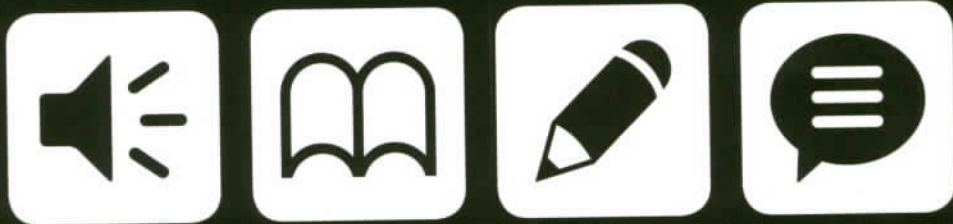


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# IELTS

## Practice Tests



  
mmpublications

  
Audio CDs  
& Glossary  
CD-ROM

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# Introduction

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IELTS (International English Language Testing System) is a means of assessing English language proficiency. It is typically addressed to prospective undergraduate or postgraduate students, and candidates who wish to work in English-speaking countries. The **Academic Module** is suitable for students planning to study in an English-speaking academic environment, while the **General Training Module** is taken by candidates interested in admission to secondary schools and vocational or training programmes.

This book, which can be used either in class or for self-study, contains five complete Academic Module tests (Listening, Reading, Writing and Speaking components) and one General Training test (Reading and Writing components). It also includes:

- an **extra practice section** featuring a **speaking section** and a **vocabulary consolidation section**. The speaking section is designed to provide candidates with additional practice for Part 2 of the Speaking component, in which the candidate is required to prepare an answer on a given topic. The vocabulary consolidation section includes vocabulary activities which test vocabulary taken from each of the five Academic Module tests.
- a **writing appendix**.
- the **key** to all tests and vocabulary consolidation activities and the **listening transcripts**.
- **justifications** for all answers of the listening and reading tasks of Tests 1–5.
- **model answers** for all the writing tasks.
- **suggested answers** for all the speaking tasks.
- a **sample answer sheet** for the Listening and Reading components.
- a **glossary CD-ROM**, which contains vocabulary from the tests in alphabetical order. The glossary can be used for the purpose of self-study together with the vocabulary consolidation activities.

**Test format – a brief overview**

The IELTS **Academic Module** comprises four components: Listening, Reading, Writing and Speaking.

<b>Component</b>	<b>Duration</b>	<b>Overview</b>
Listening	approximately 30 minutes + 10 minutes transfer time (played once only)	4 sections, 10 questions each
Reading	60 minutes	3 passages, 13–14 questions each
Writing	60 minutes	2 tasks: a summary (at least 150 words) based on a diagram, and an opinion essay (at least 250 words)
Speaking	11–14 minutes	3 parts

The IELTS **General Training Module** also comprises four components: Listening, Reading, Writing and Speaking. The Listening and Speaking components are the same as in the Academic Module.

<b>Component</b>	<b>Duration</b>	<b>Overview</b>
Listening	approximately 30 minutes + 10 minutes transfer time (played once only)	4 sections, 10 questions each
Reading	60 minutes	3 sections: Section 1: two or three short factual texts Section 2: two texts related to work or training contexts Section 3: one longer passage
Writing	60 minutes	2 tasks: a letter (at least 150 words) and an opinion essay (at least 250 words)
Speaking	11–14 minutes	3 parts



## Scoring

The test does not work on a pass or fail basis. Instead, it is scored on a nine-band scale, on which 9 corresponds to the expert user.

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

**TEST COMPONENTS – ACADEMIC MODULE****Listening**

Section	Content	Tasks	
1	A dialogue/interview between two speakers in a social context	10 questions	multiple choice questions; completing notes/sentences/forms/tables/charts; labelling maps/diagrams; matching questions; short-answer questions, etc.
2	A monologue about an everyday topic	10 questions	
3	A conversation between 2–4 speakers on a topic that is related to educational or training contexts	10 questions	
4	A talk/lecture given in an academic environment	10 questions	

**Reading**

Content	Tasks	
Three texts of about 900 words each based on academic topics but intended for a non-specialised audience	40 questions	multiple choice questions; True/False/Not Given questions; Yes/No/Not Given questions; completing maps/charts/diagrams/tables/summaries; short-answer questions etc.

**Writing**

Task	Tasks	Overview
1	A short summary of at least 150 words (about 20 minutes)	Candidates have to produce a summary based on a graph, bar chart, pie chart, flow chart, diagram, etc. This task requires candidates to summarise, compare and contrast the most salient features of the diagram.
2	An essay of at least 250 words (about 40 minutes)	Candidates have to produce an essay expressing their opinion, presenting an argument or proposing solutions to a problem.

**Speaking**

<b>Part</b>	<b>Overview</b>	<b>Focus</b>
1 (4–5 mins)	The examiner asks general questions on topics such as family, friends, work, study, home, hobbies and everyday life.	<ul style="list-style-type: none"> <li>• providing factual information on familiar topics</li> <li>• expressing opinion</li> </ul>
2 (3–4 mins)	The candidate is given a card with a question on a particular topic. This topic usually falls under one of the following categories: a person, a place, an object, an event or experience. The candidate is given one minute to make notes and prepare his or her response, and two minutes to deliver it.	<p>Individual long run</p> <ul style="list-style-type: none"> <li>• delivering a consistent, grammatically, syntactically and semantically correct response</li> <li>• using a range of structures and vocabulary</li> <li>• illustrating ideas with examples</li> </ul>
3 (4–5 mins)	The examiner asks questions that are more broadly and abstractly related to Part 2.	<ul style="list-style-type: none"> <li>• expressing an opinion</li> <li>• comparing and contrasting</li> <li>• using language effectively to convey views</li> </ul>



**LISTENING**

**SECTION 1 Questions 1–10**

**Questions 1–10**

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**SUPPLEMENTARY DETAILS**

**Au pair position**

<i>Example</i>	<i>Answer</i>
<b>Qualifications / experience:</b>	Degree in Health and Social Care
	and MA in Developmental and
	<b>1</b> .....
<b>Languages (fluent):</b>	<b>2</b> .....
<b>Languages (basic):</b>	Russian, <b>3</b> .....
<b>Preferred countries:</b>	preferably <b>4</b> ....., otherwise anywhere in Europe
<b>Willing to care for:</b>	babies and children under ten, no <b>5</b> .....
<b>Driving licence:</b>	yes
<b>Dietary considerations:</b>	<b>6</b> .....
<b>Health issues:</b>	<b>7</b> ..... to penicillin
<b>First aid:</b>	in the process of taking a first-aid course for <b>8</b> .....
<b>Additional skills:</b>	swimming, cooking
<b>Available:</b>	<b>9</b> .....
<b>Additional notes:</b>	web video chat ID: <b>10</b> .....



**SECTION 3 Questions 21–30**

**Questions 21–26**

Complete the sentences below.

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

- 21 Aside from weight gain, binge eating patients may also experience related symptoms of .....
- 22 Patients currently undergoing another course of treatment would not be ..... for the study.
- 23 Many patients are reluctant to take part in clinical trials because of unknown side effects from ..... methods.
- 24 Nurses have a ..... with patients because of the amount of time they spend with them.
- 25 The psychotherapy aims to help patients change their feelings and general .....
- 26 The clinical research team is not directly responsible for administering .....

**Questions 27–30**

Which factor is measured by each test?

Write the correct letter, **A–F**, next to questions 27–30.

<b>A</b> levels of self-esteem	<b>D</b> frequency of binge eating episodes
<b>B</b> indications of anxiety	<b>E</b> levels of depression
<b>C</b> long-term physical improvement	<b>F</b> degree of mental stress

- 27 Eating Disorder Examination .....
- 28 Beck Inventory .....
- 29 Rosenberg Scale .....
- 30 State-Trait Inventory .....

**SECTION 4 Questions 31–40**

**Questions 31–40**

---

Complete the notes below.

Write **NO MORE THAN TWO WORDS OR A NUMBER** for each answer.

Mountain ranges: born when continents **31** .....

Himalayas formed by India moving across the **32** .....

and crashing into Asia millions of years ago

Concept of **33** ..... continents first suggested by Alfred

Wegener

Earth's landmass: originally one supercontinent which later broke up into

**34** .....

Wegener's theory: **35** ..... by scientific community.

Evidence of Wegener's theory:

- Fossilised **36** ..... and plants were found on two separate continents

Wegener created **37** ..... for later theories

**38** ..... rock: defined as 'magma'

Dome mountain: formed when magma does not **39** .....

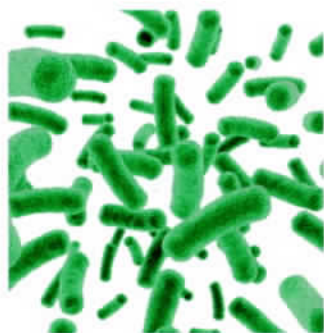
Main island of Galápagos: formed from **40** ..... separate volcanoes joining

## READING

## READING PASSAGE 1

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

## The age-old fight against bacteria



The battle between medicine and bacteria has always existed. Despite many bacteria having several important functions that benefit people, certain strains have always posed a serious risk to human health. Throughout the ages, infections caused by bacteria have invaded immune systems the world over and resulted in millions of premature deaths. Medicine has always fought back and, as science advanced, the negative impact of bacteria on public health diminished greatly.

Right up until the early 1800s, infection prevention had always been seriously undermined by a lack of knowledge of how infection and disease were caused. One of the popular beliefs at that time was that diseases simply appeared without cause. Early healthcare systems were oblivious to any link between cleanliness and infection, which often meant bacteria were rife in medical settings. Ironically, it has been suggested that doctors themselves may have been an integral part of the problem in some hospitals, and that they may have been a source of transmission. As the practice of hand washing did not yet exist, bacteria were unknowingly present on doctors' hands. The ramifications of this were detrimental; as doctors came into contact with patients during routine clinical practice, infections would be swept through the ward.

Another problem typical of this era was surgery-induced infection. Indeed, historical records indicate that patients undergoing surgical procedures frequently died as a direct result of surgery. Poor hygiene in the operating theatre coupled with unsterilised surgical apparatus resulted in many patients becoming seriously unwell, as bacteria could easily enter the body through the incision made by the surgeon. This problem was aggravated by inappropriate wound care, which often did little to prevent infection. This all meant that common procedures carried significant risk.

It was during the mid-1800s that the scientific community really started to develop adequate methods to combat this threat. In 1867, one of the most important medical discoveries of the 19th century was made, when physician Joseph Lister published his ground-breaking findings on antiseptic – a new chemical substance which had the capacity to kill bacteria. The implications of this were far-reaching. Lister was certain that a causal relationship existed between hygiene and infection during surgery, and therefore advocated the sterilisation of surgical instruments and, along with it, the use and application of antiseptic



both during the procedure and in postoperative care. The impact was startling; in hospitals where Lister was reported to have implemented his procedures, the mortality rate among patients undergoing surgery plummeted, this decline being attributed to the fact that infections were largely prevented. The years that followed saw an extensive uptake of his approach, which eventually became the norm in medicine. The 1920s saw another huge breakthrough in the fight against bacterial infections, this time in the form of antibiotics. These new, miracle drugs gave doctors the power to combat illnesses like never before, downgrading many from potentially fatal to easily controllable.

Until very recently, little thought had been given to a world without antibiotics – doctors have been heavily dependent on them to treat a wide range of bacterial infections and they have acted as medicine's safety net for almost a century. However, due to the dramatic escalation of antibiotic-resistant bacteria – in other words, bacteria that are able to survive a course of drug treatment – 21st-century medicine is being forced to consider its alternatives. It is widely agreed that the misuse of antibiotics is to blame for this increase. Misuse can take several forms, including doctors overprescribing them and patients using them irresponsibly, all of which contribute to this global problem. Since obtaining antibiotics does not require a prescription from a doctor in many countries, people are able to freely obtain this medication in pharmacies – highlighting the need for tighter regulation around availability. The fact that these are all deep-rooted issues means that finding a workable solution and changing public opinion is incredibly difficult.

In addition, the farming industry has greatly added to this problem. In fact, evidence points towards a relationship between the use of these antibiotics in agriculture and increased resistance in human populations. When animals such as cattle and poultry are farmed for human consumption, antibiotics are used both to prevent disease and, more controversially, as a method to encourage growth – which in turn increases revenue. For an industry so focused on turnover, it is difficult to see how things will change.

Recent statistics highlight the startling reality, estimating that bacterial infections able to resist drug treatment are responsible for as many as 25,000 deaths annually across Europe. Some experts warn that many conditions are once again at risk of regaining the 'potentially fatal' status characteristic of previous centuries. A disturbing rise in some conditions has already been observed. For instance, an increase in drug-resistant strains of tuberculosis (TB)<sup>1</sup> has resulted in this very serious condition becoming increasingly difficult to treat in some patients. It is hard to accurately quantify the overall impact drug resistance might have in the future, but the rate at which new strains of resistant bacteria are appearing is a cause for concern. Therefore, efforts to curb the problem must be stepped up.

Much like the scientists of previous centuries, today's scientists are desperately trying to devise new ways of tackling the threat of bacteria. The World Health Organization is leading the way, zealously supporting campaigns to raise global awareness, promote responsible usage, and encourage more research into the development of new antibiotics.

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<sup>1</sup> *Tuberculosis: a type of lung disease*



**Questions 1–8**

Answer the questions below.

Choose **NO MORE THAN THREE WORDS OR A NUMBER** from Reading Passage 1 for each answer.

Write your answers in boxes 1–8 on your answer sheet.

- 1 What do bacteria threaten to attack?
- 2 During the early 19th century, what was the main barrier to preventing bacterial infection?
- 3 Aside from doctors spreading bacteria in some hospitals, what was another main cause of infection during surgery?
- 4 After a surgical procedure, what aspect of postoperative care was neglected?
- 5 When was antiseptic discovered?
- 6 What two conditions did Joseph Lister believe to be connected?
- 7 What was reduced following the introduction of antiseptic in hospitals?
- 8 What discovery was made in the 20th century?

**Questions 9–13**

Choose the correct letter, **A**, **B**, **C** or **D**. Write your answers in boxes 9–13 on your answer sheet.

- 9 **Since the development of antibiotics**
  - A their dominance in treatment methods has been significant.
  - B their availability in some parts of the world has diminished.
  - C their use as treatment for non-fatal conditions has declined.
  - D their effectiveness remains unchanged.
- 10 **What does the writer imply when discussing people's misuse of antibiotics?**
  - A It is a problem which is deeply embedded within society.
  - B There is a general lack of willingness in medical circles to reduce consumption.
  - C Tighter regulation around availability is not likely to be effective.
  - D Pharmacies have an important role to play in helping to reduce the issue of overconsumption.

- 11 What main point does the writer make about the use of drugs in agriculture?**
- A** The profit-driven nature of agriculture is a main barrier to attitude change.
  - B** The high risk of disease in farmed animals means reducing usage is not yet feasible.
  - C** It is probably the leading cause of drug resistance.
  - D** The relationship between farming methods and drug resistance is still unclear.
- 12 What is said about tuberculosis (TB)?**
- A** In recent years many strains of suspected drug-resistant TB have arisen.
  - B** The speed at which TB has evolved has surprised medics.
  - C** TB accounts for countless deaths each year in Europe.
  - D** Certain strains of TB are unresponsive to traditional treatment.
- 13 What is implied about today's international response to the issue of drug resistance?**
- A** There has been very little response to date.
  - B** It is greater compared to that of previous centuries.
  - C** Education and research are being endorsed as solutions to the problem.
  - D** The implementation of strategies to reverse the problem has failed.

**READING PASSAGE 2**

You should spend about 20 minutes on **Questions 14–27**, which are based on Reading Passage 2 below.

## The evolutionary adaptation of the whale: from land to sea

- A** The evolutionary adaptation of the modern-day whale has been closely examined, with fossil records indicating that it was once a land animal. Part of the cetacean<sup>1</sup> order, the largest animal on the planet is perfectly adapted to aquatic life. The question of how and why this transitional journey from land to sea occurred has sparked a great deal of interest in paleontological circles.
- B** The fossil record dates back over 50 million years. In the 1970s, scientists made an exciting discovery in Pakistan: the fossilised remnants of an entirely new wolf-like creature, later named *pakicetus*. At first, there was a great deal of ambiguity over its origin; however, later identification of its ear bone provided compelling evidence that this new discovery was, in fact, a direct ancestor of the modern-day whale, as the ear bone was strikingly similar to that observed today. Indeed, this characteristic is noted in all ancestors of the whale, from prehistoric times right through to the present day. Examination of the chemical content of the fossils allowed scientists to speculate on why *pakicetus* made this transition into the water. Testing showed that the animal probably consumed a diet of fish, implying that, although it was indeed terrestrial<sup>2</sup>, it would have remained close to water, feeding off the rich food source on offer. Climatic change is a widely recognised mediating factor in evolution, forcing animals to either adapt to a new environment or perish. One theory is that the Earth's climate changed, resulting in the environment becoming inhospitable, and food supplies becoming increasingly scarce; *Pakicetus* therefore followed the food source – deeper into the water.
- C** What is apparent from the fossil record is the physical transformation that *pakicetus* underwent over the next several million years, all of which facilitated better adaptation to ocean life. *Ambulocetus*, commonly referred to as the 'walking whale', lived a few million years after *pakicetus*. The first signs of the animal's legs starting to disappear are observed; they reduced in size, and started to take on a more flipper-like appearance. The body gradually became elongated and increasingly muscular, allowing the animal to be more effective in the water. Examination of the fossils strongly suggested that the creature consumed both fresh water and salt water, which means it was almost certainly semiaquatic, living both in water and on land. More noticeable adaptations to oceanic inhabitation are observed in *rodhocetus*. This creature was more streamlined, and lived predominantly in the sea. Although it probably came

<sup>1</sup> *Cetacean*: concerning a mammal that lives in the sea

<sup>2</sup> *Terrestrial*: used to describe something that lives on land



onto land occasionally, it was most likely ill-adapted for walking and far more suited to marine life. For instance, examination of skeletal remains highlights changes in posture which allowed the animal to develop into a more efficient swimmer, most notably that its backbone and pelvis were not connected, allowing for optimal swimming. Moreover, this transitional phase is further highlighted as it has been hypothesised that, rather than having blubber for insulation, *rodhocetus* would have still been covered in fur.

- D** Sometime later *basilosaurus* and *dorudon* emerged, both of which lived a fully aquatic life. *Basilosaurus* is believed to be the largest prehistoric whale to have ever lived, reaching up to around 60 feet in length. In contrast, *dorudon* was much smaller – a mere 16 feet compared to the colossal *basilosaurus*. This led to the mistaken belief that *dorudon* was a juvenile *basilosaurus*, especially given that they shared physical similarities (however this theory was later disproved). *Basilosaurus* is considered to be convincing evidence of whale evolution, as remains of the creature indicate that it had small back legs which, of course, were not used for the purpose of walking, but were simply retained from its ancestors. While *basilosaurus* eventually died out, *dorudon* lived on, eventually evolving into the modern-day whale.
- E** The impact of predation on evolution is well-documented in the field of ecology. The closely entwined relationship between predator and prey means that one affects the other and, consequently, both evolve and adapt in response to changes in either species. In relation to whale evolution, the discovery of whale remains close to the teeth of the *carcharocles megalodon*, a gigantic shark reaching up to around 59 feet, suggests that this shark preyed upon prehistoric whales. *Carcharocles megalodon* became extinct around 2.5 million years ago, and the impact on whale evolution is believed to have been significant. Research suggests that, with this predator removed from the food chain, the whale was no longer hunted, meaning that the ancestors of the modern-day whale were able to increase in size dramatically.
- F** Features of the modern-day whale show evidence of its terrestrial roots. As it descended into the sea, it was necessary for the animal to adapt its respiratory system accordingly; consequently the nasal passage, originally located at the front of the skull, gradually moved backwards over time until it was positioned further down its back, forming the blowhole. Secondly, unlike fish, who have vertically positioned back tails, the whale has a horizontally positioned tail, a feature characteristic of mammals; at the end of the tail is the fluke, which enables faster swimming and deeper diving. Moreover, the flippers, originally forearms, serve a very important purpose, helping the whale to manoeuvre through the water more effortlessly.
- G** As oceanographic changes resulting from global warming are likely to become an ever increasing problem, the threat to the survival of all marine life is very real. How the whale is likely to evolve in the future in response to this threat remains to be seen.

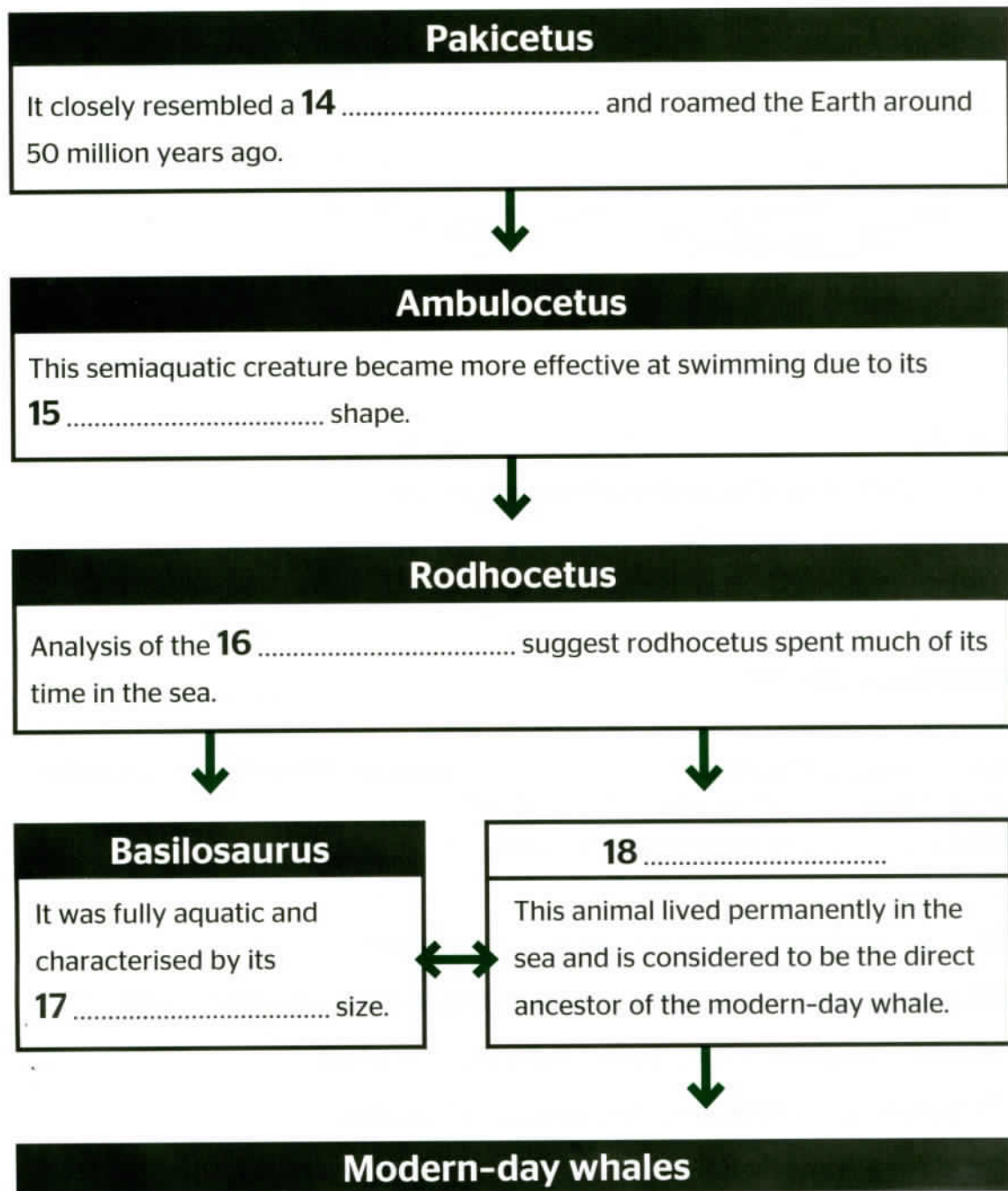


**Questions 14–18**

Complete the flow chart below. Choose **NO MORE THAN TWO WORDS** from Reading Passage 2 for each answer.

Write your answers in boxes 14–18 on your answer sheet.

## WHALE LINEAGE

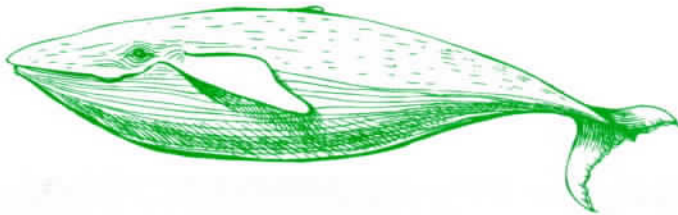


**Questions 19–21**

Label the diagram below. Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Write your answers in boxes 19–21 on your answer sheet.

**The modern-day whale**



The **19** ..... , which is used for breathing, would have been initially positioned at the front of the head.

The **20** ..... enhances performance in the water.

The **21** ..... of the modern-day whale, which now act as a steering mechanism in the water, were once limbs.

**Questions 22–27**

Reading Passage 2 has seven paragraphs, **A–G**.

Which paragraph contains the following information? Write the correct letter, **A–G**, in boxes 22–27 on your answer sheet.

**NB** You can use any letter more than once.

- 22** a prior misconception held by the scientific community
- 23** a term used to describe an animal that lives between two habitats
- 24** one species benefiting from the demise of another
- 25** reference to a trait observed throughout whale lineage
- 26** three physical features which verify the whale's transitional journey from land to sea
- 27** an explanation of why an animal would abandon one habitat for another

**READING PASSAGE 3**

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3 below.

## Leaders in Emotional Intelligence

Emotions form the very fibre of our being, and some people are considerably more adept at dealing with them; they have a more acute understanding of them and are better able to control and articulate them in a socially acceptable manner. This ability has come to be known as emotional intelligence (EI). In the field of leadership, EI is becoming increasingly important. Although the study of EI is fairly new, research has brought to light a connection between EI and enhanced organisational performance. Leaders with a high level of emotional awareness and maturity are said to have a heightened perception of emotions, which helps them deal more effectively with both individual and group dynamics. This facilitates them, for instance, in building efficient teams which can function harmoniously while effectively utilising individual potential of team members.

As a science, emotional intelligence aims to provide a scientific framework within which the concept of EI may be clearly defined and distinguished so that research tools may be designed to assess it. In the world of business, interest lies in applying these tools to determine if those who are considered exemplary leaders excel due to a higher level of EI, and whether EI can be enhanced through training for better organisational performance. There are several theories of emotional intelligence, most of which can be categorised into three theoretical frameworks: a) the *ability-based model* or Ability EI, which was conceptualised by Mayer and Salovey, b) the *mixed models* of Goleman and Bar-On respectively and c) the *trait emotional self-efficacy model* or Trait EI, conceived by Petrides.

Mayer and Salovey perceived emotional intelligence to be sets of cognitive abilities which facilitate the processing of emotional information and are organised hierarchically, with emotional management at the top and perception and articulation of emotion at the bottom. This notion of emotional intelligence as a cognitive ability places Ability EI directly within the field of cognitive science, making it theoretically possible to test it through the use of maximum-performance tests, such as IQ tests, which are designed to collect quantifiable (in other words, measurable) data.

The mixed model, which is the result of work done primarily by two very distinguished leaders in this field, Goleman and Bar-On, provides a more sophisticated theoretical representation of emotional intelligence. By looking into brain function, Goleman attempted to establish how certain personal and social competencies are powered by an existing connection between cognition and emotion. Initially, his model distinguished between five domains of EI; however, in 2002, after an in-depth assessment of 600 corporate managers, he went on to revise it. His improved model consists of four domains, namely self-awareness,



self-management (which encompasses personal competencies or 'traits'), social awareness, and relationship management (which encompass social competencies or 'traits'). Goleman believed that humans have a hardwired ability for emotional intelligence, which can be enhanced through the development of skills that form the building blocks of certain traits, such as self control, trustworthiness, empathy, initiative and integrity. Bar-On, in turn, believed that emotional intelligence was dependent on non-cognitive structures which enable one to cope with external demands. His model is broken down into several areas of interest – for instance, adaptability, stress management and general mood. Both Goleman and Bar-On function within a cognitive framework – that is, they do not consider the construct to be a collection of emotion-related personality traits. Rather, their main focus is our ability as humans to exhibit emotionally and socially intelligent behaviour. Most of the measures which are designed to assess emotional intelligence as a set of competencies are self-assessment questionnaires that provide more in-depth information about how the person feels.

Petrides offered an alternative to the mixed model, more focused on the distinction between abilities and traits. He perceived EI to be an introspective perception of personal emotional ability and his model explores affective<sup>1</sup> aspects of personality. To make his research more sound, Petrides carried out extensive work to establish a connection between the construct of emotional intelligence and personality. His findings enabled him to incorporate Trait EI into existing personality models. Trait EI is thus best assessed using research practices involving self-report measures, such as personality questionnaires. Clearly, this model is highly subjective and depends on individual affective experiences. Advocates of this construct argue that traits are considered a more stable characteristic than emotional intelligence, and therefore serve as reliable indicators of long-term career inclination and, in particular, academic or professional performance. An affective profile allows for the adaptability of personal emotional traits to be assessed in relation to the requirements of a specific job. It is this connection to job performance that has relevance to effective human resource management and strategic business development.

This field of study has yielded a great deal of interest from companies and institutions worldwide that are aspiring to excel in human resource management and strategic development. Many organisations are conducting research to provide insight into various aspects of EI; the objective is to establish what distinguishes a good leader from an exceptional one, and assess how EI relates to individual and organisational involvement and commitment. What is more, they aim at determining the EI traits suitable for the execution of a specific role. It is clearly evident that the study of EI is set to bring about great changes, not only in recruitment procedures, but also in promotion policies and employee assessment procedures, as well as in-company training strategies.

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<sup>1</sup> *Affective: related to emotion*



**Questions 28–30**

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

Write the correct letter in boxes 28–30 on your answer sheet.

**28 Emotional Intelligence may be defined as**

- A** the study of our emotions.
- B** behaviour that is motivated by a desire to gain social acceptance.
- C** a need to differentiate ourselves from others.
- D** our ability to comprehend, manage and express our emotions.

**29 According to the text, what is true of emotional intelligence?**

- A** It is a field of study that is still in its infancy.
- B** Its association with increased organisational performance is inconclusive.
- C** There are presently five established scientific models that describe it.
- D** It is primarily of interest to those who study leadership.

**30 It is believed that leaders who possess emotional intelligence are**

- A** better at dealing with people on an individual rather than on a group level.
- B** dynamic individuals both on a personal and social level.
- C** capable of organising groups of individuals who work well together.
- D** highly emotional individuals.

**Questions 31–35**

Look at the following statements (Questions 31–35) and the list of researchers below. Match each statement with the correct researcher(s), **A–D** below.

- |                            |                   |
|----------------------------|-------------------|
| <b>A</b> Bar-On            | <b>B</b> Goleman  |
| <b>C</b> Mayer and Salovey | <b>D</b> Petrides |

Write the correct letter, **A, B, C** or **D**, in boxes 31–35 on your answer sheet.  
**NB** You can use any letter more than once.

- 31** considered how we handle our emotions to be a higher-order cognitive ability
- 32** made changes to the model after conducting research on a large sample of high-ranking personnel
- 33** created a model that takes into account the highly personal nature of our emotional experiences
- 34** included an area of interest that is related to a person’s ability to adjust to external conditions
- 35** perceived emotional intelligence in a way that makes it possible to use assessment tools that collect specific measureable results

**Questions 36–40**

Complete the summary using the list of words, **A–J**, below.  
 Write the correct letter, **A–J**, in boxes 36–40 on your answer sheet.

Companies concentrated on tactical growth and management of their  
**36** ..... are currently investing in research into emotional  
**37** ..... The areas of interest into which they seek  
**38** ..... vary – from determining the makings of an exceptional leader to identifying job-specific **39** ....., which will help them when **40** ..... staff and considering their career advancement.

- |                    |                     |                     |                    |
|--------------------|---------------------|---------------------|--------------------|
| <b>A</b> yielding  | <b>B</b> traits     | <b>C</b> profit     | <b>D</b> workforce |
| <b>E</b> organised | <b>F</b> effective  | <b>G</b> recruiting | <b>H</b> insight   |
| <b>I</b> aptitude  | <b>J</b> quantities |                     |                    |

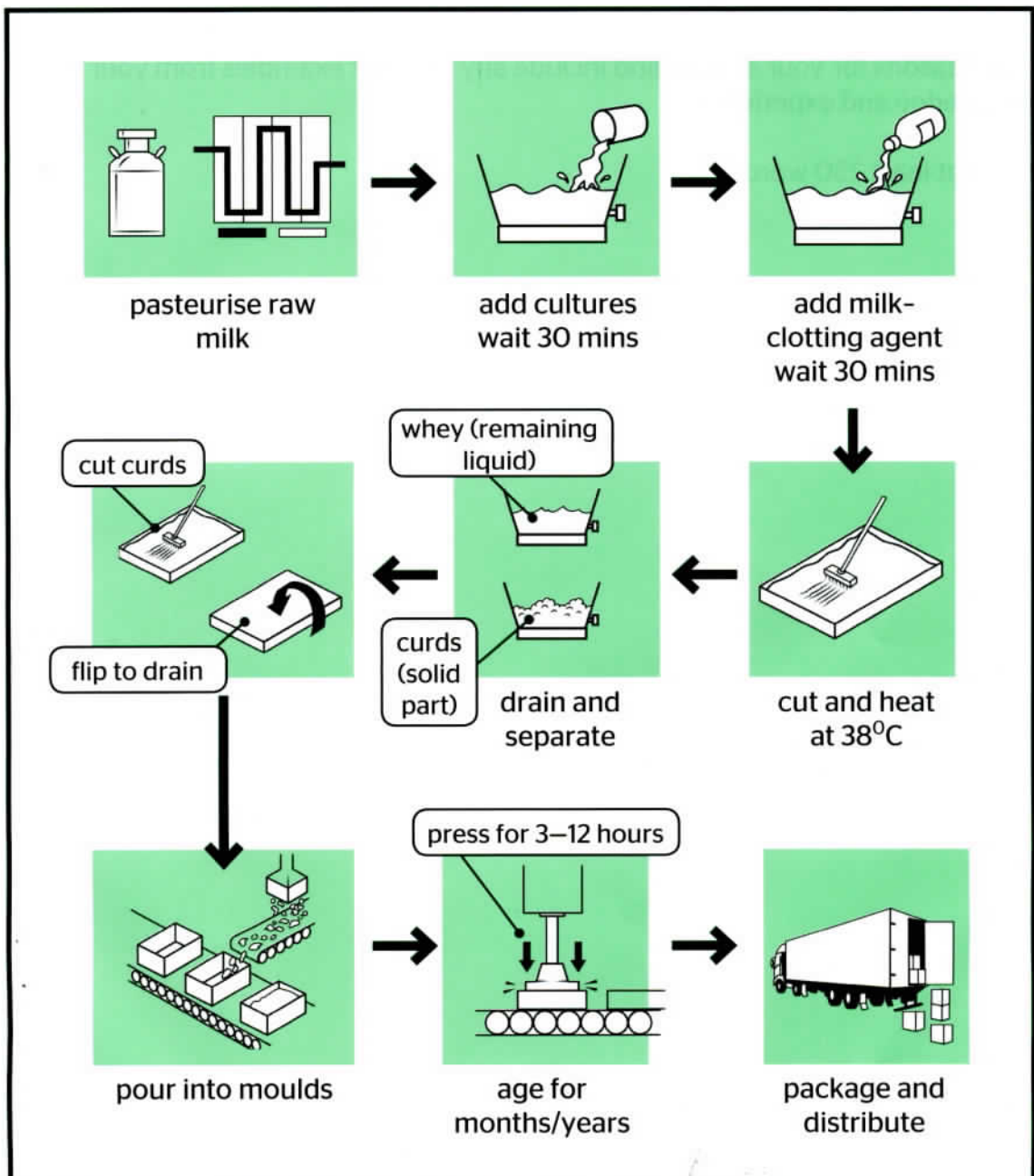
## WRITING

### WRITING TASK 1

You should spend about 20 minutes on this task.

*The diagram below shows the main stages in the production of cheddar cheese. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.



Refer to the Appendix. »



## WRITING TASK 2

You should spend about 40 minutes on this task.

***The popularity of dead languages such as Latin and ancient Greek in schools is declining, as many people consider their study to be a waste of time and funding.***

***How does the study of dead languages add to academic and personal development?***

***Why might some people feel that funds could be better allocated?***

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

## SPEAKING

### PART 1

#### Family life

- How many members are there in your family? Which member of your family are you closest to?
- Do you feel you spend enough time with your family? Why/Why not?
- On what occasions do your family gather together? Do you enjoy such gatherings?
- What do you do for fun together?
- Do you ever argue with your siblings? What about?

### PART 2

***Talk about an interesting news story you either watched or read about recently.***

***You should say:***

***when and where you came across it***

***what it was about***

***what made you read or watch this particular news story and explain why you thought it was interesting.***

### PART 3

#### The media as a source of information

What role do you think the media play in society? How important are they?

Do the media have the potential to influence the way people view things?

Why/Why not?

Do you think it is important to learn about what is happening in other countries?

Why/Why not?

Some people believe that overexposure to the media has limited our ability to think critically and assess the validity of information. What do you think?

#### Documentaries

Are documentaries popular with young people in your country? Why/Why not?

Should they be encouraged to watch more documentaries? Why/Why not?

Why are documentaries an effective means of conveying a message or presenting information? What do you think we can learn from watching documentaries?

How can documentaries be used in schools to teach subjects? Why are they particularly effective in this environment?

How easy is it to distinguish fact from opinion in documentaries?

**Go to the Extra Practice. »**