

Higher School of Economics 2019/2020

Approved by the degree programme academic council
«__» _____ 2019, № _____

Academic supervisor of the degree programme

Denis Shcherbakov _____

English Language (IELTS preparation)

Part 1: Course Information

Instructor Information

Instructor/ developer: Evgeniya Lubennikova
Office: Malaya Ordynka, 17; Pokrovskiy blvrd, 11
Office Hours: Tuesdays, Fridays Saturdays 10:30-15:00
E-mail: e.fedorova@hse.ru; jeniaf@yandex.ru

Number of Modules: 3
Number of credits: 6
Contact hours: 104
Independent study: 124
Year of study: second

Course Description

The course has been designed for the students of the ‘Economics and Politics in Asia’ BA HSE Double Degree Programme and is aimed at preparing them for the IELTS (International English Language Testing System) exam. The course will enable students to develop their academic reading, listening, speaking, writing and debate skills. We will use plenty of authentic and culturally-enriching materials as well as some of the latest IELTS preparation books. This is a blended-learning course, which involves a lot of online and offline (in-class) interaction, training and practice.

Recommended prerequisites: students will need a minimum B2 level of English (Common European Framework of Reference for Languages) to successfully complete the course.

Learning Objectives

The course is aimed at preparing students for the IELTS exam. It will enable students to develop their academic reading, listening, speaking, writing as well as test-taking strategies.

Test-taking strategies	time management, critical reading and listening, assessing and prioritizing questions, brainstorming and organizing ideas.
Reading skills:	skimming and scanning for general or specific information (e.g. data/statistics, facts); processing information from academic and authentic sources (magazines, journals and the internet), summarizing and analyzing texts.
Writing task 1 skills	interpreting and comparing data; describing tables, objects, graphs, pie charts and processes.
Writing task 2 skills	stating and developing arguments/opinions; problem-solving; presenting information logically, coherently and cohesively; paragraph mapping; sequencers and signaling devices; proof-reading/editing work.
Listening skills	extracting information from texts of varying lengths e.g. university lectures, radio interviews, radio documentaries, conversations; learning what information to look for and what to exclude.
Speaking skills	providing information in a formal interview context; giving an extended talk on a given topic; taking part in a formal discussion.

Learning Outcomes

At the completion of this course students are expected to:

- Develop their reading skills of skimming and scanning for general or specific information (e.g. data/statistics, facts); processing information from academic and authentic sources (magazines, journals and the internet), summarizing and analyzing texts.
- Develop their writing task 1 skills of interpreting and comparing data; describing tables, objects, graphs and processes.
- Master their writing task 2 skills of stating and developing arguments/opinions; problem-solving; presenting information logically, coherently and cohesively; paragraph mapping; sequencers and signaling devices; proof-reading/editing work.
- Advance peer-correction and peer-feedback skills by critiquing essays written by their peers.
- Develop listening skills of extracting information from texts of varying lengths e.g. university lectures, radio interviews, radio documentaries, conversations; learning what information to look for and what to exclude.
- Advance speaking skills such as providing information in a formal interview context; giving an extended talk on a given topic; taking part in a formal discussion.
- Develop their oral and written argumentation skills through debate.
- Refresh and study grammar for describing graphs, maps and diagrams including comparative structures, the passive voice, expressing quantity, the language of change, hedging and generalizing.
- Develop vocabulary and collocations connected with the most common IELTS topics, such as the Environment, Science and Technology, Health, Energy, Education, Transport, The Arts, Media, and Urbanisation.
- Develop test-taking strategies such as time management, critical reading and listening, assessing and prioritizing questions, brainstorming and organizing ideas.

Textbook & Course Materials

Fiona Aish, Jo Tomlison, Jan Bell, *Expert IELTS 7.5.*, 2017
Sue O`Connell, *Focus on IELTS*, Pearson, 2010
Sam McCarter, *Ready for IELTS*, 2010
Guy Brook-Hart, Vanessa Jakeman, *Complete IELTS*, 2013
Morgan Terry, Judith Wilson, *Focus on Academic Skills for IELTS*, Pearson, 2012
Michael Black, Annette Capel, *Objective IELTS*, CUP, 2011

Additional resources

1. L. Hashemi and B. Thomas, *IELTS Trainer*, Cambridge University Press, 2011
2. M. MacCarthy, F. O`Dell, *English Collocations in Use*. 2nd edition. Cambridge University, 2017.
3. Martin Hewings, *Advanced Grammar in Use*. 3rd edition. Cambridge University Press, 2015.
4. *Practice Tests for IELTS Academic 10; 11; 12; 13* Cambridge University Press.
5. Vince Michael, French Amanda, *IELTS Language Practice*. Macmillan Education, 2011.

Oxford Learner's Dictionaries <http://www.oxfordlearnersdictionaries.com>

Longman dictionary online <https://www.ldoceonline.com/>

<https://www.pearson.com/english/myenglishlab.html>

<https://www.youtube.com/channel/UCsXVk37bltHxD1rDPwtNM8Q>

(kurzgesagt)

<https://en.linoit.com/>

<https://ted-ielts.com/>

<http://bbc.co.uk/>

<http://quizlet.com/>

<https://ieltsolinetests.com/>

<https://www.economist.com/>

<http://ozdic.com/>

<https://www.ted.com>

http://www.splendid-speaking.com/exams/ielts_speaking.html

<http://mini-ielts.com/>

<https://www.ieltsbuddy.com/>

<https://www.nytimes.com/spotlight/learning-lessons-ell>

CLASSES/HOMEWORK HOURS*

Nº	Topics	Total number of hours	Class hours	Self-study
1	Module 1	65	28	37
1.1	Topic 1. Lifelong learning. Intelligence. The nature versus nurture debate. The neuroscience of learning. Time-management. Job satisfaction. The world of work. Multitasking. Line graph description. Bar chart description. Agree/disagree essays.	34	15	19
1.2	Topic 2. The feel-good factor. Healthy lifestyle. Antibiotics. Inoculation. Evidence-based versus Alternative medicine. The Placebo effect. Cause and effect/ problem and solution essays. Pie chart description. Mixed graph description.	31	13	18
2	Module 2	75	32	43
2.1	Topic 3. Art and the artist. Art and well-being. Art as a school subject. Art forms. Art and technology. Modern and ancient architecture. Discussion essay. Agree/disagree essay.	23	9	14
2.2	Topic 4. A world of change. Social problems facing humanity. Urbanisation. Haves and have-nots. Consumer society. Transport. Immigration. Infrastructures. Bar charts.	23	9	14

2.3	Topic 5. Our relationship with nature. The animal world. Recycling. Environmental protection. Renewable and non-renewable energy sources. Alternative energy. Natural processes and cycles description.	23	8	15
2.4	Mid-term test	6	6	
3	Module 3	88	44	44
3.1	Topic 6. IT society. Surveillance technology. Artificial Intelligence. Research and development. IT crime. Education and technology. Advantages and disadvantages essay. Bar charts.	20	10	10
3.2	Topic 7. Law and order. The criminal brain. Crime scene investigation. Risk-taking and risk-averse society. Advantages and disadvantages essay.	20	10	10
3.3	Topic 8. Space exploration. Across the Universe. The future of scientific progress.	20	9	11
3.4	Revision	22	9	13
	Final test	6	6	
		228¹	104	124

* An instructor reserves the right to re-order topics within a semester, spend more or less time on them, their grammar and vocabulary, reading/listening, speaking/writing skills basing on a group level and needs.

Part 2: Course Requirements and Grading Policy

The course is assessed continuously during 3 modules and there will be the IELTS test run independently by the HSE in April.

The Final Score for the course is the average score for the 1st, 2nd, 3rd Modules which is calculated by the formula: (1st Module Score + 2nd Module Score + 3rd Module Score) : 3.

The score for the Independent IELTS exam will be included in the graduation certificate, where there will be two separate marks: one for the course (the final score) and another for the IELTS exam.

During the course, students will also write ungraded essays and reports on the google docs online platform which will be peer-reviewed.

Mid-term and Final tests

Students will take a mid-term test at the end of the second module. It will be in the written form and consist of reading, listening and writing parts.

The Final test will be taken at the end of the third module. It will consist of reading, listening, writing and speaking parts.

Assessment Scale

After the 2nd and 3rd modules, students will get a mark from 1 to 10. The initial score will be in percentages. After that, the mark will be changed into a score according to the chart below:

10-points score	Percentage
1	< 31%
2	31-40%
3	41-49%
4	50-57%
5	58-65%

6	66-73%
7	74-80%
8	81-87%
9	88-94%
10	95-100%

Attendance

Attendance in class is basic and mandatory. Under emergency situation, students should give the instructor advance notices of their absence as soon as possible, before the respective class takes place. In case a student misses a graded assignment, they will be eligible for retaking the assignment within a month from the test date.

Homework

After every class students will receive mandatory homework as well as additional resources to practice. It can be various types homework: watching and commenting on videos, reading, listening, grammar and vocabulary tasks, written assignments, quizlet, online grammar and vocabulary tests. Homework tasks will be regularly sent via e-mail or LMS (up to the course instructor). For some assignments, there will be strict deadlines, so make sure you submit everything on time. Assignments submitted later will not be graded.

In-Class Participation

We expect our students to study not only during exam periods. Therefore, it is absolutely necessary for students to actively participate in every class they attend. Students must prepare for in-class work in advance and do their homework.

In-Class mobile phones use

It is prohibited to use mobile phones and laptops in class at all times unless the instructor assigns these devices for a class project, task or test. All electronic devices should be switched off or muted before the class as they distract

attention and have been proven to significantly reduce learning outcomes.

Part 3 Honor Code - Integrity in this course

Below are three honor code rules that every student has to agree to, in order to enroll in the course.

- My answers to homework, quizzes and exams will be my own work (except for assignments that explicitly permit collaboration).
- I will not make solutions to homework, quizzes or exams available to anyone else. This includes both solutions written by me, as well as any official solutions provided by the course instructor.
- I will not engage in any other activities that will dishonestly improve my results or dishonestly improve/hurt the results of others.

Plagiarism

Plagiarism means copying content from somewhere (for example from Wikipedia or research articles) *without citing the source*. In academia, plagiarism is considered a serious offence. Please note that you can use sentences or quotes from other sources, as long as you provide information on the source, so that others can find it and verify the citation.

Using other sources with citation is perfectly allowed, but of course your writing assignments should be more than a series of citations, the majority of the work should be your own!

Part 4: Assessed assignments (in class)

The instructor reserves the right to amend the number of assessed assignment and vary their maximum score based on group needs. Assignments should be given within the 1st, 2nd and 3^d modules - there are no strict dates for them.

First Module:

- Grammar-vocabulary test: 2x10
- Listening: 1x10

- Reading: 1x13
- Homework/online discussions/debates/ ungraded writing tasks: 30

Total: 73

Second Module:

- Grammar-vocabulary test: 3x10
- Midterm-test (52)
 - Listening: 1x10
 - Reading: 1x13
 - Essay: 1x20
 - Graph description: 1x9
- Homework/online discussions/debates/ ungraded writing tasks: 30

Total: 112

Third Module:

- Grammar-vocabulary test: 4x10
- Final test (94):
 - Listening: 1X20
 - Reading: 1X27
 - Speaking: 1X18
 - Writing: 1X29
- Homework/online discussions/ debates/ ungraded writing tasks: 30

Total: 164

Part 4: Topics outline/Class Schedule (on the basis of Expert IELTS 7.5. Student book, Pearson Education Limited, 2017)

1. Lifelong learning

Reading: predicting language, scan for information; note and table completion

Vocabulary: the language of learning; collocation; dictionary skills

Speaking: use a range of tenses; use a range of vocabulary; word stress.

Listening: recognise paraphrasing (section 2: multiple choice; select from a list)

Language development: synonyms, prefixes, word formation, paraphrase sentences

Writing: structure your answer, summarise features.

Questions for discussion:

- Are term exams an effective way to assess students' performance? What qualities help people to be successful in exams? Why? What is more effective to assess students' performance: exams or continuous assessment?
- Has education in Russia changed over the last 20 years? How do you think it will change in the future?
- What is the importance of extracurricular activities such as arts, sports and music?
- Is it necessary to group students according to level at all subjects?
- What makes a university prestigious? Why do many students want to go to a prestigious university?
- In what ways can education prepare students for life after school? Do you agree with people who say our school days are the best in our lives? If so, why?
- Why do many jobs require you to have a university degree? When is vocational training is more useful than a university degree? What might improve a graduate's chances to get a job they want?
- Are paid-for private schools better than state schools? Should higher education be free?
- What would you do to improve the educational system in Russia if you were a minister of education?
- What are the benefits of wearing a school uniform?

- Is it useful to have a gap year between school and university?
- What are the benefits of distance learning?

2. The feel-good factor

Reading: identify the main idea (matching headings; multiple choice: select two answers)

Vocabulary: problems and solutions, academic collocations; idiomatic phrases for problems and solutions.

Speaking: topic-specific vocabulary; develop your answers

Listening: identify specific information required (section 4: sentence completion; short-answer questions).

Language development: real and unreal conditionals review. Other ways to express conditionality.

Writing: write about problems and solutions, develop a paragraph (task 2: a problem and solution essay)

Questions for discussion:

- Why is obesity such a big problem today? What serious problems does obesity lead to over time?
- Why do people get addicted to smoking, alcohol overconsumption, drugs? What type of addiction is the most serious? What health problems may it cause?
- Does everyone have a right to free healthcare? Should medical care be free for all? Why? Why some people prefer to take out private health insurance?
- What can be the negative outcomes of the sedentary lifestyle?
- Why do some people prefer alternative medicine to evidence-based one?
- In what ways can being in the countryside help people to feel better? Which outdoor activities would you recommend?
- What are the advantages and disadvantages of living in the city and the countryside?
- What aspects of modern life can cause stress? What strategies are useful to avoid it?
- What advice would you give someone who wanted to become healthier?

3. Art and the artist

Reading: Identify functions (Matching information; summary completion)

Vocabulary: academic verbs for thoughts and beliefs; use an impersonal style in writing and speaking; collocations for thoughts and beliefs; language for generalizing.

Speaking: develop topic-specific vocabulary; expand your ideas using conjunctions and phrases (Part 3)

Listening: Use questions to predict answers (Section 2: note and table completion)

Language development: form clauses; subordinate clauses; express opinions with that

Writing: give your opinion; develop your arguments (task 2: opinion essay)

Questions for discussion:

- Do you think some people are born with an artistic talent or can it be learnt?
- In what ways are artists important in society? Should artists be allowed to say whatever they want? What should governments do to support the arts?
- Why do styles of art change over time? What can you learn about culture from its art?
- Why might parents stop their children following a career in the arts?
- Should fashion designers be counted as artists? Why? Do pop stars deserve the attention they receive?
- How art can be used as a therapy for people with the health problems?
- What can young children learn from doing art at school? How popular is art as a school subject? Why? Why do you think secondary schools give arts subjects a low priority?

4. A world of change

Reading: topic sentences and supporting details; true/ false/ not given; short-answer questions

Vocabulary: academic verbs; written and spoken vocabulary; process verbs

Speaking: develop topic-specific vocabulary; make notes and plan your answer

Listening: understand different ways location is expressed; label a map

Language development: present simple, past simple and present passives; other passive forms

Writing: write introductions and processes; use the active and passive for task 1; writing part 2: the problem and solution essay.

Questions for discussion:

- What factors might affect the future survival of the human species? How do you think human species might change or develop in the future?
- Why is it important to study the past?
- Would you agree that living standards are improving all around the world? Why/ why not?
- Explain what “development” means to you.
- How are personal and social development different?
- Which important social changes have you witnessed in your lifetime?
- Why might some groups of people (e.g. the young, the old) welcome or fear change? What kind of changes might they welcome and which might they fear, and why?
- We expect new belongings not only to improve the quality of our lives, but also to enhance the way we are viewed by others. To what extent do you agree?
- Though we expect new belongings to bring change, this vague notion usually evaporates once we have acquired the new item. Do you agree?
- Our materialistic desires are usually dictated not by what we need, but by what those around us possess? To what extent do you agree or disagree?

5. Our relationship with nature.

Reading: link ideas; paraphrase (matching sentence endings; summary completion)

Vocabulary: academic nouns; collocations with the environment

Speaking: develop topic-specific vocabulary; speak more accurately (part 1)

Listening: identify distractors (section 1: form completion; multiple choice)

Language development: sentence fragments and run-on sentences; punctuation

Writing: represent data clearly and accurately; identify inaccuracies in writing (task1: table and charts; processes)

- What environmental problems are common in the world today?
- Whose responsibility is it to deal with these problems?
- What can ordinary people do to protect the environment?
- What renewable energy is used in your country?
- Why is renewable energy better than other sources of energy?
- What disadvantages does renewable energy have?
- Why do you think so many people are concerned about animals becoming extinct? Do you think it matters?
- Why do you think few people care about insects?
- How has human activity affected the natural world?
- How important is farming in your country?
- How is population growth likely to affect flora and fauna?
- What are the potential benefits for people from animal conservation programmes?
- Is there any justification for continuing to keep animals in captivity?
- What benefits do you think will come from preserving the world's rainforests?
- What future role do governments have to play in the preservation of their country wildlife?
- Is wildlife preservation a global or national issue?

6. IT society

Reading: recognize reference words (matching features; note completion)

Vocabulary: the language of IT; express quantity; agreement and disagreement

Speaking: develop topic-specific vocabulary; techniques for adding detail (part 2)

Listening: listen for agreement and disagreement (section 3: matching)

Language development: reported speech patterns; other reporting structures

Writing: interpret statistical data support trends with details (task 1: bar and pie charts); writing part 2: the agree and disagree essay; the problem and solution essay

Questions for discussion:

- What do you think of science fiction films?
- What effect do you think IT will have on classrooms in the future?

- Information technology enables many people to do their work outside their workplace (at home, when travelling, etc). Do the benefits of this mobility outweigh the disadvantages?
- Do you think we should be pessimistic about machines like robots taking over our lives?
- Should we be afraid of Artificial Technology?
- How has IT changed the way we do things?
- What do you find particularly difficult or easy with working with numbers?
- What effect does the Internet have on children's social life?
- Would you say that the Internet is a better form of entertainment than television?
- In which ways has technology influenced transport in the last 50 years?
- Do you think most people would want to share the road with robots? Why/ why not?
- What potential problems might arise from the use of completely autonomous cars?

7. Law and order

Reading: work out the unknown words (flow chart completion; sentence completion)

Vocabulary: words for argument and opinion; academic words; collocations for argument; crime vocabulary

Speaking: develop topic-specific vocabulary; order your argument (Part 3)

Listening: understand attitude from tone and intonation (section 4: summary completion)

Language development: link ideas (both; neither; either)

Writing: structures to compare and contrast; contrast your opinions (task 2: opinion essay)

Questions for discussion:

- If you could reduce criminal activity, which crimes would be your main priorities? Why?
- What do you think of the growth of the CCTV in public places?
- What do you believe are the potential dangers of sharing too much personal information online?

- Is crime prevention everybody's business?
- Do you believe that crime rates will be lower in the future?
- How fair is trial by jury?
- Is your country a safe country?
- Do you think criminals can change?
- Is there any justice for capital penalty?
- Some people believe that there should be fixed punishments for each type of crime. Others, however, believe that the circumstances and the motivation for committing it should be taken into account when deciding the punishment. What do you think?
- How are the police better at solving crimes nowadays?
- Do you believe that crime rates will be lower in the future?
- What do you think are the pros and cons of crime-prediction techniques?
- If the police commonly used drones and predictive data to tackle crime, could this have any negative effects?

8. Space exploration

Reading: paraphrase ideas (matching sentence endings; multiple choice)

Vocabulary: nouns for hypothesizing; academic collocations; phrases for speculation; the language for invention and innovation; collocation with space

Speaking: develop topic-specific vocabulary; use speculation in your answers (part 2; part 3)

Listening: metaphors and similes in lectures (section 4: note completion)

Language development: unreal conditionals; wish and if only; other hypothetical forms)

Writing: write about hypothetical alternatives; develop a coherent argument (task 2)

Questions for discussion:

- What and how space exploration is important for the humanity?
- What the advantages of international collaboration of space exploration?
- Why do you think Mars has become an important focus for space exploration?
- If scientist found life on other planets, how would this change the way we see the world and ourselves?

- How has our understanding of the universe changes over the last 500 years?
- Would you like to travel into space one day?
- What do you think fascinates humans about outer space?
- How do you think people's attitudes towards space exploration have changed since the first Moon landing?
- To what extent is it better to use robots rather than humans to explore space?
- Why is invention vital for the development of society?
- What do you think it is that might drive people to invent?
- How have recent technological inventions or discoveries changed the world?
- What would you say have been the most useful inventions?
- What personal qualities do you think inventors require? Why?
- Which areas of technology do you think government should spend money on at the moment? Why?
- What sort of things do you think will be invented in the future?

Sample Mid-term Test (taken from Cambridge IELTS 9 authentic examination papers, CUP)

SECTION 3 Questions 21–30

Complete the notes below.

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

Study Skills Tutorial – Caroline Benning

Dissertation topic: the **21**

Strengths: • **22**

- computer modelling

Weaknesses: • lack of background information

- poor **23** skills

Possible strategy	Benefits	Problems
peer group discussion	increases 24	dissertations tend to contain the same 25
use the 26 service	provides structured programme	limited 27
consult study skills books	are a good source of reference	can be too 28

- Recommendations:
- use a card index
 - read all notes **29**

Next tutorial date: **30** January

SECTION 4 Questions 31–40

Questions 31 and 32

Choose the correct letter, A, B or C.

- 31** The owners of the underground house
- A** had no experience of living in a rural area.
 - B** were interested in environmental issues.
 - C** wanted a professional project manager.
- 32** What does the speaker say about the site of the house?
- A** The land was quite cheap.
 - B** Stone was being extracted nearby.
 - C** It was in a completely unspoilt area.

Questions 33–40

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

The Underground House

Design

- Built in the earth, with two floors
- The south-facing side was constructed of two layers of **33**
- Photovoltaic tiles were attached
- A layer of foam was used to improve the **34** of the building

Special features

- To increase the light, the building has many internal mirrors and **35**
- In future, the house may produce more **36** than it needs
- Recycled wood was used for the **37** of the house
- The system for processing domestic **38** is organic

Environmental issues

- The use of large quantities of **39** in construction was environmentally harmful
- But the house will have paid its 'environmental debt' within **40**

READING**READING PASSAGE 1**

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

- A** Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6–10% of children in that country are affected by hearing loss.
- B** A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.
- C** Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.
- D** While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).
- E** Autism is considered a neurological and genetic life-long disorder that causes discrepancies in the way information is processed. This disorder is characterised by interlinking problems with social imagination, social communication and social interaction. According to Janzen, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally.

Autistic spectrum disorders often result in major difficulties in comprehending verbal information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is difficult to scientifically quantify as such extra-sensory stimuli vary greatly from one autistic individual to another. But a child who finds any type of noise in their classroom or learning space intrusive is likely to be adversely affected in their ability to process information.

- F** The attention deficit disorders are indicative of neurological and genetic disorders and are characterised by difficulties with sustaining attention, effort and persistence, organisation skills and disinhibition. Children experiencing these disorders find it difficult to screen out unimportant information, and focus on everything in the environment rather than attending to a single activity. Background noise in the classroom becomes a major distraction, which can affect their ability to concentrate.
- G** Children experiencing an auditory function deficit can often find speech and communication very difficult to isolate and process when set against high levels of background noise. These levels come from outside activities that penetrate the classroom structure, from teaching activities, and other noise generated inside, which can be exacerbated by room reverberation. Strategies are needed to obtain the optimum classroom construction and perhaps a change in classroom culture and methods of teaching. In particular, the effects of noisy classrooms and activities on those experiencing disabilities in the form of auditory function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with 'invisible' disabilities. Their needs are less likely to be met than those of children with known disabilities.
- H** The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process. The strategy recognises that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability Strategy is to 'Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is vitally significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with auditory function disabilities.
- I** A number of countries are already in the process of formulating their own standards for the control and reduction of classroom noise. New Zealand will probably follow their example. The literature to date on noise in school rooms appears to focus on the effects on schoolchildren in general, their teachers and the hearing impaired. Only limited attention appears to have been given to those students experiencing the other disabilities involving auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.

Questions 1–6

Reading Passage 1 has nine sections, **A–I**.

Which section contains the following information?

*Write the correct letter, **A–I**, in boxes 1–6 on your answer sheet.*

- 1 an account of a national policy initiative
- 2 a description of a global team effort
- 3 a hypothesis as to one reason behind the growth in classroom noise
- 4 a demand for suitable worldwide regulations
- 5 a list of medical conditions which place some children more at risk from noise than others
- 6 the estimated proportion of children in New Zealand with auditory problems

Questions 7–10

Answer the questions below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 7–10 on your answer sheet.

- 7 For what period of time has hearing loss in schoolchildren been studied in New Zealand?
- 8 In addition to machinery noise, what other type of noise can upset children with autism?
- 9 What term is used to describe the hearing problems of schoolchildren which have not been diagnosed?
- 10 What part of the New Zealand Disability Strategy aims to give schoolchildren equal opportunity?

Questions 11 and 12

Choose **TWO** letters, **A–F**.

Write the correct letters in boxes 11 and 12 on your answer sheet.

The list below includes factors contributing to classroom noise.

Which **TWO** are mentioned by the writer of the passage?

- A** current teaching methods
- B** echoing corridors
- C** cooling systems
- D** large class sizes
- E** loud-voiced teachers
- F** playground games

Question 13

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

Write the correct letter in box 13 on your answer sheet.

What is the writer's overall purpose in writing this article?

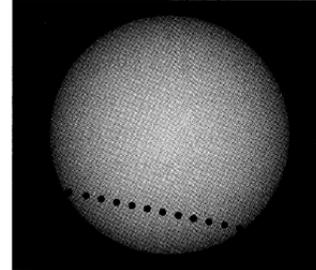
- A** to compare different methods of dealing with auditory problems
- B** to provide solutions for overly noisy learning environments
- C** to increase awareness of the situation of children with auditory problems
- D** to promote New Zealand as a model for other countries to follow

READING PASSAGE 2

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

Venus in transit

June 2004 saw the first passage, known as a ‘transit’, of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our view of the whole Universe, as Heather Cooper and Nigel Henbest explain



- A** On 8 June 2004, more than half the population of the world were treated to a rare astronomical event. For over six hours, the planet Venus steadily inched its way over the surface of the Sun. This ‘transit’ of Venus was the first since 6 December 1882. On that occasion, the American astronomer Professor Simon Newcomb led a party to South Africa to observe the event. They were based at a girls’ school, where – it is alleged – the combined forces of three schoolmistresses outperformed the professionals with the accuracy of their observations.
- B** For centuries, transits of Venus have drawn explorers and astronomers alike to the four corners of the globe. And you can put it all down to the extraordinary polymath Edmond Halley. In November 1677, Halley observed a transit of the innermost planet, Mercury, from the desolate island of St Helena in the South Pacific. He realised that, from different latitudes, the passage of the planet across the Sun’s disc would appear to differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle – the apparent difference in position of an astronomical body due to a difference in the observer’s position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun. This distance is known as the ‘astronomical unit’ or AU.
- C** Halley was aware that the AU was one of the most fundamental of all astronomical measurements. Johannes Kepler, in the early 17th century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable. But no-one had found a way to calculate accurate distances to the planets from the Earth. The goal was to measure the AU; then, knowing the orbital speeds of all the other planets round the Sun, the scale of the Solar System would fall into place. However, Halley realised that Mercury was so far away that its parallax angle would be very difficult to determine. As Venus was closer to the Earth, its parallax angle would be larger, and Halley worked out that by using Venus it would be possible to measure the

Sun's distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 – though he didn't survive to see either.

- D** Inspired by Halley's suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren't helped by Britain and France being at war. The person who deserves most sympathy is the French astronomer Guillaume Le Gentil. He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit – but the ship's pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience.
- E** While the early transit timings were as precise as instruments would allow, the measurements were dogged by the 'black drop' effect. When Venus begins to cross the Sun's disc, it looks smeared not circular – which makes it difficult to establish timings. This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.
- F** But astronomers laboured hard to analyse the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January – when Earth is at one point in its orbit – it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance.
- G** June 2004's transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos – detecting Earth-sized planets orbiting other stars.

Questions 14–17

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

Which paragraph contains the following information?

*Write the correct letter, **A–G**, in boxes 14–17 on your answer sheet.*

- 14** examples of different ways in which the parallax principle has been applied
- 15** a description of an event which prevented a transit observation
- 16** a statement about potential future discoveries leading on from transit observations
- 17** a description of physical states connected with Venus which early astronomical instruments failed to overcome

Questions 18–21

Look at the following statements (Questions 18–21) and the list of people below.

*Match each statement with the correct person, **A, B, C** or **D**.*

*Write the correct letter, **A, B, C** or **D**, in boxes 18–21 on your answer sheet.*

- 18** He calculated the distance of the Sun from the Earth based on observations of Venus with a fair degree of accuracy.
- 19** He understood that the distance of the Sun from the Earth could be worked out by comparing observations of a transit.
- 20** He realised that the time taken by a planet to go round the Sun depends on its distance from the Sun.
- 21** He witnessed a Venus transit but was unable to make any calculations.

List of People	
A	Edmond Halley
B	Johannes Kepler
C	Guillaume Le Gentil
D	Johann Franz Encke

Questions 22–26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 22–26 on your answer sheet, write

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

- 22** Halley observed one transit of the planet Venus.
- 23** Le Gentil managed to observe a second Venus transit.
- 24** The shape of Venus appears distorted when it starts to pass in front of the Sun.
- 25** Early astronomers suspected that the atmosphere on Venus was toxic.
- 26** The parallax principle allows astronomers to work out how far away distant stars are from the Earth.

WRITING

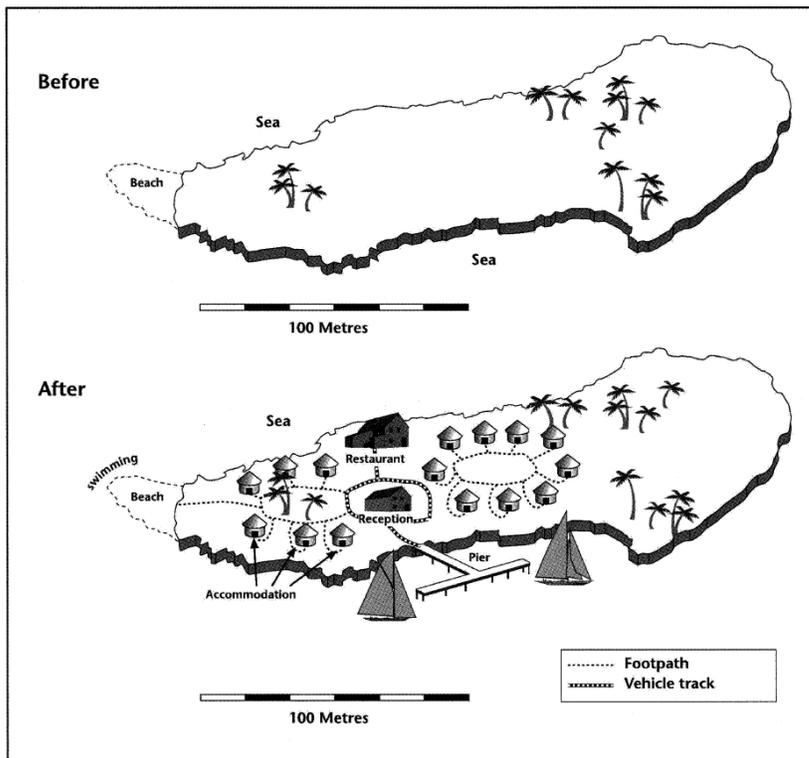
WRITING TASK 1

You should spend about 20 minutes on this task.

The two maps below show an island, before and after the construction of some tourist facilities.

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school.

Do the advantages of this outweigh the disadvantages?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Games

- What games are popular in your country? [Why?]
- Do you play any games? [Why/Why not?]
- How do people learn to play games in your country?
- Do you think it's important for people to play games? [Why/Why not?]

PART 2

Describe an open-air or street market which you enjoyed visiting.

You should say:

**where the market is
what the market sells
how big the market is
and explain why you enjoyed
visiting this market.**

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

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

PART 3

Discussion topics:

Shopping at markets

Example questions:

Do people in your country enjoy going to open-air markets that sell things like food or clothes or old objects? Which type of market is more popular? Why?

Do you think markets are more suitable places for selling certain types of things? Which ones? Why do you think this is?

Do you think young people feel the same about shopping at markets as older people? Why is that?

Shopping in general

Example questions:

What do you think are the advantages of buying things from shops rather than markets?

How does advertising influence what people choose to buy? Is this true for everyone?

Do you think that any recent changes in the way people live have affected general shopping habits? Why is this?

Assessment

Speaking assessment criteria. 9 points maximum for each speaking part (based on the official IELTS band descriptors for speaking <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors>)

	3 points	2 points	1 point	0 points
Fluency and Coherence	Speaks fluently with only occasional repetition or self-correction; Hesitation is usually content-related and only rarely to search for language; Develops topics coherently and appropriately.	Speaks at length without noticeable effort or loss of coherence; May demonstrate language related hesitation at times, or some repetition and/or self-correction; Uses a range of connectives and discourse markers with some flexibility.	Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going; May over-use certain connectives and discourse markers; Produces simple speech fluently, but more complex communication causes fluency problems.	Speaks with long pauses; Has limited ability to link simple sentences; Gives only simple responses and is frequently unable to convey basic message.
Lexical resource	Uses a wide vocabulary resource readily and flexibly to convey precise meaning; Uses less common and idiomatic vocabulary skillfully, with occasional inaccuracies;	Has a wide enough vocabulary to discuss topics at length. Uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices; Generally paraphrases successfully	Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility; Attempts to use paraphrase but with mixed success.	Uses simple vocabulary to convey personal information; Has insufficient vocabulary for less familiar topics.

	Uses paraphrase effectively as required.			
Grammatical range and accuracy	Uses a wide range of structures flexibly; Produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors.	Uses a range of complex structures with some flexibility; Frequently produces error-free sentences, though some grammatical mistakes persist.	Produces basic sentence forms with reasonable accuracy; Uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems.	Attempts basic sentence forms but with limited success, or relies on apparently memorised utterances; Makes numerous errors except in memorised expressions.
Pronunciation	Uses a wide range of pronunciation features; Sustains flexible use of features, with only occasional lapses; L1 accent has minimal effect on intelligibility	Uses a range of pronunciation features with mixed control; Shows some effective use of features but this is not sustained; Can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times.	Uses a limited range of pronunciation features; Attempts to control features but lapses are frequent; Mispronunciations are frequent and cause some difficulty for the listener.	Uses a limited range of pronunciation features; Speech is often unintelligible.

Graph/ diagram map assessment criteria. 9 points maximum.

(based on the official IELTS band descriptors for writing task 1

<https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-1>)

	Task Achievement, Style and Content	Logic, coherence & cohesion	Lexical resource	Grammar, accuracy and punctuation
--	--	--	-------------------------	--

<p>3</p>	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
<p>2</p>	<ul style="list-style-type: none"> addresses the requirements of the task presents an overview with information appropriately selected presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
<p>1</p>	<ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places recounts detail mechanically with no clear overview; 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may 	<ul style="list-style-type: none"> uses only a very limited range of structures with only rare use of subordinate clauses

	<p>there may be no data to support the description</p> <ul style="list-style-type: none"> • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> • may be repetitive because of lack of referencing and substitution 	<p>cause some difficulty for the reader</p>	<ul style="list-style-type: none"> • some structures are accurate but errors predominate, and punctuation is often faulty
0	<ul style="list-style-type: none"> • fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> • does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> • uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message 	<ul style="list-style-type: none"> • attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning

Essay assessment criteria. 20 points maximum.

(based on the official IELTS band descriptors for writing task 2

<https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-2.ashx>)

	Task Achievement, Style and Content	Logic, coherence & cohesion	Lexical resource	Grammar, accuracy and punctuation
5	<p>Sufficiently addresses all parts of the task; Presents a well-developed response to the question with relevant, extended and supported ideas.</p>	<p>Sequences information and ideas logically; Manages all aspects of cohesion well; Uses paragraphing sufficiently and appropriately.</p>	<p>Uses a wide range of vocabulary fluently and flexibly to convey precise meanings; Skilfully uses uncommon lexical items but there</p>	<p>Uses a wide range of structures; The majority of sentences are error-free; Makes only very occasional errors</p>

			may be occasional inaccuracies in word choice and collocation; Produces rare errors in spelling and/or word formation.	or inappropriacies.
4	Addresses all parts of the task although some parts may be more fully covered than others; Presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus.	Logically organises information and ideas; there is clear progression throughout; Uses a range of cohesive devices appropriately although there may be some under-/over-use; Presents a clear central topic within each paragraph	Uses a sufficient range of vocabulary to allow some flexibility and precision; Uses less common lexical items with some awareness of style and collocation; May produce occasional errors in word choice, spelling and/or word formation.	Uses a variety of complex structures; Produces frequent error-free sentences; Has good control of grammar and punctuation but may make a few errors.
3	Addresses all parts of the task although some parts may be more fully covered than others; Presents a relevant position although the conclusions may become unclear or repetitive; Presents relevant main ideas but some may be inadequately developed/unclear.	Arranges information and ideas coherently and there is a clear overall progression; Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical; May not always use referencing clearly or appropriately;	Uses an adequate range of vocabulary for the task; Attempts to use less common vocabulary but with some inaccuracy; Makes some errors in spelling and/or word formation, but they do not	Uses a mix of simple and complex sentence forms; Makes some errors in grammar and punctuation but they rarely reduce communication.

		Uses paragraphing, but not always logically.	impede communication.	
2	Addresses the task only partially; The format may be inappropriate in places; Expresses a position but the development is not always clear and there may be no conclusions drawn; Presents some main ideas but these are limited and not sufficiently developed; There may be irrelevant detail.	Presents information with some organisation but there may be a Lack of overall progression Makes inadequate, inaccurate or over use of cohesive devices; May be repetitive because of lack of referencing and substitution; May not write in paragraphs, or paragraphing may be inadequate.	Uses a limited range of vocabulary, but this is minimally adequate for the task; May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader.	Uses only a limited range of structures; Attempts complex sentences but these tend to be less accurate than simple sentences; May make frequent grammatical errors and punctuation may be faulty; Errors can cause some difficulty for the reader.
1	Responds to the task only in a minimal way or the answer is tangential; The format may be inappropriate; Presents a position but this is unclear; Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported.	Presents information and ideas but these are not arranged coherently and there is no clear progression in the response; Uses some basic cohesive devices but these may be inaccurate or repetitive; May not write in paragraphs or their use may be confusing.	Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task; Has limited control of word formation and/or spelling; Errors may cause strain for the reader.	Uses only a very limited range of structures with only rare use of subordinate clauses; Some structures are accurate but errors predominate, and punctuation is often faulty.
0	Does not adequately address any part of the task;	Does not organise ideas logically; May use a very limited range of cohesive	Uses only a very limited range of words and expressions with	Attempts sentence forms but errors in grammar and punctuation

	<p>Does not express a clear position; Presents few ideas, which are largely undeveloped or irrelevant.</p>	<p>devices, and those used may not indicate a logical relationship between ideas.</p>	<p>very limited control of word formation and/or spelling; Errors may severely distort the message.</p>	<p>predominate and distort the meaning.</p>
--	--	---	---	---

Debates Assessment Rubric

Content and Structure:		
1.	The discussion starts with a brief introduction of the topic.	1
2.	The discussion finishes with a conclusion	1
3.	The arguments correspond to the given topic	1
4.	Each argument has an explicit pattern of organisation (claim – data – warrant – qualifier – backing).	3
5.	Claims are provided with relevant and effective support (data)	2
6.	In each argument there is an explicit inference (warrant)	3
7.	Each argument or counterargument is consistent with and explicitly builds on the previous one presented in the discussion.	2
Interaction		
8.	There is a lively discussion rather than an ordered set of individual talks.	2
9.	Group members show interest verbally or otherwise in what others are saying (instead of taking advantage of this time to revise their notes)	1
10.	Speakers maintain an adequate level of eye-contact with each other	1
11.	The speaker uses at least 3 functional language expressions (clarifying, dis/agreeing, stating opinion, referring back etc.)	2
Language Accuracy and Complexity; Pronunciation; Coherence		
12.	The speaker uses vocabulary accurately and appropriately	2
13.	Vocabulary range: synonyms are used to avoid repetitions and academic vocabulary is used instead of general vocabulary equivalents wherever possible	2
14.	Grammar rules are observed	2
15.	The speaker uses a variety of connectors	2
16.	The speaker complies with the academic register	2
17.	Most words are pronounced correctly	2
18.	The speaker displays minimal bias and appears to be objective (when presenting evidence) through the use of tentative language	1
Technicalities		
19.	Each speaker takes a turn of around 5 minutes altogether	1
20.	No speakers dominate the discussion	1
21.	The speaker does not read off their notes	1
Total:		/35