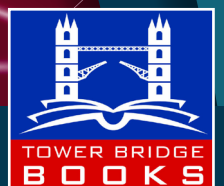


# RAISE THE BAR FOR IELTS

PRACTICE TESTS

score band 7+



# 1

# Listening

## Listening

### SECTION 1

#### Questions 1-5

Complete the form below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

#### REPORTER'S NOTES

*Example*

**Slavery introduction:**

**Answer**

17th century

**Africans:**

They were sold to 1 \_\_\_\_\_,  
considered 2 \_\_\_\_\_, not human beings

**Slavery System:**

a nightmare of abuse and human 3 \_\_\_\_\_  
It was legalised in 4 \_\_\_\_\_.

**Cotton trade:**

It 5 \_\_\_\_\_, leading to more slaves.

#### Questions 6-10

Complete the notes below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

**Slave owners:**

They wanted slaves to be 6 \_\_\_\_\_.  
They divided them, so as to 7 \_\_\_\_\_.

**Slaves:**

The skilled ones were 8 \_\_\_\_\_ by their owners.  
On the contrary, those working in the fields were the 9 \_\_\_\_\_.

**Underground Railroad:**

More than 50,000 slaves escaped and gained their freedom.  
They 10 \_\_\_\_\_ by Northerners.

## SECTION 2

**Questions 11-14**

*What does the speaker say about the following terms?*

*Write the correct letter, A-F, next to terms 11-14.*

- |                            |   |
|----------------------------|---|
| 11 spiritual capital       | A an example whereby oxygen is produced                 |
| 12 religious organisations | B deeper meanings that people hold sacred               |
| 13 sustainable systems     | C It is sheer compassion, among other things.           |
| 14 business                | D Ecology is an example.                                |
|                            | E It can make a contribution to how wealth is produced. |
|                            | F a synonym for people's exclusion                      |

**Questions 15-17**

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

- 15 Spiritual capital
- A has a vision.
  - B reflects values and visions.
  - C is an individual's worldview.
- 16 Spiritual intelligence
- A is how we access and use our thinking.
  - B is amoral.
  - C is an ability we acquired after birth.
- 17 Ecology
- A contributes to progress through diversity.
  - B is based on spontaneity.
  - C utilises adversity.

**Questions 18-20**

*Complete the sentences below.*

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

- 18 The \_\_\_\_\_ of people and cultures is important in order to make a better world.
- 19 Deeper, \_\_\_\_\_ meanings, values, and purposes are called for.
- 20 In order to grow, people, organisations, and cultures must be able to \_\_\_\_\_ on diversity.

# 1 Listening

## SECTION 3

### Questions 21-26

Complete the table below.

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

SHOPPING MALL	
Questions	Answers
What is the woman's post like?	very <b>21</b> _____, but things have changed recently She has to <b>22</b> _____ the process of fitting new carpets, and other tasks.
How does she find all this?	<b>23</b> _____
How were things in the past?	much <b>24</b> _____
What will one find at the mall?	flight <b>25</b> _____, huge theatre halls, and much more that she cannot <b>26</b> _____

### Questions 27-28

Choose **TWO** letters, A-E.

Which **TWO** things is the woman responsible for in her job?

- A fitting new carpets
- B mending floorboards
- C calling companies
- D deciding on new furniture
- E installing lifts

### Questions 29-30

Choose **TWO** letters, A-E.

Which **TWO** things are mentioned with regard to what the new mall will offer?

- A an airline
- B cinema complexes
- C bars
- D second-hand shops
- E small businesses

## SECTION 4

**Questions 31-40**

Complete the notes below.

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

**EATING HABITS****Food journal**

- It is a(n) **31** \_\_\_\_\_ way of learning about your eating habits.
- It should be kept for a(n) **32** \_\_\_\_\_ of weeks.
- Write down what you eat, and if you are hungry, **33** \_\_\_\_\_, or bored.
- Note down if you ate a snack, or drank the **34** \_\_\_\_\_ a colleague offered you.

**Reflection**

- Do you **35** \_\_\_\_\_ an appetite because you are stressed?
- What triggers a(n) **36** \_\_\_\_\_ at work?

**Replacing old with new habits**

- Try a cup of **37** \_\_\_\_\_, instead of a candy.
- Consume **38** \_\_\_\_\_ at a time.
- Plan your **39** \_\_\_\_\_ at the beginning of the week.
- Have a(n) **40** \_\_\_\_\_ breakfast.

# 1 Reading

## Reading

### READING PASSAGE 1

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

## Moral Crisis

The crisis that afflicts our era is not so much the violation of some moral standards adhered to in the past as the repudiation of moral standards themselves. We do not simply hate our fellowmen; actually, we declare that love is a bad or pointless thing, and we set out to prove that we are better off this way. One of the fundamental problems in our society is that we argue with one another from positions of moral parochialism: we take it for granted that others share our frames of reference. That may have been true yesteryear, but this is no longer the case. Nowadays, we view the world from different, fundamentally incompatible moral codes and value systems. Millions of people are in constant strife, mainly because of different world views, clashing interests, or disparate religions. Rather than recording reality, and trying to decipher the intricacies of human psychology responsible for the highs and lows of societies, we seek solace in tagging and then espousing or dismissing people, things, ideas, or courses of action. If this is how the human brain works, have all these aeons of evolution come to nothing?

There is more to moral crisis than merely a lack of compassion. Moral crisis consists in disputing the value of being human, the virtue of reasonable thinking, and the principle of dispassionate observation. Most people on planet Earth view the world through tinted (not rose-tinted) glasses, in the sense that their judgement is clouded by vested interests, ignorance, and hatred. The moral crisis our world languishes in is one of a kind: there is so much material luxury and intellectual impoverishment, so much material poverty and intellectual solipsism, detached from whatever disturbs our microcosm, so much indifference and extravagance, so much inflated ego and deflated emotion.

Youngsters, with stars in their eyes, are glued to their TV sets, extolling numbers, easy money, and fame, and rooting for football teams. Yesterday's 'less is more' is today's 'more is less'. On the face of it, everyone is law-abiding, kind, sensitive, ecologically conscious, and appreciative. How come there is so much competition and strife in the world, then? Who are all these wars waged by? How can such a wonderful world spurt out so much blood, pain, and despair?

It all boils down to lack of conscience and consciousness. As long as we remain unaware of our unity with the universe, as long as we consider ourselves detached from what surrounds us, the moral crisis we are gripped by will deepen more and more. Money won't get us too far. It will simply sugar the pill of our downfall.

There has also been heated controversy between animal rights supporters and scientists over whether it is right to conduct experiments on animals. (The moral crisis in question has affected us in this regard too). It is a moot point whether using animals for such research is instrumental in finding a cure for diseases. Arguably, if there are no other alternatives, and if it turns out that this will contribute to science, animals may be used for experimental research.

Even though animal rights activists assert that people and animals are equal, which means that they should be treated equally, some others claim that animals cannot be seen on an equal footing, therefore their death may be the springboard for humans' survival or progress. For that reason, torturing animals in the name of science, for the sake of saving human lives, may be considered ethical, to some extent. Furthermore, animal rights supporters tax scientists with being 'cruel' for causing animals to die in medical experiments, while they do not oppose farmers, who kill animals for food, even though they know that only 1% of these deaths is caused by scientists. It seems that



scientists are vulnerable to criticism, while farmers are strong, thanks to their unions and organised actions.

Another basic argument adduced by animal rights defenders is that people and animals are genetically different, so there is no point in using the latter in experiments to gauge the effects of some substances on people. Some of them even argue that it is better to use people directly as they think that the results of experiments on animals cannot be valid and reliable. Yet, these people cannot foresee the disastrous results of such a practice. Many people are likely to die, until experiments yield sound results. To some extent, there are similarities between people and animals, which can help shed some light on the mechanisms of the human organism. But for animal testing, there would be very few medical advances.

All in all, it can be said that using animals for medical research is ethical, as long as it contributes to scientific development. Opinion is divided, but it could be argued that this practice is acceptable on condition that animals are treated humanely.

### Questions 1-6

Do the following statements agree with the information in the reading passage?

Write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 1 We don't see the world clearly.
- 2 Young people have dreams.
- 3 The crisis won't deteriorate if we remain cut off from the world.
- 4 Conducting experiments on humans will be banned in the future.
- 5 It is certain that conducting experiments on animals will yield optimal results.
- 6 Tormenting animals is morally justified for some.

### Questions 7-9

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

#### MORALITY

NOWADAYS: People violate the 7 \_\_\_\_\_ of the past.

The world is seen based on different 8 \_\_\_\_\_.

We do not merely lack compassion; we 9 \_\_\_\_\_ humanity.

### Questions 10-13

Answer the questions below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 10 What do some people think the results of experiments on animals are not?
- 11 What is a major problem of our society?
- 12 What would be impossible without animal testing?
- 13 What is our world characterised by?

# 1 Reading

## READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.

### Questions 14-17

The Reading Passage has four sections, A-D.

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

#### List of Headings

- i Distinguishing between two terms.
- ii Not everyone converges towards or diverges from others' speech.
- iii Language use is a multifarious phenomenon.
- iv The way we speak may socially include or exclude others.
- v Politeness is a must.
- vi Divergence is waning.
- vii What lies behind speakers' need to differentiate themselves from their interlocutors.

- 14 Section A
- 15 Section B
- 16 Section C
- 17 Section D

## Speech: Convergence and Divergence

- A** There are definitely occasions when we all accommodate to the speech of others. By the term accommodation is meant the tendency to imitate those features of speech, namely, register, pronunciation, frequency of phrases and grammatical patterns used, intonation, and so on that is, one's linguistic repertoire that are adopted by our interlocutors. For instance, when a friend drops his aitches, thus pronouncing "house" as "'ouse," and we tend to do the same, at least in his presence, we have an example of speech convergence, in that we tend to converge towards his pronunciation. Furthermore, when we have the tendency to distinguish ourselves in speech, we have an example of speech divergence, in that we diverge from the speech of others. Imagine the conversation between a worker using vernacular forms, and a Professor of English Literature using formal language. As often as not, speech convergence signals that speakers are on the same wavelength, whereas speech divergence shows that respondents may deliberately contradict each other in choosing different modes of speech.
- B** Let us see the different ways in which a person may accommodate to the speech of his or her interlocutor and the reasons for doing so. For example, a teacher addressing his students or a mother talking to her baby may simplify their vocabulary and grammatical patterns in their attempt to make themselves understood. In this case, they converge downwards towards their addressees' less advanced linguistic proficiency. How else could they put their message across? When a sociologist tries to explain a phenomenon, using simple vocabulary, he actually converges downwards towards all those who are not versed in the jargon. Of course, speech convergence involves many other cases, as well; when an acquaintance of ours pronounces "leak" as "lick," it is probably the case that, out of politeness, we will ignore her mistake and go on with the conversation. We may have a vested interest in pleasing our addressee, i.e., we may curry favour with her because we want her to lend us some money or help us with our Maths project! The same applies to a young employee who, aspiring to a salary rise or promotion, uses formal language when addressing his employers. In other words, he converges upwards towards them. Moreover, affective language and phatic expressions, such as Hello, how are you this morning? or I'm awfully sorry, are clear examples of speech convergence, inasmuch as they express solidarity, and enhance rapport. Finally, consider the speech of those coming from the same region or socio-economic and political background. Fashion designers coming from Athens or shepherds hailing from Crete tend to use much the same pronunciation and style.
- C** For obvious reasons, a speaker may deliberately diverge from the speech of his interlocutor, thus signalling his



intention to disagree with, or even repudiate, him. For example, it is often the case that a fifteen-year old boy will regularly resort to swearing, especially when addressing his friends, as a means of running counter to his parents' "authority." At any rate, a lot of young people have a proclivity towards a different kind of register and pronunciation, so they may come out with, say, meeding, instead of meeting. In the same vein, minority ethnic groups out to maintain their cultural identity and distinctiveness may use their own linguistic variety in interaction with majority group members. Another case of speech divergence is the linguistic behaviour of black people, who speak what has been called Black English, or that of French people, who do not deign, so to speak, to use any other language, even when asking for help! Women's speech exhibits marked differences compared to the speech of men, provided that the former use more polite expressions, and seem to adopt standard forms, while the latter tend to exercise their "right" to do as they see fit. A clear example of speech divergence is the use of metaphors in Literature, in that the message cloaked in this kind of register is accessible only to those who are conversant with the code. In this way, the members of certain groups or communities can erect walls that, on the one hand, exclude the ones who cannot penetrate the mind of the speaker or the writer, but on the other help cultivate intimacy and a sense of community.

- D Certainly, we have only briefly touched upon the various ways in which one may converge or diverge in speech, and the reasons for doing so. The chief aim is to draw our attention to a wide diversity of factors socio-political and economic background, sex, age and status, and so forth underpinning language use, as well as to raise some questions that may, in the long run, prove instrumental in opening up new perspectives and methods of investigation.

### Questions 18-22

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

#### Speech

We tend to **18** \_\_\_\_\_ to our interlocutors' speech by imitating their pronunciation or other features. We either show our similarities to or differences from others. When we **19** \_\_\_\_\_ our vocabulary or grammar, we **20** \_\_\_\_\_ towards our addressees, whereas when we disagree or **21** \_\_\_\_\_ to authority, we diverge from others' speech. In a way, language is used either to include or exclude members of a community. Language use is **22** \_\_\_\_\_ by a wide array of factors, such as speakers' sex, age, and economic background.

### Questions 23-24

Choose **TWO** letters, A-E.

Which **TWO** of the following statements about Speech Convergence and Divergence are true?

- A Language use shows that two or more interlocutors think, more or less, alike.
- B Pronunciation is an example of Speech Divergence.
- C Being rude shows that speakers are proud of their community.
- D People can cut themselves off from the outside world through language.
- E There are no differences between fashion designers and shepherds.

### Questions 25-26

Which **TWO** of the following statements are reported in the passage?

- A People sometimes avoid correcting others.
- B It is futile to imitate others' speech.
- C People working in the same field are bound to speak in much the same way.
- D People of colour tend to converge rather than diverge in their speech.
- E A speaker's sex plays no role in his/her pronunciation.

# 1 Reading

## READING PASSAGE 3

*You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.*

### Language and the sexes

(Language is a powerful, almost uncanny tool, which has always been under “men’s control.” In the same vein, literature and poetry two domains exploited predominantly by men have been literally unstinting in the power and status they have lavished on males. For instance, the volubility ascribed to women was noted by Swift in 1735, whereas Oscar Wilde once said, thus encapsulating the male prejudices with regard to women’s status: ‘Women are a decorative sex. They never have anything to say, but they say it charmingly’. Moreover, naturalists, such as Humboldt, contented themselves with describing the languages of aboriginal tribes, asseverating that the men and women spoke different languages which was hardly the case. Even in the eyes of law, in the period of the French Revolution, women were, more or less, on a par with lunatics and criminals.

Certainly, there are differences between the sexes, but there is not a scintilla of evidence to show that these differences are physiological. There may be differences in the size and length of the vocal cords, but this alone does not account for the fact that some men use high pitch, or some women speak lower than some men. Most of the differences noted have to do with vocabulary choice and grammatical devices, neither of which has anything to do with the physiology of speech mechanisms. Differences between the sexes are indubitably cultural artifacts, the products of men’s domination.

The basic premise permeating feminist theory is that society is biased against women, and this bias is as often as not couched in seemingly “benign” words and expressions. Two eminent feminists, Ann Bodine and Joan Roberts, have used the terms androcentric and masculist, respectively, to refer to sexism, i.e., the linguistic bias in favour of men. Dale Spender succinctly voices most feminists’ views in saying that, in a society where women are devalued, it is not surprising that their language should be devalued as well. Once again, women are relegated to an inferior place by dint of a language men’s language, that is which consigns them to obscurity and non-existence.

An oft-quoted example illustrating the semantic derogation of women is the pair bachelor spinster. Even though these words are semantically equivalent, the former being used of men and the latter of women, they nonetheless assume different connotations. For instance, a bachelor is seen as a happy man ‘sowing his wild oats’, while a spinster always evokes an image of an ugly, scrawny woman sinking into self-pity in consequence of being “left on the shelf.” What is suggested is that men can engage in sexual activity, even if they do not get married, whereas single women are assumed to be frigid. In addition, language use seems to impute a degree of sexual immorality and promiscuity to women. For example, a Madam might refer to the manager of a brothel, but one is unlikely to call a pimp a Sir. Another example is the pair Master Mistress, whereby the male term, master, has positive overtones, while the corresponding female term, mistress, has acquired sexual connotations and is no longer associated with the person who is responsible for a household.

One of the features of the English language that has the proclivity for implicitly denigrating women is the use of names and titles. It is evident that it is only men who are entitled to ‘a real name’, while women seem to have a somewhat “tenuous” grip on their family names another device for making women invisible. The same applies to the titles Mrs and Miss, which, on the one hand, reflect the representation of women as sex objects and, on the other, help signal whether such an “object” belongs to another male or is “up for grabs.”

One could adduce innumerable examples; the fact remains that language has contrived to ostracise women, to extirpate them from the cultural and social *milieu*. Males are the norm, and they have managed to exalt their speech to a higher rank. When a man speaks, it is taken for granted that he is efficient, authoritative, serious, and intelligent; when a woman speaks, she is considered to be ineffectual, hesitant, tentative, or even weak. To the extent that they are viewed along these lines and are expected to “toe the line,” women, out-of-awareness, are reduced to disseminating males’ norm and thus undermining their own cause by sounding more polite and eschewing the coarseness of ruffianly men’s language: no slang, no swear words, no off-colour remarks. To put it differently, the very words and expressions they resort to “aid and abet” their oppression. These differences in men’s and women’s speech should be ascribed to factors extraneous to physiology or biology.

At any rate, women use or are assumed to use more polite expressions and milder words, such as divine, charming, lovely, and cute, thus maintaining the demarcation lines between males and females. Let us consider the following examples:

(a) What a terrific idea!

(b) What a divine idea!

Interestingly, both (a) and (b) could be used under any circumstances by a woman; men, however, are restricted to using only (a), lest their reputation be damaged and their virility impugned, as it were. The underlying assumption, of course, is that, in uttering (b), women admit to living in an ivory tower, entertaining and expressing concepts that are of no consequence or relevance to the world at large.

### Questions 27-32

*Do the following statements agree with the claims of the writer in the Reading Passage?*

*Write*

**YES** *if the statement agrees with 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*

**27** The words 'man' and 'woman' have always had different connotations.

**28** Feminist theory posits that language indirectly shows women's inferiority to men.

**29** Women are named after their husbands, which does them justice.

**30** Women were once thought to be crazy or dangerous.

**31** Women and men speak different languages.

**32** Because of language, women are presented as unconscionable.

### Questions 33-36

*Complete each sentence with the correct ending, A-G.*

**33** Literature

**34** Single men

**35** Language

**36** It is implied that men's manhood

**A** has succumbed to male domination.

**B** has given men a lot of power.

**C** has socially excluded women.

**D** try to influence women.

**E** is on the line if they use specific words/expressions.

**F** has always portrayed men as arrogant.

**G** are portrayed as joyful and promiscuous.

### Questions 37-40

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

**37** What is the main purpose of the writer of this passage?

**A** to show that there are no differences between the sexes

**B** to discourse upon certain tribes

**C** to accuse men of mistreating women

**D** to provide evidence that language makes discriminations

# 1 Reading

38 What is meant by the underlined phrase 'To put it differently, the very words and expressions they resort to "aid and abet" their oppression'?

- A 'The way women act helps men'.
- B 'The language women use acts out their subjugation'.
- C 'Women use a different language when addressing men'.
- D 'Women believe that men are superior to them'.

39 What is being said in the fifth paragraph?

- A Women are men's property.
- B It is not right that women decide to have their husbands' name.
- C Women are persuaded to be inferior to men.
- D No woman should use the titles Mrs or Miss.

40 What does the writer say about women's politeness?

- A Women are not really polite.
- B Women's politeness helps preserve the iniquity between the sexes.
- C Women have not always been so polite.
- D Women's politeness is a trick.

## Writing

## WRITING TASK 1

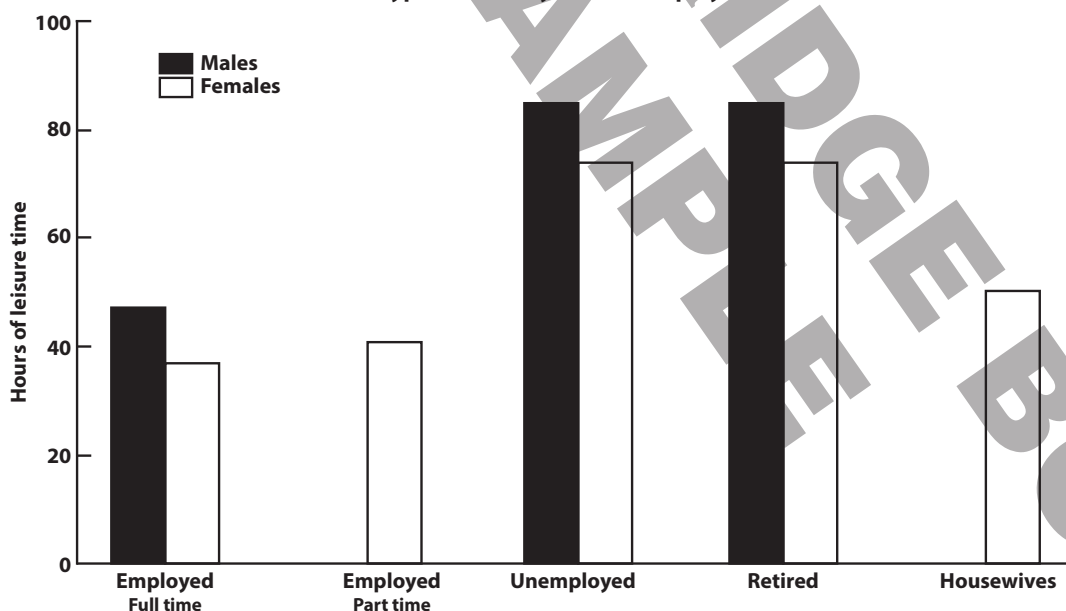
You should spend **about 20 minutes** on this task.

The chart below shows the amount of leisure time men and women have, according to their employment status.

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

You should write at least 150 words.

Leisure time in a typical week: by sex and employment status, 1998-99



## WRITING TASK 2

Write about the following topic:

You should spend **about 40 minutes** on this task.

“Prevention is better than cure.”

A large proportion of a country's health budget should be spent on health education and preventative measures.

To what extent do you agree or disagree with this statement?

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.

# 1 Speaking

## Speaking

### PART 1

*The examiner asks the candidate about him/herself, his/her home, work or studies and other topics.*

*Let's talk about your home town or village:*

- What kind of place is it?
- What's the most interesting part of your town/village?
- What kind of jobs do the people in your town/village do?
- Would you say it's a good place to live? (Why?)

*Let's move on to talk about accommodation:*

- Tell me about the kind of accommodation you live in?
- How long have you lived there?
- What do you like about living there?
- What sort of accommodation would you most like to live in?

### PART 2

*You will have to talk about the topic for 1 to 2 minutes.*

*You have one minute to think about what you're going to say.*

*You can make some notes to help you if you wish.*

*Describe something that is important to you.*

You should say:

- where you found it
- how long you have owned it
- what use you put it to; and
- explain why it is important to you.

#### **Some additional questions**

Tell me:

- would you give it away?
- would it be easy to replace?

### PART 3

*Let's consider first of all how people's habits have changed.*

- What kind of things/activities are people in your country interested in?
- Have things changed since your parents' time?
- Finally, let's talk about the role of tradition.
- Do you think tradition should be people's priority?