

**Syllabus**  
**“The English Language”**  
(12 ECTS)

Course Coordinator: Ovchinnikova A.V. (aovchinnikova@gmail.com)

Meeting Minutes # \_\_\_dated \_\_\_\_\_ 20\_\_

### **1. Course Description**

- a) Pre-requisites:** the Unified State Exam (EGE) score is 70 points and higher or the International Students' Entrance Exam score is 70 points and higher.
- b) Abstract:** The course is compulsory and aimed at helping students majoring in Data Science and Business Analytics develop English language competence. That involves improving students' reading, listening, writing, and speaking skills, expanding their grammar and vocabulary range as well as preparing them for further studies and research on the University of London double degree programme. Students' progress through the course is monitored by means of progress tests, written assignments, interim exam in module 2, IELTS mock exam in module 3 and is evaluated by the IELTS Academic test in module 4.

### **2. Learning Objectives:**

- to hone students' reading, listening, writing, and speaking skills in English;
- to enrich students' vocabulary;
- to advance students' knowledge of English grammar and their ability to use it;
- to improve students' pronunciation;
- to enhance students' communication skills;
- to advance students' critical and independent thinking skills;
- to familiarize students with the IELTS exam format;
- to equip students with effective IELTS exam strategies.

**3. Learning Outcomes:** Students, following Cambridge Academic English Upper-Intermediate, will attain the level of Independent User (B2) according to the CEFR (The Common European Framework of Reference for Languages) that corresponds to IELTS Band 6 (Competent User). They will be able to understand extended speech and lectures on familiar topics, understand the main ideas of complex texts and writer' opinions, actively participate in discussions on familiar topics, express their opinion on a range of subjects, write an essay or a report, present information and support their reasoning with arguments, use appropriate style. They will know IELTS exam strategies and how to use them.

Students, following Cambridge Academic English Advanced, will attain the level of Proficient User (C1) according to the CEFR that corresponds to IELTS Band 7 (Good User). They will be able to understand longer factual texts and specialised articles and recognise implicit meanings, express themselves fluently, use English effectively in social and academic contexts, produce a well-structured essay or a report, formulate their ideas with precision and use appropriate style. They will know IELTS exam strategies and how to use them.

#### 4. Course Plan

The course plan is determined by students' level of proficiency according to their placement test results.

The breakdown of topics and hours according to Cambridge Academic English Upper-Intermediate is

Topic (course section)	Total hrs.	Expected learning outcomes to be assessed	Assessment formats
	Seminars		
	Student independent work		
Modules 1-2			
Topic 1 Academic Orientation	17	Identifies academic and general vocabulary Uses lexis related to academic study in IELTS Speaking Parts 1, 2, 3	Grammar and vocabulary test
	10		
	7		
Topic 2 Choices and implications	36	Uses skimming and scanning techniques in IELTS listening and reading tasks Uses lexis related to the world's problems in IELTS Speaking Parts 1, 2, 3 Understands essay organisation and structure Describes charts and graphs for IELTS Writing Task 1	Grammar and vocabulary test IETS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	22		
	14		
Topic 3 Risks and hazards	36	Uses inferring in IELTS listening and reading tasks Identifies important points in lectures Uses lexis related to nature, natural disasters, cause and effect markers in IELTS Speaking Parts 1, 2, 3 Uses claims to plan an essay for IELTS Writing Task 2, supports claims with evidence	Grammar and vocabulary test IETS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	22		
	14		
Topic 4 Language and communication	36	Uses scanning for information and reading for details in IELTS reading tasks	Grammar and vocabulary test IETS Reading, Listening skills check
	22		

	14	Uses lexis related to languages and communication in IELTS Speaking Parts 1, 2, 3 Uses impersonal structures in IELTS Writing	Report, 20 minutes, 150 words minimum.
Topic 5 Difference and diversity	36	Reads in detail to understand writer's claims (IELTS True/False/Not Given, Yes/No/Not Given)	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	22	Takes notes (IELTS note/summary-completion tasks)	
	14	Follows an argument in listening to lectures and IELTS tasks Uses lexis related to culture, compares and contrasts ideas in IELTS Speaking Parts 1, 2, 3 Uses reporting verbs, comparison and contrast, conjunctions in IELTS Writing Task 2	
Topic 6 The world we live in	36	Identifies the main ideas in texts and IELTS reading passages	Grammar and vocabulary test IELTS Reading, Listening skills check Report, 20 minutes, 150 words minimum.  Module 2 Exam, written part - 80 minutes (IELTS Reading, Listening, Writing tasks), speaking (IELTS Speaking parts 1, 2, 3) - 10 minutes.
	22	Completes notes in IELTS listening tasks	
	14	Uses lexis related to the environment in IELTS Speaking Parts 1, 2, 3 Uses appropriate paragraphing in essays and reports	
Module 3			
Topic 7 Behaving the way we do	36	Skims, scans, takes notes for IELTS reading and listening tasks	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	22	Uses lexis related to people, relationships, society in IELTS Speaking Parts 1, 2, 3	
	14	Notifies the differences between spoken and written discourse Writes conclusions in essays	
Topic 8 Bringing about change	36	Infers the meaning of words	Grammar and vocabulary test IELTS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	22	Uses lexis related to medicine, expresses opinions in IELTS Speaking Parts 1, 2, 3	
	14	Uses academic style and expresses opinions impersonally in IELTS Writing tasks	
Topic 9 Work and equality	36	Uses scanning, skimming, note-taking in IELTS reading passages	Grammar and vocabulary test IELTS Reading, Listening skills check Essay, 40 minutes, 250 words minimum.  IELTS Mock Exam, written part (complete Reading, Listening, Writing) - 160 minutes, speaking - 14 minutes.
	22	Understands relationships between parts of lectures, description of processes and vague language	
	14	Uses lexis related to work, describes events in a time sequence in IELTS Speaking Parts 1, 2, 3 Uses the language for cause and effect in IELTS Writing Task 2	

Module 4			
Topic 10 Controversies	34	Understands the writer's opinion, main and supporting ideas in IELTS reading passages Uses lexis related to social problems in IELTS Speaking Parts 1, 2, 3 Describes information in figures and tables in IELTS Writing Task 1	Grammar and vocabulary test IELTS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	20		
	14		
Topic 11 Health	34	Reads for evidence, understands connections in texts in IELTS reading passages Understands specialised terms and understands reasons in lectures and IELTS listening tasks Uses lexis related to health, evaluative adjectives and adverbs in IELTS Speaking Parts 1, 2, 3 Contrasts information, uses evaluative adjectives and adverbs in IELTS Writing Task 2	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	20		
	14		
IELTS intensive preparation	83	IELTS Academic reading IELTS Academic Writing IELTS Listening IELTS Speaking	The IELTS Academic test conducted by an external institution.
	52		
	31		
Hours for types of classes:	456		
	278		
	178		
Total hours	456		

### Course Section Contents

Topic 1. Grammar and vocabulary: education, academic culture, academic vocabulary.

Topic 2. Grammar and vocabulary: career, government spending, grammar for avoiding repetition, verb-noun collocations, linking words.

Skills: skimming, scanning, identifying the sequence of ideas, understanding implicit meanings, inferring, writing essay introductions, linking parts of texts.

Topic 3. Grammar and vocabulary: natural disasters, collocations, cause-effect markers, complex noun phrases, countable and uncountable nouns, adjectives meaning large and important, prefixes.

Skills: understanding lecture aims, understanding main and secondary points, taking notes, selecting and prioritising, inferring, repeating, paraphrasing, retelling, preparing slides for presentations, presenting charts, using claims and evidence to support them in essays.

Topic 4. Grammar and vocabulary: adjectives, stress in adjectives, making suggestions, reporting verbs, it-clauses, word families (nouns and related adjectives ending in -ic, -ical).

Skills: predicting the content of a text, reading for detail, scanning for information, understanding implicit meanings, referring to others' work, using in-text references.

Topic 5. Grammar and vocabulary: culture, society, adjective-noun collocations, reporting verbs, comparing and contrasting, conjunctions and sentence connectors, single-word and multi-word verbs.

Skills: reading in detail, taking notes, collecting information for an essay, generating ideas, reporting, dividing speech into units, making predictions, identifying topic change, following an argument.

Topic 6. Grammar and vocabulary: the environment, science and technology, single-word and multi-word verbs, hedging adverbs, zero article and the, complex prepositions.

Skills: identifying the main ideas in a text, skimming, scanning, taking notes, summarising, using paragraphs and quotations.

Topic 7. Grammar and vocabulary: personality, relationships, collocations, hedging, wh-noun clauses, avoiding repetition with so, viewpoint adverbs, verb/adjective + preposition combinations, the language of lectures and academic writing.

Skills: skimming, scanning, organizing information for an essay, taking notes, referring backwards and forwards, writing conclusions in essays, giving references, understanding evaluations and lists, noticing prominent words, annotating.

Topic 8. Grammar and vocabulary: change, medicine, hedges, relative clauses, it-clauses, abstract nouns.

Skills: reading critically, finding information, taking notes, inferring, concluding your presentation, using academic style in writing

Topic 9. Grammar and vocabulary: vocabulary for avoiding repetitions, compound nouns and stress in them, cause and effect, lexis for sequencing events in time, passive voice, past perfect, -ing nouns, vague language.

Skills: scanning, taking notes, understanding figures and tables, joining discussions, identifying structure and content of reports, understanding descriptions of processes

Topic 10. Grammar and vocabulary: social problems, general nouns, hedges, formal and informal verbs, opposites, non-finite relative clauses, verbs followed by a noun phrase or that-clause, adverbials used to comment.

Skills: understanding the writer's opinion, identifying main ideas and supporting information, asking for and giving more information, describing information in figures and tables.

Topic 11. Grammar and vocabulary: this/these, stress in compound nouns, non-finite relative clauses, evaluative adjectives and adverbs.

Skills: reading for evidence, inferring, understanding connections in texts, summarising, expressing disagreement, understanding specialised terms.

IELTS Intensive Preparation: Cambridge IELTS tests, practising exam skills intensively.

The breakdown of topics and hours according to Cambridge Academic English Advanced is

Topic	Total hrs.	Expected learning outcomes to be assessed	Assessment formats
	Seminars		
	Student independent work		
Modules 1-2			
Topic 1 Academic Orientation	17	Uses lexis related to academic study and research in IELTS Speaking Parts 1, 2, 3	Grammar and vocabulary test
	10		
	7		
Topic 2 Advertising and critical thinking	36	Reads critically, uses prediction, takes notes, infers relationships between sentences in IELTS reading tasks Uses lexis related to mass media and advertising in IELTS Speaking Parts 1, 2, 3 IELTS Writing Task 1	Grammar and vocabulary test IELTS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	22		
	14		
Topic 3 Innovation and invention	36	Reads in detail in IELTS reading passages Uses gist and detailed listening strategies, understands new terms in lectures Uses lexis related to progress and inventions, hedging in IELTS Speaking Parts 1, 2, 3 Uses complex conjunctions and gender-neutral language in IELTS Writing Task 2	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	22		
	14		
Topic 4 Facing challenges	36	Follows the writer's arguments in IELTS reading passages Uses lexis related to politics and global problems in IELTS Speaking Parts 1, 2, 3 Uses academic style in writing	Grammar and vocabulary test IELTS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	22		
	14		
Topic 5 IT in education and business	36	Reads in detail, uses predicting in IELTS reading passages Uses lexis related to technology in IELTS Speaking Parts 1, 2, 3 Uses evidence in IELTS Writing Task 2	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	22		
	14		
Topic 6 Culture, science and society	36	Identifies the main points, understand the meaning in context in IELTS reading and listening tasks Uses lexis related to science and culture in IELTS Speaking Parts 1, 2, 3 Uses complex noun phrases in IELTS Writing	Grammar and vocabulary test IELTS Report, 20 minutes, 150 words minimum.  Module 2 Exam, written part - 80 minutes, speaking - 10 minutes.
	22		
	14		
Module 3			

Topic 7 Ways of studying in higher education	36	Reads texts in detail	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	22	Presents and explains results in charts	
	14	Understand the main point and detailed points in lectures and IELTS listening tasks Uses lexis related to education in IELTS Speaking Parts 1, 2, 3 Uses paraphrase and complex noun phrases in IELTS Writing Task 2	
Topic 8 Marketing and consumers	36	Reads texts in detail	Grammar and vocabulary test IELTS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	22	Uses lexis related to money, finance, consumerism in IELTS Speaking Parts 1, 2, 3	
	14	Uses it-clauses to organise information in IELTS Writing	
Topic 9 Criminology	36	Reads in detail, uses predicting in IELTS reading passages	Grammar and vocabulary test IELTS Reading, Listening skills check Essay, 40 minutes, 250 words minimum.  IELTS Mock Exam, written part - 160 minutes, speaking - 14 minutes.
	22	Implements gist and detailed listening strategies in lectures and IELTS listening tasks	
	14	Uses lexis related to crime and the law in IELTS Speaking Parts 1, 2, 3 Uses problem-solution phrases in IELTS Writing Task 2	
Module 4			
Topic 10 Families and relationships	34	Understands the writer's opinion and figures, uses inferring in IELTS reading passages	Grammar and vocabulary test IELTS Reading, Listening skills check  Report, 20 minutes, 150 words minimum.
	20	Uses lexis related to families, relationships in IELTS Speaking Parts 1, 2, 3	
	14	Uses descriptive adjectives and evaluative language in writing Compares results in IELTS Writing Task 1	
Topic 11 Communicating science	34	Follows an argument in a long article	Grammar and vocabulary test IELTS Reading, Listening skills check  Essay, 40 minutes, 250 words minimum.
	20	Implements predicting, gist and detailed listening strategies in lectures and IELTS listening tasks	
	14	Uses lexis related to science in IELTS Speaking Parts 1, 2, 3 Uses editing skills, correct punctuation in IELTS Writing Task 2	
IELTS intensive preparation	83	IELTS Academic reading	The IELTS Academic test conducted by and external institution.
	52	IELTS Academic Writing	
	31	IELTS Listening IELTS Speaking	
Hours for types of classes:	456		
	278		
	178		

Total hours	456
-------------	-----

## Course Section Contents

Topic 1. Grammar and vocabulary: education, academic vocabulary.

Skills: finding information about research projects, writing a research proposal.

Topic 2. Grammar and vocabulary: compound nouns, nominalisation, easily confused words, -ing clauses with prepositions and conjunctions, prepositions after passive verbs.

Skills: preparing to read, reading critically, note taking, inferring relationships between sentences, reading in detail, writing a summary, using in-text referencing.

Topic 3. Grammar and vocabulary: heading, word stress, the language for asking for and giving clarification, using fender-neutral language, complex conjunctions, adjective compounds, business language.

Skills: note taking, reading in detail, writing summaries and reference lists, gist and detailed listening, understanding new terms, tutor's instructions and feedback.

Topic 4. Grammar and vocabulary: politics, focusing and evaluative language, adjective compounds, complex prepositions, being.

Skills: following the writer's argument, reading in detail, understanding instructions in essays, developing an argument in an essay.

Topic 5. Grammar and vocabulary: noun/verb + preposition, subject-verb agreement, tense choice in reporting verbs, prefixes.

Skills: preparing to read a research article, checking predictions, producing slides from texts, reading in detail, presenting, giving feedback in discussions, giving a mini-presentation.

Topic 6. Grammar and vocabulary: formal and informal verbs, language for giving opinions, complex noun phrases, classifying nouns, compound adjectives, collocations.

Skills: identifying the main points, understanding meaning in context, reading in detail, making a presentation, writing an introduction.

Topic 7. Grammar and vocabulary: movement up and down, dependent prepositions, complex noun phrases, compound nouns, as-clauses.

Skills: reading in detail, presenting and explaining results in charts, paraphrasing, understanding introductions, detailed points, recognising quotes, recognising examples that support the main point.

Topic 8. Grammar and vocabulary: complex noun phrases, word families, language for conclusions and recommendations, irregular plural nouns, nouns + passive verb combinations, it-clauses, problem words.

Skills: reading in detail, organising information in sentences.

Topic 9. Grammar and vocabulary: problem words, classifying phrases, problem and solution phrases, word order in as-clauses, vocabulary for the context.

Skills: making predictions, dealing with questions in presentations, reading in detail, organising information in texts, gist and detailed listening, recognising lecture styles, understanding lecture structure.



Topic 10. Grammar and vocabulary: word families, evaluative language, hedges, problem words, language for comparing results.

Skills: understanding the writer's opinion, inferring, reading in detail, understanding figures.

Topic 11. Grammar and vocabulary: punctuation, conditional expressions, signposting language.

Skills: following an argument, editing your work, understanding slides, predicting content, gist and detailed listening.

IELTS Intensive Preparation: Cambridge IELTS tests, practising exam skills intensively.

## 5. Reading List

### c) Required

1. Hewings, M. (2012). *Cambridge Academic English Upper-Intermediate*. Cambridge University Press.
2. Hewings, M. & Thaine, C. (2012). *Cambridge Academic English Advanced*. Cambridge University Press.

### d) Optional

1. Cambridge IELTS 4 with answers. Cambridge University Press.
2. Cullen, P. (2012). *Cambridge Vocabulary for IELTS Advanced*. Cambridge University Press.
3. Dimond-Byir, S. (2014). *Writing for IELTS with answer key: 6.0-7*. Macmillan, London.
4. Geyte, E.V. (2011). *Reading for IELTS*. HarperCollins Publishers, London.
5. Hopkins, D. & Cullen, P. (2012 or 2013). *Cambridge Grammar for IELTS: grammar reference and practice*. Cambridge University Press.
6. Short, J. (2014). *Reading for IELTS with answer key: 6.0-7.5*. Macmillan, London.
7. Williams, A. (2011). *Writing for IELTS*. HarperCollins Publishers.

## 6. Grading System

The grading system is based on the “10-point scale” approach to evaluating students’ knowledge, where

10-point scale	percentage	5-point scale
1		poor
2	18%	poor
3	38%	poor
4	50%	satisfactory

5	55%	satisfactory
6	65%	good
7	75%	good
8	85%	excellent
9	90%	excellent
10	95%	excellent

Grade for 1-2 academic modules:

$$G_{1-2 \text{ modules}} = G_{\text{cumulative 1-2 modules}} * 0.6 + G_{\text{exam 2 module}} * 0.4$$

$$G_{\text{cumulative 1-2 modules}} = G_{\text{attendance, classwork}} * 0.4 + G_{\text{homework}} * 0.3 + G_{\text{tests}} * 0.3$$

Grade for 3-4 academic modules:

$$G_{3-4 \text{ modules}} = G_{\text{cumulative 3-4 modules}} * 0.6 + G_{\text{IELTS mock exam}} * 0.4$$

$$G_{\text{cumulative 3-4 modules}} = G_{\text{attendance, classwork}} * 0.4 + G_{\text{homework}} * 0.3 + G_{\text{tests}} * 0.3$$

The number of tests and quizzes for  $G_{\text{tests}}$ , and home assignments for  $G_{\text{homework}}$  is determined by the lecturer in each group. Students can resit tests they have missed if they provide a medical certificate or the reasons for their absence are deemed valid by the Study office. Tests can be retaken within the next two weeks. The tests and assignments that students do not manage to complete cannot prevent them from progressing through the course or taking an examination, i.e. blocking elements are not present, but this might contribute to a lower grade.

Students can earn a maximum of 10 bonus points for doing extra work, which will then be added to the points they have collected for attendance and classwork to calculate their  $G_{\text{attendance, classwork}}$ .

All the grades are recorded in the group's register. A grade from 1 to 10 is calculated for  $G_{\text{tests}}$ ,  $G_{\text{homework}}$  and  $G_{\text{attendance, classwork}}$  according to the percentage each student gains of the maximum score. The percentage is then converted to the corresponding grade as in the table above.

Students' performance during the final resit of the examination in module 2 is assessed by a committee of lecturers, the resit follows the same format as the examination, but  $G_{1-2 \text{ modules}} = G_{\text{exam 2 module}}$ .

$G_{\text{IELTS mock exam}}$  is converted to an HSE grade according to the conversion scale below.

The arithmetic rounding rule is applied, i.e. 0.1-0.4 is rounded down whereas 0.5 and higher is rounded up.

Final Grade:

At the end of the course, the final grade is calculated as follows:

$$G_{\text{final}} = \text{IELTS} * 0.4 + G_{\text{cumulative for the academic year}} * 0.6, \text{ where}$$

$$G_{\text{cumulative for the academic year}} = (G_{1-2 \text{ modules}} + G_{3-4 \text{ modules}})/2$$

Final exam (IELTS Academic) is conducted by an external institution at the end of the course (academic module 4). IELTS grade is converted to HSE grade according to the conversion scale.

HSE	International English Language Testing System, Academic (IELTS)	5-point scale
10	8-9	excellent
9	7,5	excellent
8	7	excellent
7	6,5	good
6	6	good
5	5,5	satisfactory
4	5	satisfactory
3	4,5	poor
2	4	poor
1	0	poor

**Grade Calculation Example**

Grade for 1-2 academic modules:

$$G_{\text{attendance, classwork}} = 8$$

$$G_{\text{homework}} = 10$$

$$G_{\text{tests}} = 7$$

$$G_{\text{exam 2 module}} = 6$$

$$G_{\text{cumulative 1-2 modules}} = 8 \times 0.4 + 10 \times 0.3 + 7 \times 0.3 = 3.2 + 3 + 2.1 = 8.3 \quad G_{\text{cumulative 1-2 modules}} = 8$$

$$G_{\text{1-2 modules}} = 8 \times 0.6 + 6 \times 0.4 = 4.8 + 2.4 = 7.2 \quad G_{\text{1-2 modules}} = 7$$

### Grade for 3-4 academic modules:

$$G_{\text{attendance, classwork}} = 7$$

$$G_{\text{homework}} = 8$$

$$G_{\text{tests}} = 6$$

$$G_{\text{cumulative 3-4 modules}} = 7 \times 0.4 + 8 \times 0.3 + 6 \times 0.3 = 2.8 + 2.4 + 1.8 = 7$$

$G_{\text{IELTS mock exam}} = 5.5$ , which is converted to HSE grade 5 according to the conversion scale.

$$G_{\text{3-4 modules}} = 7 \times 0.6 + 5 \times 0.4 = 4.2 + 2 = 6.2 \quad G_{\text{3-4 modules}} = 6$$

### Final Grade:

$$G_{\text{cumulative for an academic year}} = (7+6)/2 = 6.5 \quad G_{\text{cumulative for an academic year}} = 7$$

IELTS = 6.0, which is converted to HSE grade 6 according to the conversion scale.

$$G_{\text{final}} = 6 \times 0.4 + 7 \times 0.6 = 2.4 + 4.2 = 6.6 \quad G_{\text{final}} = 7$$

## 7. Examination Type

The exam in December comprises two parts: the written part, 80 minutes long, with listening, reading, writing and speaking, which is a 10-minute interview.

IELTS Mock Exam at the end of Module 3 is held on two days, has a written part of 160 minutes and a 14-minute long interview and serves the purpose of simulating the real IELTS exam conditions.

### **Assessment criteria**

Reading and listening are assessed according to the number of correct answers in December and IELTS raw scores in March when students do complete Listening and Reading tests. This is demonstrated in the tables below, retrieved from <https://www.ielts.org/ielts-for-organisations/ielts-scoring-in-detail>:

#### Listening

Band Score	Raw Score out of 40
5	16
6	23
7	30
8	35

### Academic Reading

Band Score	Raw Score out of 40
5	15
6	23
7	30
8	35

Writing is assessed according to IELTS Task 1 and Task 2 Writing Band Descriptors.  
Speaking is assessed according to IELTS Speaking Band Descriptors.

## WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features/ bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>presents a clear overview of main trends, differences or stages</li> <li>clearly presents and highlights key features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>presents an overview with information appropriately selected</li> <li>presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; <ul style="list-style-type: none"> <li>errors may cause strain for the reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>

1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> <li>fails to communicate any message</li> <li>can only use a few isolated words</li> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>

retrieved from <<https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-1.ashx?la=en>>

## WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be coherently and there is a more fully covered than others</li> <li>presents a relevant position although the conclusions become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>

4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

retrieved from <<https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-2.ashx?la=en>>

### SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> <li>speaks fluently with only rare repetition or self-correction;</li> <li>any hesitation is content-related rather than to find words or grammar</li> <li>speaks coherently with fully appropriate cohesive features</li> <li>develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary with full flexibility and precision in all topics</li> <li>uses idiomatic language naturally and accurately</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of structures naturally and appropriately</li> <li>produces consistently accurate structures apart from 'slips' characteristic of native speaker speech</li> </ul>	<ul style="list-style-type: none"> <li>uses a full range of pronunciation features with precision and subtlety</li> <li>sustains flexible use of features throughout</li> <li>is effortless to understand</li> </ul>
8	<ul style="list-style-type: none"> <li>speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language</li> <li>develops topics coherently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide vocabulary resource readily and flexibly to convey precise meaning</li> <li>uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies</li> <li>uses paraphrase effectively as required</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures flexibly</li> <li>produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of pronunciation features</li> <li>sustains flexible use of features, with only occasional lapses</li> <li>is easy to understand throughout; L1 accent has minimal effect on intelligibility</li> </ul>
7	<ul style="list-style-type: none"> <li>speaks at length without noticeable effort or loss of coherence</li> <li>may demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>uses vocabulary resource flexibly to discuss a variety of topics</li> <li>uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices</li> <li>uses paraphrase effectively</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex structures with some flexibility</li> <li>frequently produces error-free sentences, though some grammatical mistakes persist</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8</li> </ul>



6	<ul style="list-style-type: none"> <li>is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation</li> <li>uses a range of connectives and discourse markers but not always appropriately</li> </ul>	<ul style="list-style-type: none"> <li>has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies</li> <li>generally paraphrases successfully</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex structures, but with limited flexibility</li> <li>may make frequent mistakes with complex structures though these rarely cause comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of pronunciation features with mixed control</li> <li>shows some effective use of features but this is not sustained</li> <li>can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times</li> </ul>
5	<ul style="list-style-type: none"> <li>usually maintains flow of speech but uses repetition, self correction and/or slow speech to keep going</li> <li>may over-use certain connectives and discourse markers</li> <li>produces simple speech fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility</li> <li>attempts to use paraphrase but with mixed success</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms with reasonable accuracy</li> <li>uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6</li> </ul>
4	<ul style="list-style-type: none"> <li>cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction</li> <li>links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>rarely attempts paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>produces basic sentence forms and some correct simple sentences but subordinate structures are rare</li> <li>errors are frequent and may lead to misunderstanding</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of pronunciation features</li> <li>attempts to control features but lapses are frequent</li> <li>mispronunciations are frequent and cause some difficulty for the listener</li> </ul>
3	<ul style="list-style-type: none"> <li>speaks with long pauses</li> <li>has limited ability to link simple sentences</li> <li>gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>uses simple vocabulary to convey personal information</li> <li>has insufficient vocabulary for less familiar topics</li> </ul>	<ul style="list-style-type: none"> <li>attempts basic sentence forms but with limited success, or relies on apparently memorised utterances</li> <li>makes numerous errors except in memorised expressions</li> </ul>	<ul style="list-style-type: none"> <li>shows some of the features of Band 2 and some, but not all, of the positive features of Band 4</li> </ul>
2	<ul style="list-style-type: none"> <li>pauses lengthily before most words</li> <li>little communication possible</li> </ul>	<ul style="list-style-type: none"> <li>only produces isolated words or memorised utterances</li> </ul>	<ul style="list-style-type: none"> <li>cannot produce basic sentence forms</li> </ul>	<ul style="list-style-type: none"> <li>Speech is often unintelligible</li> </ul>
1	<ul style="list-style-type: none"> <li>no communication possible</li> <li>no rateable language</li> </ul>			
0	<ul style="list-style-type: none"> <li>does not attend</li> </ul>			

retrieved from <<https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en>>

All examination tasks follow the IELTS (Academic) test task types.

## Sample Tasks

### READING

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

#### Let's Go Bats

**A** Bats have a problem: how to find their way around in the dark they hunt at flight, and cannot use light to help them find prey and avoid obstacles. You might say that this is a problem of their own making one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night, and given that alternative daytime trades are thoroughly occupied, natural selection has favored bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaurs about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.

**B** Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously, the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.

**C** Given the questions of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight. Fireflies and some fish (usually with the help of bacteria) have the power to - manufacture their own light but the process seems to consume a large amount of energy. Fireflies use their light for attracting mates. This doesn't require a prohibitive amount of energy: a male's tiny pinprick of light can be seen by a female from some distance on a dark night since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must, therefore, be immensely brighter if it is to be used as a headlight to

illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about

**D** What else might the engineer think off Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that Ft feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could and his tricycle at good speed round the block near his home, using facial vision. Experiments showed that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb The sensation of facial vision, it turns out really goes in through the ears. Blind people, without even being aware of the fact are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example, to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such code names as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

**E** The Sonar and Radar pioneers Didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier, and their radar" achieves feats of detection and navigation that would strike an engineer dumb with admiration It is technically incorrect to talk about bat 'radar', since they do not use radio waves. It is sonar. But the underlying mathematical the ones of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has' come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term 'echolocation' to cover both sonar and radar, whether used' by animals or by human instruments.

### *Questions 1-5*

*Reading Passage 1 has five paragraphs, A-E.*

*Which paragraph contains the following information?*

*Write the correct letter. A-E, in boxes 1-5 on your answer sheet.*

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

- 1 examples of wildlife other than bats which do not rely on vision to navigate by
- 2 how early mammals avoided dying out

- 3 why bats hunt in the dark
- 4 how a particular discovery has helped our understanding of bats
- 5 early military uses of echolocation

*Questions 6-9*

*Complete the summary below.*

*Choose ONE WORD ONLY from the passage for each answer.*

*Write your answers in boxes 6-9 on your answer sheet.*

**Facial Vision**

Blind people report that so-called 'facial vision' is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a 6..... arm or leg might be felt. The ability actually comes from perceiving 7..... through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the 8 ..... of the seabed. This was followed by a wartime application in devices for finding 9..... .

*Question 10-13*

*Complete the sentences below.*

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

*Write your answers in boxes 10-13 on your answer sheet.*

- 10 Long before the invention of radar, ..... had resulted in a sophisticated radar-like system in bats.
- 11 Radar is an inaccurate term when referring to bats because ..... are not used in their navigation system.
- 12 Radar and sonar are based on similar.....
- 13 The word 'echolocation' was first used by someone working as a .....

taken from Cambridge IELTS 7, Test 1, Passage 1, pp. 18-21.

**LISTENING**

*Questions 1-7*

*You will hear part of a lecture about the history of moving pictures.*

*First look at questions 1 to 10.*

*Now Listen carefully and answer Questions 1 to 10:*

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

**The history of moving pictures**

1. Some photographs of a horse running showed
  - A all feet off the ground.
  - B at least one foot on the ground.
  - C two feet off the ground.
  
2. The Scotsman employed by Edison
  - A. designed a system to use the technology Edison had invited
  - B. used available technology to make a new system.
  - C. was already an expert in motion picture technology.
  
3. One major problem with the first system was that
  - A. only one person could be filmed.
  - B. people could only see very short films.
  - C. the camera was very heavy.
  
4. Rival systems started to appear in Europe after people had
  - A. been told about the American system.
  - B. seen the American system.
  - C. used the American system.
  
5. In 1895, a famous new system was developed by
  - A. a French team working alone.
  - B. a French and German team working together.
  - C. a German team who invented the word 'cinema'.
  
6. Longer films were not made at the time because of problems involving
  - A. the subject matters.
  - B. the camera.
  - C. the film projector.
  
7. The 'Lantham Loop' invention relied on
  - A. removing tension between the film reels.
  - B. adding three more films reels to the system.
  - C. making one of the film reels more effective.

**Questions 8-10**

*Complete the sentences below.*

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

8. The first motion picture was called The .....
9. .... were used for the first time on film in 1926.

10. Subtitles were added to The Lights of New York because of its .....

retrieved from <<https://www.ielts-mentor.com/listening-sample/1072-ielts-listening-sample-8>>

## WRITING

### Task 1

You should spend about 20 minutes on this task.

**The table below gives information on consumer spending on different items in five different countries in 2002.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

Write at least 150 words.

**Percentage of national consumer expenditure by category – 2002**

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

retrieved from <<https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/1033-academic-ielts-writing-task-1-sample-96-consumer-spending-on-different-items-in-five-different-countries>>

### Task 2

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

**It's generally believed that some people are born with certain talents, for instance for music and sport, and others are not. However, it's sometimes claimed that any child can be taught to become good sports person or musician.**

**Discuss the two ideas giving your opinion.**

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

Write at least **250** words.

retrieved from <<https://www.ielts-mentor.com/writing-sample/writing-task-2/1143-ielts-writing-task-2-sample-228-it-s-generally-believed-that-some-people-are-born-with-certain-talents>>

## **SPEAKING**

### **Part 1**

- Q. Do you have many friends? [Why/Why not?]
- Q. How often do you go out with friends? [Why/Why not?]
- Q. Tell me about your best friend at school.
- Q. How friendly are you with your neighbours? [Why/Why not?]
- Q. Which is more important to you, friends or family? [Why?]

retrieved from <<https://www.ielts-mentor.com/speaking-sample/speaking-part-1>>

### **Part 2**

#### **Describe your favourite restaurant**

You should say:

- where it is
- what it looks like inside and outside
- what kinds of foods they serve

and explain what makes this restaurant so special to you and others.

Follow-up Questions:

- Which one is better: home-made foods or foods from a restaurant?
- What traditional foods do you have in your country?

retrieved from <<https://www.ielts-mentor.com/cue-card-sample/219-ielts-cue-card-sample-2-your-favorite-restaurant>>

### **Part 3**

1. Tell me about the types of food that people eat in your country.
2. How are the eating habits now in your country different from eating habits in the past?
3. How healthy is your country's food?
4. Why do you think different cultures have different table manners?
5. How may eating habits change in coming decades?

retrieved from <<https://www.ielts-mentor.com/speaking-sample/57-speaking-part-3/2944-follow-up-questions-volume-2>>

**8. Methods of Instruction:** contact hours in the classroom.

**9. Special Equipment and Software Support:** computer, projector, speakers, access to the Internet.

**10. Internet resources**

1. British National Corpus	<a href="https://www.english-corpora.org/bnc/">https://www.english-corpora.org/bnc/</a>
2. IELTS resources	<a href="https://www.ielts-mentor.com/">https://www.ielts-mentor.com/</a>
3. Macmillan dictionary	<a href="https://www.macmillandictionary.com/">https://www.macmillandictionary.com/</a>
4. Oxford dictionary, thesaurus, grammar	<a href="https://www.lexico.com/en">https://www.lexico.com/en</a>