproduction unless the state has a compelling reason for denying them that control. Should the ethical issues relating to the applications of genetics, for example, lead to stopping research in this field? The individual scientist cannot decide, for science, like genetics, is a collective activity with no single individual controlling the process of discovery. It is ethically unacceptable and impractical to censor any aspect of trying to understand the nature of our world.

Question 28

Choose the most suitable title for Reading Passage 3 from the list below. Write your answer in box 28 on your answer sheet.

- | | |
|-------------------------------------|-----------------------------|
| A Technological Superiority | C Science and Literature |
| B Redefining Science and Technology | D The Immorality of Science |

Questions 29 - 34

Do the following statements agree with the information given in Reading Passage 3? In boxes 30 – 35 on your answer sheet write

- TRUE** if the statement is true according to the passage
FALSE if the statement is false according to the passage
NOT GIVEN if the information is not given in the passage

- 29 The film industry does not make films about science.
 30 Science and Technology must be seen as separate entities.
 31 Technology was important before the development of science.
 32 Many people consider cloning to be undesirable.
 33 Parents want to have cloned children now.
 34 Scientists do not work in unison when deciding what needs to be researched.

Questions 35

Write **NO MORE THAN THREE WORDS** from Reading Passage 3 for the answer. Write your answer in box 35 on your answer sheet.

- 35 What influenced the eugenics movement when they were summarising the findings of their research?

Questions 36 - 39

Choose **ONE** phrase from the list of phrases **A - H** below to complete each of the following sentences. Write the appropriate letters in boxes 36 - 39 on your answer sheet.

List of Phrases

- | | |
|--|--|
| A work in groups in an unethical way | E become involved in hazardous research |
| B was responsible for helping to develop basic trades and skills | F scientists are seen to interfere with nature |
| C scientists are portrayed as being irreligious | G does not help us to understand how the world works |
| D does not make moral judgements | H is more concerned with ethics than research |

- 36 In literature,
 37 Technology
 38 Science
 39 Rarely do scientists

Question 40

Choose the best answer **A, B, C** or **D**. Write your answer in box 40 on your answer sheet.

- 40 According to the writer, Science shows us
 A our position in the universe.
 B how intelligence affects our behaviour.
 C what the world is really like.
 D scientists have special social obligations.

ACADEMIC WRITING

PRACTICE TEST 1

1 Hour

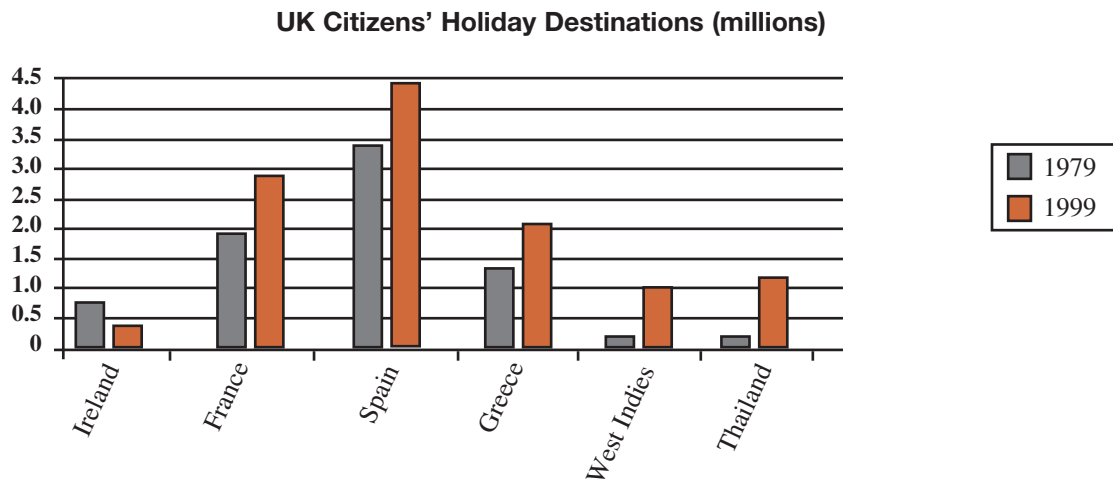
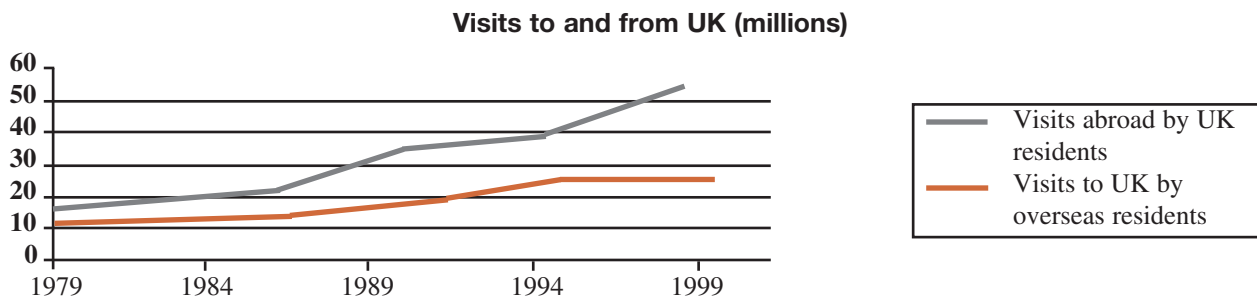
WRITING TASK 1

You should spend about 20 minutes on this task.

The graphs below show the number of visits to and from the UK between 1979 and 1999, and some destinations of UK citizens travelling abroad.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Subjects such as Art, Sport and Music are being dropped from the school curriculum for subjects such as Information Technology. Many people feel that children suffer as a result of these changes.

To what extent would you support or reject the idea of removing these subjects from the school curriculum?

You should write at least 250 words. You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

SPEAKING

PRACTICE TEST 1

Part 1 General Information

I'd like you to tell me something about how you spend your spare time. Is that okay?

- What are your hobbies?
- What benefits do you think you get from these activities?
- How do you usually spend your evenings?
- When you have vacations from work/study, do you like to travel abroad?
- Is there any activity you have always wanted to do but have never had the chance?

Part 2 Talk on a topic for 1 or 2 minutes

Describe a meal you might prepare in your country for a feast or special occasion.

Talk about:

- when you might make this meal
- the foods and ingredients needed for it
- how you prepare these things
and any other special things you do during this celebration
- Do people really enjoy these foods?
- What other foods are particularly popular where you come from?

Part 3 Discussion Topics

- traditional foods and changes in diet
 - Do you think traditional foods will retain their popularity?
 - Compare your country's traditional foods with more modern cuisine.
 - Does traditional cooking have more benefits than modern cooking?
- diet and health
 - Describe what you think would be your ideal healthy diet.
 - How healthy is your regular diet?
 - To what extent are people healthier these days?
- eating and body image
 - What is the ideal body shape in your country?
 - How has the ideal body shape changed in recent years?
 - Do you think this body shape will continue to be fashionable?

IELTS

Practice Tests 2

IELTS Practice Tests 2 is designed to help students prepare for the IELTS examination.

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ISBN 978-1-84216-758-8



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