

IELTS

Practice Tests 1

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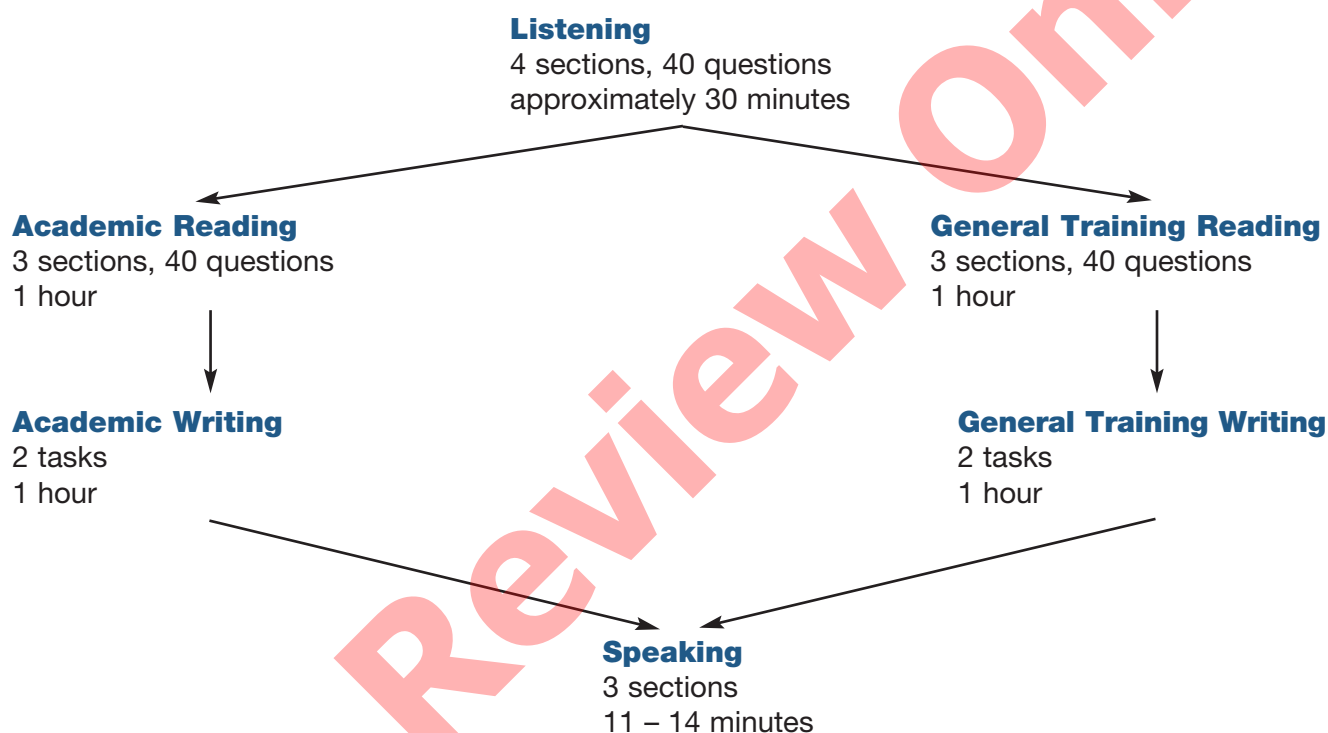
INTRODUCTION TO IELTS

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 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 test they take. 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 on 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 mostly of reading and writing, if 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 concentration, and pay close attention to the CD, as you hear each passage only 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 any 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 on all these topics.
- g** In IELTS Reading the questions are sometimes written *before the passage*. Always check that you have read and answered all 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 an important 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 at least the minimum number of words required, 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, don't 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

For Review Only

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 CD will be played ONCE only.

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 - 10

Questions 1 - 3

Choose the correct letters **A - D**.

Example

Sergeant Brown is going to speak about

- A comfort.
- ☒ B safety.
- C the police.
- D Mr Fogerty.

1 Sergeant Brown is

- A the community patrol officer.
- B the university security officer.
- C the community police adviser.
- D the university liaison officer.

2 Sergeant Brown

- A lives locally and is not married.
- B lives on the campus and has two daughters.
- C has a son at the university.
- D doesn't live on the campus with his daughters.

3 Sergeant Brown has been a police officer for

- A 5 years.
- B 10 years.
- C 15 years.
- D 20 years.

Questions 4 - 6

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

- 4 The most dangerous place around the campus is
- 5 The most dangerous place in town is
- 6 It is dangerous because of

Questions 7 - 8

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

Which **TWO** items should a student always carry?

- A a personal alarm
- B valuables
- C a passport
- D jewellery
- E some identification

Questions 9 - 10

Choose **TWO** letters **A - E**.Which **TWO** things does Sergeant Brown recommend a student should do?

- A walk home in pairs
- B use public transport
- C drive home
- D not carry a lot of cash
- E arrange to be home at a certain time

Section 2 Questions 11 - 20

Questions 11 - 13

Choose **THREE** letters **A - E**.

What are John and Sarah discussing?

- A the amount of work in the second year
- B the importance of medieval history
- C studying material in a different language
- D when their exams will finish
- E the level of work in the second year

Questions 14 and 15

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

14 Why is Sarah working in the market?

.....

15 How many courses must John and Sarah choose?

.....

Questions 16 - 20

Write **A NUMBER** or **NO MORE THAN THREE WORDS** for each space.

Course	Credits	Tutor	Recommended reading	Requirements
Medieval Society	20	Dr Smith	Study pack	 (17)
Development of Technology	20	Mr Mills	Bouchier's '.....' (18)	None
The Crusades I	10	 (19)	Allison & McKay's 'The First Crusades'	French
The Crusades II	10	Dr Shaker & Professor Lord	Mallen's 'A General History of the Crusades'	French
Peasants and Kings	 (16)	Dr Reeves	Hobart's 'Introduction to the Middle Ages'	 (20)

Section 3 Questions 21 - 30

Questions 21 - 25

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

21 Dr Mullet was particularly impressed by Fayed's

- A** final year dissertation.
- B** personal tutor.
- C** exam results.

22 After he took his exams, Fayed felt

- A** nervous.
- B** anxious.
- C** happy.

23 Dr Mullet accepts people for the MA course because of

- A** their exam results.
- B** their ability to play games.
- C** a variety of reasons.

24 What did Fayed initially go to university to study?

- A** economics.
- B** booms and crashes.
- C** history.

25 The course Fayed is applying for is concerned with

- A** the developing world.
- B** the development of banks.
- C** the economics of work.

Questions 26 - 30

Complete Dr Mullet's notes on his interview with Fayed in **NO MORE THAN THREE WORDS** for each space.

INTERVIEW WITH FAYED

Worried! Far from his country. (26)?

Will go to study in (27)
if not accepted here.

After university wants to work (28).

Now going to visit (29).

My decision – when? (30)

Section 4 Questions 31 - 40

Questions 31 - 35

Complete each sentence with **NO MORE THAN THREE WORDS**.

- 31 The public has more knowledge of vitamins than other parts
- 32 The public doesn't always eat
- 33 There is a widespread belief that Vitamin C can
- 34 Vitamin A helps you see
- 35 Many people wrongly think that taking vitamin supplements can

Questions 34 - 40

Complete each space with **NO MORE THAN THREE WORDS** or **A NUMBER**.

Vitamin	Name	Helps the body	Daily need	Where to get it
A	Retinol	have good vision, (36) infection	750 mg	liver, butter, egg yolks, milk
D	Calciferol	form healthy bones and (37)	varies with age	sunlight, cod liver oil
E	Tocopherol	control fat	 (38) mg	wheatgerm, oils, eggs, butter
K		coagulate blood	varies	green vegetables, liver, eggs
B complex		metabolise carbohydrates, form healthy tissue and (39)	varies	yeast, cereals, milk, cheese, offal
C	Ascorbic acid	fight infection, fight scurvy	30 mg	 (40)

ACADEMIC READING

PRACTICE TEST 1

NUMBER OF QUESTIONS: 40

TIME ALLOWED: 1 HOUR

Instructions

WRITE ALL ANSWERS ON THE ANSWER SHEET

The test is organised as follows:

<i>Reading Passage 1</i>	<i>Questions 1 - 15</i>
<i>Reading Passage 2</i>	<i>Questions 16 - 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

You should spend about 20 minutes on questions 1 - 15, which are based on Reading Passage 1 below.

National Parks and Climate Change

- A** National parks, nature reserves, protected areas and sites of special scientific interest (SSSIs) are an important part of the natural landscape in most countries. Their habitat and terrains vary massively, from tundra and glacier parks in the north to wetlands in Europe, steppes in central and eastern Europe, and prairie grasslands and deserts in other areas. Virtually all kinds of landscape are protected somewhere. And these protected areas are important for the variety of plant and animal life they harbour: caribou, bears, wolves, rare types of fish and birds.
- B** But these areas are under threat from a recent peril – global climate change. No amount of legislation in any one country can protect against a worldwide problem. What exactly are the problems caused by climate change? David Woodward, head of the British Council for Nature Conservation, spoke to *Science Now* about some of these areas, and his first point highlighted the enormous variation in nature reserves.
- C** “Each park or reserve is an ecosystem,” he says, “and the larger reserves, such as those in Canada, may have several types of ecological subsystems within it. There are reserves which are half the size of Western Europe, so it doesn’t make sense to talk about them as if they were all the same, or as if the microclimates within them were uniform.” Woodward outlines some of the dangers posed by climatic change to parks in the northern Americas, for example.
- D** “If climatic change is severe, and in particular if the change is happening as quickly as it is at the moment, then the boundaries of the park no longer make much sense. A park that was designated as a protected area 90 years ago may suffer such change in its climate that the nature of it changes too. It will no longer contain the animal and plant life that it did. So the area which once protected, say, a species of reindeer or a type of scenery, will have changed. In effect, you lose the thing you were trying to protect.” This effect has already been seen in Canada, where parks which once contained glaciers have seen the glaciers melted by global warming.
- E** Jennie Lindstrom, Chief Executive Officer of H₂O, the charity which campaigns on an international level on behalf of mainland Europe’s protected wetland and wilderness areas, is even more pessimistic. In a letter to *Science Now*, she has asserted that up to 70% of such areas are already experiencing such “significant change ... in climate” that the distribution patterns of flora and fauna are changing, and that all areas will eventually be affected. She estimates that the most profound change is occurring in the northernmost parks in areas such as Finland, Greenland, Iceland and northern Russia, but adds that “there is no place which will not suffer the effects of global warming. What we are seeing is a massive change in the environment – and that means the extinction of whole species, as well as visual and structural changes which means that areas like the Camargue may literally look totally different in 50 or 60 years’ time.”
- F** The problems are manifold. First, it is difficult or impossible to predict which areas are most in need of help – that is, which areas are in most danger. Predicting climate change is even more unreliable than predicting the weather. Secondly, there is a sense that governments in most areas are apathetic towards a problem which may not manifest itself until long after that government’s term of office has come to an end. In poor areas, of course, nature conservation is low on the list of priorities compared to, say, employment or health. Third, and perhaps most important, even in areas where there is both the political will and the financial muscle to do something about the problem, it is hard to know just what to do. Maria Colehill of Forestlife, an American conservation body, thinks that in the case of climate change, the most we can realistically do is monitor the situation and allow for the changes that we cannot prevent, while lobbying governments internationally to make the changes to the pollution laws, for example, that will enable us to deal with the causes of the problem. “I am despondent,” she admits. “I have no doubt that a lot of the work we are doing on behalf of the North American lynx, for example, will be wasted. The animal itself can live in virtually any environment where there are few humans, but of course its numbers are small. If climate change affects the other animal life in the areas where it now lives, if the food chain changes, then the lynx will be affected too. Less food for the lynx means fewer lynxes, or lynxes with nowhere to go.”
- G** Certainly, climate change is not going to go away overnight. It is estimated that fossil fuels burnt in the 1950s will still be affecting our climate in another 30 years, so the changes will continue for some time after that. If we want to protect the remnants of our wild landscapes for future generations, the impetus for change must come from the governments of the world.

Questions 1 - 7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1 - 7 on your answer sheet, write **Yes** if the statement agrees with the information, **No** if the statement contradicts the information, **Not Given** if there is no information on this in the passage.

- 1 Every country has protected areas or national parks.
- 2 Countries can protect their parks by changing their laws.
- 3 A protected area or park can contain many different ecosystems.
- 4 David Woodward thinks that Canadian parks will all be different in 90 years.
- 5 Canada, more than any other country, has felt the effects of global warming.
- 6 H₂O works to protect wetlands all over the world.
- 7 Some parts of the world will feel the results of global warming more than others.

Questions 8 - 13

Complete the summary below. Choose your answers from the box below the summary and write them in boxes 8 - 13 on the answer sheet. There are more words than spaces, so you will not use all the given words.

There are (8) encountered in attempting to stop the effects of (9). One is the difficulty of predicting change. Another is a lack of (10) to change the situation; most governments' interest in the matter is limited because it will not become very serious (11). Finally, there is the quandary of what action we should actually take. One solution is both to keep an eye on the situation as it develops, and to push for changes (12). Even if we do this, the problem is not going to (13), since it takes considerable time for global warming to happen.

willingness of the authorities	lots of ways	global warming
internationally	for many years	locally
disappear straight away	many problems	after all

Questions 14 and 15

Reading Passage 1 has seven paragraphs A - G. Which paragraphs state the following information? Write the appropriate letters **A - G** in boxes 14 and 15 on your answer sheet.

- 14 All areas of the world are likely to be affected by global climate changes.

- 15 Remedies for global warming will not reverse these trends immediately.

Section 2

You should spend about 20 minutes on questions 16 - 27, which are based on Reading Passage 2 below.

The Truth About Art

Modern art has had something of a bad press recently – or, to be more precise, it has always had a bad press in certain newspapers and amongst certain sectors of the public. In the public mind, it seems, art (that is, graphic art – pictures – and spatial art – sculpture) is divided into two broad categories. The first is ‘classic’ art, by which is meant representational painting, drawing and sculpture; the second is ‘modern’ art, also known as abstract or non-representational. British popular taste runs decidedly in favour of the former, if one believes a recent survey conducted by Sir Bruce McGowen, owner of the Tarn Gallery and Workshops in Suffolk, and one of Britain’s most influential artistic commentators. He found that the man (or woman) in the street has a distrust of cubism, abstracts, sculptures made of bricks and all types of so-called ‘found’ art. He likes Turner and Constable, the great representatives of British watercolour and oil painting respectively, or the French Impressionists, and his taste for statues is limited to the realistic figures of the great and good that litter the British landscape – Robin Hood in Nottingham and Oliver Cromwell outside the Houses of Parliament. This everyman does not believe in primary colours, abstraction and geometry in nature – the most common comment is that such-and-such a painting is “something a child could have done”.

Maurice Coates, director of the Buckinghamshire Galleries in Windsor, which specialises in modern painting, agrees. “Look around you at what art is available every day,” he says. “Our great museums and galleries specialise in work which is designed to appeal to the lowest common denominator. It may be representational, it may be ‘realistic’ in one sense, but a lot of it wouldn’t make it into the great European galleries. Britain has had maybe two or three major world painters in the last 1000 years, so we make up the space with a lot of second-rate material.”

Coates believes that our ignorance of what modern art is has been caused by this lack of exposure to truly great art. He compares the experience of the average British city-dweller with that of a citizen of Italy, France or Spain.

“Of course, we don’t appreciate any kind of art in the same way because of the paucity of good art in Britain. We don’t have galleries of the quality of those in Madrid, Paris, Versailles, Florence, New York or even some places in Russia. We distrust

good art – by which I mean both modern and traditional artistic forms – because we don’t have enough of it to learn about it. In other countries, people are surrounded by it from birth. Indeed they take it as a birthright, and are proud of it. The British tend to be suspicious of it. It’s not valued here.”

Not everyone agrees. Jane Forrester, who runs the Hampshire Art House, believes that while the British do not have the same history of artistic experience as many European countries, their senses are as finely attuned to art as anyone else’s.

“Look at what sells – in the great art auction houses, in greeting cards, in posters. Look at what’s going on in local amateur art classes up and down the country. Of course, the British are not the same as other countries, but that’s true of all nationalities. The French artistic experience and outlook is not the same as the Italian. In Britain, we have artistic influences from all over the world. There’s the Irish, Welsh, and Scottish influences, as well as Caribbean, African and European. We also have strong links with the Far East, in particular the Indian subcontinent. All these influences come to bear in creating a British artistic outlook. There’s this tendency to say that British people only want garish pictures of clowns crying or ships sailing into battle, and that anything new or different is misunderstood. That’s not my experience at all. The British public is poorly educated in art, but that’s not the same as being uninterested in it.”

Forrester points to Britain’s long tradition of visionary artists such as William Blake, the London engraver and poet who died in 1827. Artists like Blake tended to be one-offs rather than members of a school, and their work is diverse and often word-based so it is difficult to export.

Perhaps, as ever, the truth is somewhere in between these two opinions. It is true that visits to traditional galleries like the National and the National Portrait Gallery outnumber attendance at more modern shows, but this is the case in every country except Spain, perhaps because of the influence of the two most famous non-traditional Spanish painters of the 20th century, Picasso and Dali. However, what is also true is that Britain has produced a long line of individual artists with unique, almost unclassifiable styles such as Blake, Samuel Palmer and Henry Moore.

Questions 16 - 24

Classify the following statements as referring to

- A** Sir Bruce McGowen
- B** Maurice Coates
- C** Jane Forrester

*Write the appropriate letters **A - C** in boxes 16 - 24 on your answer sheet.*

- 16** British people don't appreciate art because they don't see enough art around them all the time.
- 17** British museums aim to appeal to popular tastes in art.
- 18** The average Englishman likes the works of Turner and Constable.
- 19** Britain, like every other country, has its own view of what art is.
- 20** In Britain, interest in art is mainly limited to traditional forms such as representational painting.
- 21** British art has always been affected by other cultures.
- 22** Galleries in other countries are of better quality than those in Britain.
- 23** People are not raised to appreciate art.
- 24** The British have a limited knowledge of art.

Questions 25 - 27

*Choose the best answers, **A, B, C** or **D**. Write your answers in boxes 25 - 27 on your answer sheet.*

25 'Classic' art can be described as

- A** sentimental, realistic paintings with geometric shapes.
- B** realistic paintings with primary colours.
- C** abstract modern paintings and sculptures.
- D** realistic, representational pictures and sculptures.

26 In Spain, people probably enjoy modern art because

- A** their artists have a classifiable style.
- B** the most renowned modern artists are Spanish.
- C** they attend many modern exhibitions.
- D** they have different opinions on art.

27 Many British artists

- A** are engravers or poets.
- B** are great but liked only in Britain.
- C** do not belong to a school or general trend.
- D** are influenced by Picasso and Dali.

Section 3

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

Australian Aborigines Demand Return of Remains

As a former British colony, Australia has close cultural and historical links with the United Kingdom, due to the British and Irish settlers who arrived in droves in the 19th and 20th centuries. One aspect of this contact is the role of Britain, and British archaeologists and collectors, in taking Aboriginal bones, relics and artefacts from Australia to museums and collections in the UK. Now leaders of the indigenous people of Australia, the Aborigines, are demanding that any Aboriginal remains in the UK are returned to Australia.

In 19th century Britain, there was a mania for collecting all kinds of objects from other countries. These were sent home, where they were kept in museums such as the British Museum and the Natural History Museum. Museums in the UK have a huge number of such objects – objects which, say protesters, were basically stolen during Britain's long colonial history, with little or no regard for the feelings or rights of the people to whom the objects originally belonged.

Now the Australian Prime Minister is supporting Aboriginal calls for the objects and remains to be returned to their original home. A spokesman for the Aboriginal Council of New South Wales, Stevie McCoy, said: "The bones do not belong abroad. They belong here. This is about beliefs, and a traditional Aboriginal belief is that our ancestors can only find peace if their remains are buried in the homeland."

There are certainly lots of Aboriginal remains in the UK, although their exact locations are not entirely clear. What is known is that, between them, the British Museum and the Natural History Museum have some 2,000 - 2,500 artefacts composed of human remains, although the museums point out that only about 500 of these are of Aboriginal origin. Dr William Cowell Bell, for the London Museum Association, adds that "A lot of the objects are not human remains in their original form, but are made out of human remains. These include decorated skulls and bones from which charms and amulets have been created." A smaller number of similar artefacts are known to be held in collections in Oxford and Cambridge.

There is some sensitivity to Aboriginal demands in the archaeological world. Lady Amanda Spurway, life president of the Glover Museum in London, says that the museum has had its small collection of Aboriginal remains packed ready for return for a decade, and is only

waiting for information about where they must go. The National College of Surgeons says it will return the remains of any individual who can be named (although it is obviously difficult to put names to them after such a long time). This growing sensitivity to the hitherto ignored rights of indigenous peoples around the world has caused some relics to be restored to their original country, particularly in Scotland, where a group of Aboriginal remains has already been returned. Edinburgh University has returned skulls and bones to Tasmania and New Zealand.

One problem, according to legal expert Ewan Mather, is that the law allowing museums to decide what to do with these objects is more relaxed in Scotland. English museums, on the other hand, are not allowed (either by law or by the groups of trustees who run them) to just hand back remains of their own accord. However, British supporters of the Aborigines claim that such restrictive laws are inhumane in the modern world, and that it would be a simple enough matter to change them in order to allow the items to be returned.

A further objection to handing back relics is because of their scientific value, claim some museum directors. Dr Bell believes that the size of the collection in the Natural History Museum in Lincoln made it a very valuable resource in the analysis of the way of life of Aborigines, and could be used to study the origin and development of the people. Breaking up the collection might mean that such knowledge could be lost forever.

Aboriginal groups, however, respond by pointing out that the scientific importance of the remains has to be seen against a backdrop of human rights. "I doubt whether the British government would allow several thousand bones of British soldiers to be used for 'scientific purposes' in any other country," said Stevie McCoy, with a hint of irony. "Would the families allow it? I think there would be a public outcry, no matter how old the remains were. This practice [of taking bones and human remains] went on from the first moment the white man came to Australia right up to the early part of the 20th century. It is a scandal."

The British government, meanwhile, has announced that it will set up a working party to discuss the possibility of changes to the law. This might allow museums to negotiate on their own with Aboriginal and other groups around the world.

Questions 28 - 30

Choose the **two** best answers according to the text, and write the letters **A - E** in boxes 28 - 30 on your answer sheet.

28 The Aboriginal demand that bones be returned to Australia is based on which TWO ideas?

- A The rightful place for the remains is Australia.
- B Britain had no right to take the remains.
- C The remains have religious significance for Aborigines.
- D Some remains have already been returned.
- E Aboriginal ancestors cannot find peace unless their remains are laid to rest there.

29 Which TWO points may help to speed up the process of returning the remains?

- A The British government is going to discuss the return of Aboriginal items.
- B There is already some sympathy to the Aborigines' claims in the world of archaeology.
- C Some items have already been returned to their countries of origin.
- D Not all the Australian artefacts are human remains.
- E The remains have religious significance for Aborigines.

30 Which TWO factors might cause problems when it comes to returning the remains?

- A Scottish and English law does not allow museums to return objects.
- B It is not clear what will happen to the remains once they have been returned.
- C Some museums do not have the right to return objects to their countries of origin.
- D Not all the Australian artefacts are human remains.
- E The remains are scientifically important and need to be studied.

Questions 31 - 36

Classify the following opinions as referring to

- A The National College of Surgeons
- B Stevie McCoy
- C Dr William Cowell Bell
- D Lady Amanda Spurway
- E Ewan Mather

Write the appropriate letter **A - E** in boxes 31 - 36 on your answer sheet.

- 31 No country would allow the bones of its citizens to be used for scientific purposes in another country.
- 32 The Glover Museum is ready to return its Aboriginal bones.
- 33 Australian remains are a useful resource for scientific study.
- 34 It would be a problem to accurately identify the human remains.
- 35 Many Aboriginal remains in Britain have been made into artefacts.
- 36 Discrepancies in the laws of different countries can hinder the return of relics.

Questions 37 - 40

Complete the following paragraph based on information in Reading Passage 3 using **ONE** or **TWO WORDS** from the Reading Passage for each answer. Write your answers in boxes 37 - 40 on your answer sheet.

Aborigines believe that the remains should be returned for a number of reasons. First is the fact that the relics were taken during the period when Australia was a (37). The Aborigine belief that their ancestors can only (38) if their bones are returned is a further factor. Thirdly, the restitution of the remains is an issue of human rights. However, objectors who oppose the return of the artefacts point out that not only is there a (39) problem, but also that the remains constitute an important (40) in studying the lifestyle of the Aborigines.

ACADEMIC WRITING

PRACTICE TEST 1

1 hour

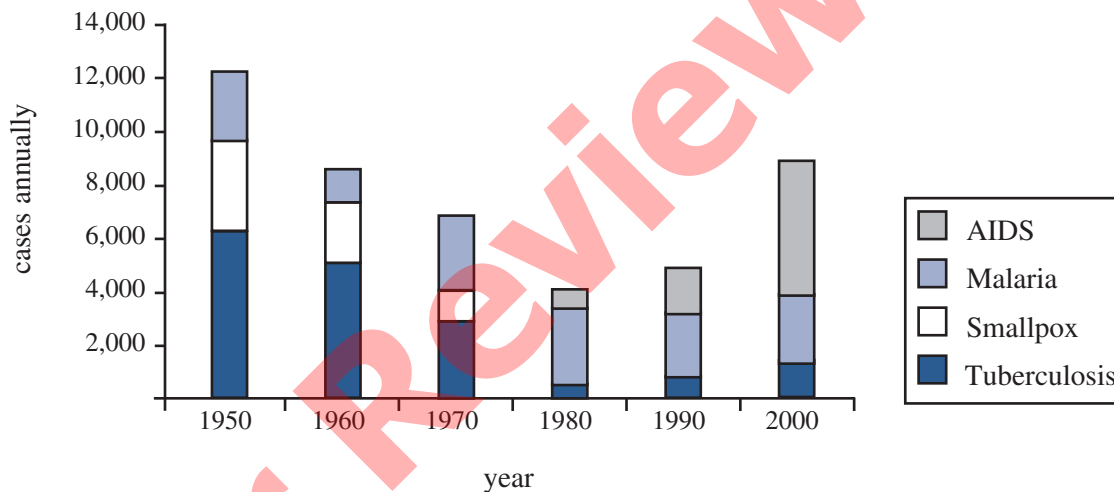
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below gives information about the progress of certain diseases during childhood between 1950 and 2000 in a developing country.

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.

It has been claimed that workers over 50 are not responsive to rapidly changing ideas in the modern workplace and that for this reason younger workers are to be preferred.

To what extent would you support or reject this idea?

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 your family. Is that okay?

- Is your family large or small?
- What do the other members of the family do?
- When was the last time all your family were together? What did you do?
- What do you do as a family for special occasions like weddings or feasts?
- Is there a member of your family you are especially close to? Why?

Part 2

Talk on a topic for 1 or 2 minutes

Describe a trip or a holiday you have recently taken.

Tell me about:

- where you went and why
- who you went with
- what you did

and say what made this trip memorable to you.

- Had you been on a trip like this before?
- Do you think travel broadens the mind?
- Why? Why not?

Part 3

Discussion Topics

- travel
 - Describe how the tourist industry has developed in your area/other areas.
 - Describe what things your area offers tourists.
 - Evaluate what type of tourists tourism brings to your area.
 - How has tourism changed your area compared with how it used to be?
 - Evaluate how tourism is good for the economy of a country.
 - Speculate on what other benefits tourism might bring to a country.
- environmental and other problems
 - Evaluate how the growth of tourism has affected the countryside and wildlife in your area/country.
 - Discuss whether the advantages of tourism outweigh the disadvantages.

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