Автономная некоммерческая организация дополнительного образования

«ИТЭК Школа иностранных языков»

УТВЕРЖДАЮ

Директор АНО ДО «ИТЭК Школа иностранных языков»

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«01» сентября 2020 г.

ДОПОЛНИТЕЛЬНАЯ

ОБЩЕОБРАЗОВАТЕЛЬНАЯ ОБЩЕРАЗВИВАЮЩАЯ ПРОГРАММА

СОЦИАЛЬНО-ГУМАНИТАРНОЙ НАПРАВЛЕННОСТИ

«Подготовка к экзамену IELTS»

Срок реализации программы: 48 академ.часа

Возраст обучающихся: от 15 лет

Автор-составитель программы

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Москва, 2020 г.

Учебный план АНО ДО «ИТЭК Школа иностранных языков» на 2020-2021 г.

1. Подготовка к экзамену IELTS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | **Наименование образовательной программы** | **Всего академических часов** | **Лекции** | **Практические занятия** | **Форма контроля** |
| **1** | Подготовка к экзамену IELTS | 48 | - | 48 | Тест |

**1. Пояснительная записка**

* 1. **Нормативно-правовая основа программы**

Дополнительная образовательная общеразвивающая программа «Подготовка к экзамену IELTS» (далее – программа) составлена на основе следующих нормативных правовых документов:

− Федеральный закон от 29.12.2012 №273-ФЗ «Об образовании в Российской Федерации»;

− Приказ Министерства образования и науки Российской Федерации от  9 ноября 2018 г. N 196 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным общеобразовательным программам».

* 1. **Актуальность и новизна программы**

Актуальность программы: сдача международного экзамена IELTS – это способ продемонстрировать навыки владения английским языком и открыть двери к международным возможностям. Система является международной, результаты проверки признают многие университеты и организации Канады, США, Великобритании, Новой Зеландии, Австралии. Тест IELTS учитывается при поступлении в вузы Франции, Германии, Австрии, Швейцарии, Голландии, Ирландии, Израиля и многих других стран. Экзамен состоит из четырех блоков. Каждое задание направлено на определение навыков владения тем или иным аспектом языка. IELTS проверяет четыре навыка — чтение, письмо, аудирование и разговорную речь (Reading, Writing, Listening и Speaking), а темы вопросов максимально приближены к тем, с которыми люди сталкиваются в реальной жизни и работе за рубежом. Результаты экзамена оцениваются в баллах и варьируются по шкале от 1 до 9 баллов. Структура экзамена уникальна, он содержит тестовые задания достаточно высокого уровня сложности. В связи с этим кандидатам требуется специальная программа с целью усвоения порядка тестирования, ознакомления со структурой экзамена и стратегией, которой надо придерживаться, чтобы успешно написать все тесты, а также прохождения необходимой практической подготовки

**1.3 Направленность программы, ее цель и задачи**

Дополнительная общеобразовательная общеразвивающая программа «Подготовка к экзамену IELTS» имеет социально-гуманитарную направленность. Программа использует методический принцип направленного открытия к обучению, который позволяет учащимся сначала оценить имеющиеся у них знания, а затем, при помощи хорошо структурированных образцов и концептуальных вопросов, открыть и сформулировать правило самостоятельно. Весь новый языковой материал затем неоднократно повторяется и отрабатывается.

Цель программы – развитие коммуникативной компетенции и экзаменационных умений обучающихся, а также развитие универсальных учебных действий.

Основные задачи программы:

* совершенствовать лингвистические умения;
* расширить знания о мире;
* развить умения четко выполнять поставленную коммуникативную задачу;
* освоить стратегии выполнения заданий во всех видах речевой деятельности;
* освоить стратегии выполнения экзаменационных заданий;
* расширить словарный запас по предлагаемым актуальным темам;
* расширить диапазон грамматических форм на уровне восприятия и воспроизведения;
* совершенствовать умения использовать необходимый регистр общения (официальный, нейтральный, неофициальный);
* развить умения укладываться в лимит времени и выполнять инструкции при выполнении экзаменационных заданий;
* развить умения мобилизовать все личностные ресурсы для успешного прохождения тестирования.

**1.4. Требования к категории слушателей**

Содержание программы ориентировано на следующую целевую аудиторию: российские граждане в возрасте от 15 лет, владеющие английском языком на уровне выше среднего.

Требования к минимальному уровню образования: к освоению программы допускаются лица без предъявления требований к уровню образования.

**1.5. Общая характеристика программы**

Объем программы – 48 академических часа.

Программа состоит из 4 модулей. 1 модуль рассчитан на 12 академических часов. Каждый модуль состоит из 6 тем.

Программа рассчитана на 3 месяца обучения.

Форма обучения – очная.

Освоение программного материала данного уровня предполагает подготовку обучающихся к сдаче экзамена IELTS.

Занятия по данной образовательной программе проводятся по группам или индивидуально. Группы формируются из обучающихся разного возраста. Состав группы обучающихся – постоянный.

Продолжительность 1 академического часа – 45 минут. Общее количество часов в неделю – 4 академических часа. Занятия проводятся 2 раза в неделю по 2 академических часа.

**1.6 Планируемые результаты обучения**

К ожидаемым результатам реализации программы относятся:

* знание формата экзамена;
* умение выполнять типовые задания по каждому из 4 разделов экзамена;
* умение действовать в установленных форматом экзамена временных рамках;
* умение свободно ориентироваться в характерной для экзамена лексике.

2. Учебно-тематический план общеобразовательной общеразвивающей программы

«Подготовка к экзамену IELTS»

Учебно-тематический план

**Модуль 1. Чтение**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | Наименование разделов, дисциплин и тем | Всего  час. | В том числе | | | Форма контроля |
| Лекции | Выезд.  занятия, стажировка и др. | Практич.  Семинар.  занятия |
| 1. | **Модуль 1. Чтение**  Занятие 1. Техники чтения: просмотровое чтение и сканирование текста. Заполнение таблиц и диаграмм. | 2 | - | - | 2 | - |
| 2. | **Модуль 1. Чтение**  Занятие 2. задания множественного выбора и задания на сопоставление | 2 | - | - | 2 | - |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 3. | **Модуль 1. Чтение**  Занятие 3. Задание на сопоставление. Задания на развития навыки прогнозирования информации в тексте. | 2 | - | - | 2 |  |
| 4. | **Модуль 1. Чтение**  Занятие 4. Задания на сопоставление заголовков и задания множественного выбора | 2 | - | - | 2 | - |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | **Модуль 1. Чтение**  Занятие 5. Занятие на чтение карт, диаграмм; Задания множественного выбора. | | 2 | - | - | 2 |  |
| 6. | **Модуль 1. Чтение**  Занятие 6. Промежуточный контроль. Тест по модулю «Чтение». | | 2 | - | - | 2 | Тест |
|  | | **Итого:** |  |  |  | 12 |  |

**Модуль 2. Аудирование**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| № | Наименование разделов, дисциплин и тем | Всего  час. | В том числе | | | Форма контроля |
| Лекции | Выезд.  занятия, стажировка, деловые игры и др. | Практич.  Семинар.  занятия |
| 1. | **Модуль 2. Аудирование**  Занятие 1. Задания на «верно», «неверно», «не указано» | 2 | - | - | 2 | - |
| 2. | **Модуль 2. Аудирование**  Занятие 2. задания множественного выбора и задания на сопоставление | 2 | - | - | 2 | - |
| 3 | **Модуль 2. Аудирование**  Занятие 3. Факты и мнения. Анализ заданий множественного выбора | 2 | - | - | 2 | - |
| 4 | **Модуль 2. Аудирование**  Занятие 4. Задания на заполнение пропусков; чтение графиков | 2 | - | - | 2 | - |
| 5 | **Модуль 2. Аудирование**  Занятие 5. Лексика и грамматика | 2 |  |  | 2 | - |
| 6 | **Модуль 2. Аудирование**  Занятие 6. Промежуточный контроль | 2 |  |  | 2 | Тест |
|  | **Итого:** |  |  |  | 12 |  |

**Модуль 3. Письмо**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | **Модуль 3. Письмо**  Занятие 1. Введение.  Задание 1: Описание графиков  (Line Graphs, Bar Charts, Tables) | 2 | - | - | 2 | - |
| 2 | **Модуль 3. Письмо**  Занятие 2. Введение.  Задание 2: Эссе (Agree/Disagree Essay) | 2 | - | - | 2 | - |
| 3 | **Модуль 3. Письмо**  Задание 1: Описание графиков (Pie charts and multiple charts, diagrams, plans and maps) | 2 |  |  | 2 | - |
| 4 | **Модуль 3. Письмо**  Задание 2: Эссе (Discussion/Opinion Essay) | 2 |  |  | 2 | - |
| 5 | **Модуль 3. Письмо**  Занятие 5. Эссе (Problem/Solution Essay) | 2 |  |  | 2 | - |
| 6 | **Модуль 3. Письмо**  Занятие 6. Промежуточный тест | 2 |  |  | 2 | Тест |
|  | **Итого:** |  |  |  | 12 |  |

**Модуль 4. Говорение**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | **Модуль 4. Говорение**  Занятие 1.Введение: Как выразить мнение, отношение к чему-либо и планы на будущее | 2 | - | - | 2 | - |
| 2 | **Модуль 4. Говорение**  Занятие 2. Задание 1 | 2 | - | - | 2 | - |
| 3 | **Модуль 4. Говорение**  Занятие 3. Задание 2 | 2 |  |  | 2 | - |
| 4 | **Модуль 4. Говорение**  Занятие 4. Задание 3 | 2 |  |  | 2 | - |
| 5 | **Модуль 4. Говорение**  Занятие 5. Задание 4 | 2 |  |  | 2 | - |
| 6 | Занятие 6. Пробный экзамен по части «Говорение» и разбор ошибок | 2 |  |  | 2 | Тест |
|  | **Итого:** |  |  |  | 12 |  |

2.1 Содержание учебного плана общеобразовательной общеразвиваюшей программы «Подготовка к экзамену IELTS»

**Модуль 1. Чтение**

Занятие 1. Техники чтения: просмотровое чтение и сканирование текста. Заполнение таблиц и диаграмм.

Занятие 2. Задания множественного выбора и задания на сопоставление.

Занятие 3. Задание на сопоставление. Задания на развития навыки прогнозирования информации в тексте.

Занятие 4. Задания на сопоставление заголовков и задания множественного выбора.

Занятие 5. Занятие на чтение карт, диаграмм; Задания множественного выбора.

Занятие 6. Промежуточный контроль. Тест по модулю «Чтение».

**Модуль 2. Аудирование**

Занятие 1. Задания на «верно», «неверно», «не указано».

Занятие 2. Задания множественного выбора и задания на сопоставление

Занятие 3. Факты и мнения. Анализ заданий множественного выбора

Занятие 4. Задания на заполнение пропусков; чтение графиков

Занятие 5. Лексика и грамматика

Занятие 6. Промежуточный контроль. Тест по секции «Аудирование»

**Модуль 3. Письмо**

Занятие 1. Введение.

Задание 1: Описание графиков (Line Graphs, Bar Charts, Tables)

Занятие 2. Введение.

Задание 2: Эссе (Agree/Disagree Essay)

Занятие 3.

Задание 1: Описание графиков (Pie charts and multiple charts, diagrams, plans and maps)

Занятие 4.

Задание 2: Эссе (Discussion/Opinion Essay)

Занятие 5.

Задание 2: Эссе (Problem/Solution Essay)

Занятие 6.

Промежуточный контроль. Задания из секции «Письмо»

**Модуль 4. Говорение**

Занятие 1.Введение: Как выразить мнение, отношение к чему-либо и планы на будущее

Занятие 2. Задание 1

Занятие 3. Задание 2

Занятие 4. Задание 3

Занятие 5. Повторение

Занятие 6. Пробный экзамен по части «Говорение» и разбор ошиб

1. **Формы итогового и промежуточного контроля**

**Промежуточный контроль** по дополнительной общеобразовательной программе социально-гуманитарной направленности «Подготовка к экзамену IELTS» проводится в виде письменного или устного теста после завершения каждого модуля (Приложение 1, Приложение 2, Приложение 3, Приложение 4). Данный тест проводится с целью проверки усвоения учебного материала на необходимом уровне в соответствии с целями учебной программы. Промежуточный контроль проводится действующим преподавателем группы. Результат промежуточного тестирования – это балл от 0 до 9.0, согласно критериям оценивания на официальном экзамене.

**Итоговый контроль** проводится в виде письменного теста и устного собеседования в конце обучения (Приложение 5). Учащийся должен уметь демонстрировать навыки и знания в чтении, восприятия на слух, в  устной и письменной речи. Итоговое тестирование состоит из четырех частей и соответствует формату официального экзамена.

1. Методическое обеспечение дополнительной общеобразовательной программы «Подготовка к экзамену IELTS»

УМК: The Complete Guide to IELTS

1. Список литературы
2. The Complete Guide to IELTS, Student’s Book
3. The Complete Guide to IELTS, Teacher’s Book
4. The Complete Guide to IELTS, Audio CD
5. Academic writing course, R Jordan, Longman.
6. 101 Helpful Hints for IELTS-Academic Module: Practice Tests and Hints for IELTS Listening Reading Writing Speaking, G Adams & T Peck, Cambridge University press.

**Приложение 1**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену IELTS. Модуль Аудирование»**

**Section 1**

**Questions 1-7**

Complete the form below, using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**Travel Safe**

INSURANCE PLC

**Department:** Motor Insurance

**Client details:**

**Name:** Elisabeth

**Date of birth:** 8.10.1975

**Address:**  (street) Callington (town)

**Policy number:**

**Accident details:**

**Date:**

**Time:** Approx.

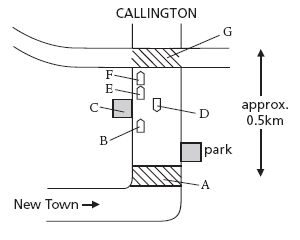
**Supporting evidence:**

**Medical problems (if any):**  injuries

#### Questions 8-10

Label the diagram/plan below.

Write the correct letter, **A-G**, next to questions **8-10**.



**8** traffic lights **..........**

**9** petrol station **..........**

**10** blue van **.........**

#### Section 2

#### Questions 11-14

Complete the sentences below, using **NO MORE THAN THREE WORDS** for each answer.

**11** Dormouse numbers have fallen  as well as in the UK.

**12** Dormice are about as heavy as two .

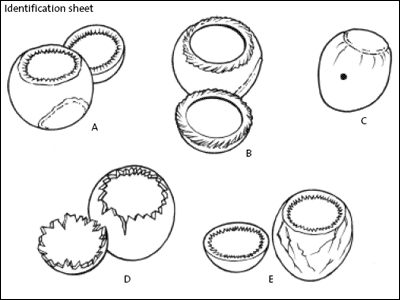
**13** You are most likely to have seen a dormouse in a .

**14** In the UK, dormice probably live in hedges and woods, and next to .

#### Questions 15-17

Label the identification sheet below.

Write the correct letter **A-E** next to questions **5-8**.



**15** opened by woodmice **..........**

**16** opened by voles **..........**

**17** opened by dormice **..........**

#### Questions 18-20

Complete the summary below.

Using **NO MORE THAN ONE WORD** in each space.

If you find nuts opened by dormice **18\_\_\_\_\_** where you found them. Put them into some kind of **19 \_\_\_\_\_\_\_** and  **20** \_\_\_\_\_ them (name and address). Post them to Action for Wildlife.

**Section 3**

**Questions 21-26**

Which company website has the following features?

Write the correct letter **A, B** or **C** in boxes 21-26 on your answer sheet.

**A** Hills Cycles website

**B** Wheels Unlimited website

**C** Both websites

**21** bicycle catalogue **..........**

**22** price list **..........**

**23** bicycle accessories **..........**

**24** company history **..........**

**25** online ordering **..........**

**26** moving graphics **..........**

**Questions 27-30**

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

**27** According to the tutor, the basic criterion for evaluating the websites should relate to

appearance.

ease of use.

target customers.

**28** On the subject of timing, the tutor says

the students' plan is appropriate.

the students' presentation will be too long.

the students can extend the presentation if necessary.

**29** Sarah and Jack will share the work by

speaking in short turns.

doing half the presentation each.

managing different aspects.

**30** The tutor advises Sarah and Jack not to

talk too much.

show complicated lists.

use a lot of visuals.

#### Section 4

#### Questions 31-37

Answer the questions below.

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

**31** Which elephants stay together all their life?

**32** What are elephant family groups known as?

**33** When scientists tracked groups of elephants, which feature of behaviour did they notice?

**34** Which sense do elephants probably use to communicate over long distances?

**35** What did American scientists do with a recording of elephant calls?

**36** What did the elephants in the experiment rush to find?

**37** What were scientists unable to do with the recording they had made?

**Questions 38-40**

What does the lecturer say about each type of elephant call?

Choose your answers from the box, and write the letters **A-H** next to questions **38-40**.

**A** cannot be heard by humans at all

**B** is usually accompanied by a leg movement

**C** begins and ends at the same pitch

**D** is usually accompanied by a nod of the head

**E** continuously increases in pitch

**F** is repeated over a long period

**G** continually fluctuates in volume

**38** Greeting **..........**

**39** Contact call **..........**

**40** Summons to move on **........**

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**Приложение 2**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену IELTS. Модуль Чтение»**

# Passage 1

## The coral reefs of Agatti Island

**A**Agatti is one of the Lakshadweep Islands off the southwest coast of India. These islands are surrounded by lagoons and coral reefs which are in turn surrounded by the open ocean. Coral reefs, which are formed from the skeletons of minute sea creatures, give shelter to a variety of plants and animals, and therefore have the potential to provide a stream of diverse benefits to the inhabitants of Agatti Island.

**B**In the first place, the reefs provide food and other products for consumption by the islanders themselves. Foods include different types of fish, octopus and molluscs, and in the case of poorer families these constitute as much as 90% of the protein they consume. Reef resources are also used for medicinal purposes. For example, the money cowrie, a shell known locally as Vallakavadi, is commonly made into a paste and used as a home remedy to treat cysts in the eye.

**C**In addition, the reef contributes to income generation. According to a recent survey, 20% of the households on Agatti report lagoon fishing, or shingle, mollusc, octopus and cowrie collection as their main occupation (Hoon et al, 2002). For poor households, the direct contribution of the reef to their financial resources is significant: 12% of poor households are completely dependent on the reef for their household income, while 59% of poor households rely on the reef for 70% of their household income, and the remaining 29% for 50% of their household income.

**D**Bartering of reef resources also commonly takes place, both between islanders and between islands. For example, Agatti Island is known for its abundance of octopus, and this is often used to obtain products from nearby Androth Island. Locally, reef products may be given by islanders in return for favours, such as help in constructing a house or net mending, or for other products such as rice, coconuts or fish.

**E**The investment required to exploit the reefs is minimal. It involves simple, locally available tools and equipment, some of which can be used without a boat, such as the fishing practice known as Kat moodsal. This is carried out in the shallow eastern lagoon of Agatti by children and adults, close to shore at low tide, throughout the year. A small cast net, a leaf bag, and plastic slippers are all that are required, and the activity can yield 10-12 small fish (approximately 1 kg) for household consumption. Cast nets are not expensive, and all the households in Agatti own at least one. Even the boats, which operate in the lagoon and near-shore reef, are constructed locally and have low running costs. They are either small, non-mechanised, traditional wooden rowing boats, known as Thonis, or rafts, known as Tharappam.

**F**During more than 400 years of occupation and survival, the Agatti islanders have developed an intimate knowledge of the reefs. They have knowledge of numerous different types of fish and where they can be found according to the tide or lunar cycle. They have also developed a local naming system or folk taxonomy, naming fish according to their shape. Sometimes the same species is given different names depending on its size and age. For example, a full grown Emperor fish is called Metti and a juvenile is called Killokam. The abundance of each species at different fishing grounds is also well known. Along with this knowledge of reef resources, the islanders have developed a wide range of skills and techniques for exploiting them. A multitude of different fishing techniques are still used by the islanders, each targeting different areas of the reef and particular species.

**G**The reef plays an important role in the social lives of the islanders too, being an integral part of traditions and rituals. Most of the island's folklore revolves around the reef and sea. There is hardly any tale or song which does not mention the traditional sailing crafts, known as Odams, the journeys of enterprising 'heroes', the adventures of sea fishing and encounters with sea creatures. Songs that women sing recollect women looking for returning Odams, and requesting the waves to be gentler and the breeze just right for the sails. There are stories of the benevolent sea ghost baluvam, whose coming to shore is considered a harbinger of prosperity for that year, bringing more coconuts, more fish and general well-being.

**H**The reef is regarded by the islanders as common property, and all the islanders are entitled to use the lagoon and reef resources. In the past, fishing groups would obtain permission from the Amin (island head person) and go fishing in the grounds allotted by him. On their return, the Amin would be given a share of the catch, normally one of the best or biggest fish. This practice no longer exists, but there is still a code of conduct or etiquette for exploiting the reef, and common respect for this is an effective way of avoiding conflict or disputes.

**I**Exploitation of such vast and diverse resources as the reefs and lagoon surrounding the island has encouraged collaborative efforts, mainly for purposes of safety, but also as a necessity in the operation of many fishing techniques. For example, an indigenous gear and operation known as Bala fadal involves 25-30 men. Reef gleaning for cowrie collection by groups of 6-10 women is also a common activity, and even today, although its economic significance is marginal, it continues as a recreational activity.

**Questions 1-9**

The Reading Passage has nine paragraphs **A–I**.

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

**List of Phrases**

**I** Island legends

**Ii** Resources for exchange

**Iii** Competition for fishing rights

**Iv** The low cost of equipment

**V** Agatti's favourable location

**Vi** Rising income levels

**Vii** The social nature of reef occupations

**Viii** Resources for islanders' own use

**Ix** High levels of expertise

**X** Alternative sources of employment

**Xi** Resources for earning money

**Xii** Social rights and obligations

**1** Paragraph A **..........**

**2** Paragraph B **..........**

**3** Paragraph C **..........**

**4** Paragraph D **..........**

**5** Paragraph E **..........**

**6** Paragraph F **..........**

**7** Paragraph G **..........**

**8** Paragraph H **..........**

**9** Paragraph I **..........**

**Questions 10-13**

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

**10** What proportion of poor households get all their income from reef products?

**A** 12%

**B** 20%

**C** 29%

**D** 59%

**11** Kat moodsal fishing

**A** is a seasonal activity.

**B** is a commercial activity.

**C** requires little investment.

**D** requires use of a rowing boat.

**12** Which characteristic of present-day islanders do the writers describe?

**A** physical strength

**B** fishing expertise

**C** courage

**D** imagination

**13** What do the writers say about the system for using the reef on Agatti?

**A** Fish catches are shared equally.

**B** The reef owner issues permits.

**C** There are frequent disputes.

**D** There is open access.

# Passage 2

## Urban planning in Singapore

British merchants established a trading post in Singapore in the early nineteenth century, and for more than a century trading interests dominated. However, in 1965 the newly independent island state was cut off from its hinterland, and so it set about pursuing a survival strategy. The good international communications it already enjoyed provided a useful base, but it was decided that if Singapore was to secure its economic future, it must develop its industry. To this end, new institutional structures were needed to facilitate, develop, and control foreign investment. One of the most important of these was the Economic Development Board (EDB), an arm of government that developed strategies for attracting investment. Thus from the outset, the Singaporean government was involved in city promotion.

Towards the end of the twentieth century, the government realised that, due to limits on both the size of the country's workforce and its land area, its labour-intensive industries were becoming increasingly uncompetitive. So an economic committee was established which concluded that Singapore should focus on developing as a service centre, and seek to attract company headquarters to serve South East Asia, and develop tourism, banking, and offshore activities. The land required for this service-sector orientation had been acquired in the early 1970s, when the government realised that it lacked the banking infrastructure for a modern economy. So a new banking and corporate district, known as the 'Golden Shoe', was planned, incorporating the historic commercial area. This district now houses all the major companies and various government financial agencies.

Singapore's current economic strategy is closely linked to land use and development planning. Although it is already a major city, the current development plan seeks to ensure Singapore's continued economic growth through restructuring, to ensure that the facilities needed by future business are planned now. These include transport and telecommunication infrastructure, land, and environmental quality. A major concern is to avoid congestion in the central area, and so the latest plan deviates from previous plans by having a strong decentralisation policy. The plan makes provision for four major regional centres, each serving 800,000 people, but this does not mean that the existing central business district will not also grow. A major extension planned around Marina Bay draws on examples of other 'world cities', especially those with waterside central areas such as Sydney and San Francisco. The project involves major land reclamation of 667 hectares in total. Part of this has already been developed as a conference and exhibition zone, and the rest will be used for other facilities. However the need for vitality has been recognised and a mixed zoning approach has been adopted, to include housing and entertainment.

One of the new features of the current plan is a broader conception of what contributes to economic success. It encompasses high quality residential provision, a good environment, leisure facilities and exciting city life. Thus there is more provision for low-density housing, often in waterfront communities linked to beaches and recreational facilities. However, the lower housing densities will put considerable pressure on the very limited land available for development, and this creates problems for another of the plan's aims, which is to stress environmental quality. More and more of the remaining open area will be developed, and the only natural landscape surviving will be a small zone in the centre of the island which serves as a water catchment area. Environmental policy is therefore very much concerned with making the built environment more green by introducing more plants - what is referred to as the 'beautification' of Singapore. The plan focuses on green zones defining the boundaries of settlements, and running along transport corridors. The incidental green provision within housing areas is also given considerable attention.

Much of the environmental provision, for example golf courses, recreation areas, and beaches, is linked to the prime objective of attracting business. The plan places much emphasis on good leisure provision and the need to exploit Singapore's island setting. One way of doing this is through further land reclamation, to create a whole new island devoted to leisure and luxury housing which will stretch from the central area to the airport. A current concern also appears to be how to use the planning system to create opportunities for greater spontaneity: planners have recently given much attention to the concept of the 24-hour city and the cafe society. For example, a promotion has taken place along the Singapore river to create a cafe zone. This has included the realisation, rather late in the day, of the value of retaining older buildings, and the creation of a continuous riverside promenade. Since the relaxation in 1996 of strict guidelines on outdoor eating areas, this has become an extremely popular area in the evenings. Also, in 1998 the Urban Redevelopment Authority created a new entertainment area in the centre of the city which they are promoting as 'the city's one-stop, dynamic entertainment scene'.

In conclusion, the economic development of Singapore has been very consciously centrally planned, and the latest strategy is very clearly oriented to establishing Singapore as a leading 'world city'. It is well placed to succeed, for a variety of reasons. It can draw upon its historic roots as a world trading centre; it has invested heavily in telecommunications and air transport infrastructure; it is well located in relation to other Asian economies; it has developed a safe and clean environment; and it has utilised the international language of English.

**Questions 14-19**

Complete the summary below using words from the box.

***decentralisation***

***fuel***

***industry***

***agriculture***

***hospitals***

***loans***

***deregulation***

***service***

***trade***

***transport***

***entertainment***

***recycling***

***labour***

***tourism***

***hygiene***

***beautification***

**Singapore**

When Singapore became an independent, self-sufficient state it decided to build up its **14\_\_\_\_** , and government organisations were created to support this policy. However, this initial plan met with limited success due to a shortage of **15\_\_\_\_**  and land. It was therefore decided to develop the **16\_\_\_** sector of the economy instead.

Singapore is now a leading city, but planners are working to ensure that its economy continues to grow. In contrast to previous policies, there is emphasis on **17\_\_\_** . In addition, land will be recovered to extend the financial district, and provide **18\_\_\_**  as well as housing. The government also plans to improve the quality of Singapore's environment, but due to the shortage of natural landscapes it will concentrate instead on what it calls **19**\_\_\_\_.

**Questions 20-26**

Do the following statements agree with the information given in [Reading Passage 2](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_Passage_2.htm)?

In boxes 20-26 on your answer sheet write

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

**20** After 1965, the Singaporean government switched the focus of the island's economy. **..........**

**21** The creation of Singapore's financial centre was delayed while a suitable site was found. **..........**

**22** Singapore's four regional centres will eventually be the same size as its central business district. **..........**

**23** Planners have modelled new urban developments on other coastal cities. **..........**

**24** Plants and trees are amongst the current priorities for Singapore's city planners. **..........**

**25** The government has enacted new laws to protect Singapore's old buildings. **..........**

**26** Singapore will find it difficult to compete with leading cities in other parts of the world. **..........**

# Passage 3

**A**Spice plants, such as coriander, cardamom or ginger, contain compounds which, when added to food, give it a distinctive flavour. Spices have been used for centuries in the preparation of both meat dishes for consumption and meat dishes for long-term storage. However, an initial analysis of traditional meat-based recipes indicated that spices are not used equally in different countries and regions, so we set about investigating global patterns of spice use.

**B**We hypothesized initially that the benefit of spices might lie in their anti-microbial properties. Those compounds in spice plants which give them their distinctive flavours probably first evolved to fight enemies such as plant-eating insects, fungi, and bacteria. Many of the organisms which afflict spice plants attack humans too, in particular the bacteria and fungi that live on and in dead plant and animal matter. So if spices kill these organisms, or inhibit their production of toxins1, spice use in food might reduce our own chances of contracting food poisoning.

**C**The results of our investigation supported this hypothesis. In common with other researchers, we found that all spices for which we could locate appropriate information have some antibacterial effects: half inhibit more than 75% of bacteria, and four (garlic, onion, allspice and oregano) inhibit 100% of those bacteria tested. In addition, many spices are powerful fungicides.

**D**Studies also show that when combined, spices exhibit even greater anti-bacterial properties than when each is used alone. This is interesting because the food recipes we used in our sample specify an average of four different spices. Some spices are so frequently combined that the blends have acquired special names, such as 'chili powder' (typically a mixture of red pepper, onion, paprika, garlic, cumin and oregano) and 'oriental five spice' (pepper, cinnamon, anise, fennel and cloves). One intriguing example is the French 'quatre epices' (pepper, cloves, ginger and nutmeg) which is often used in making sausages. Sausages are a rich medium for bacterial growth, and have frequently been implicated as the source of death from the botulism toxin, so the value of the anti-bacterial compounds in spices used for sausage preparation is obvious.

**E**A second hypothesis we made was that spice use would be heaviest in areas where foods spoil most quickly. Studies indicate that rates of bacterial growth increase dramatically with air temperature. Meat dishes that are prepared in advance and stored at room temperatures for more than a few hours, especially in tropical climates, typically show massive increases in bacterial counts. Of course temperatures within houses, particularly in areas where food is prepared and stored, may differ from those of the outside air, but usually it is even hotter in the kitchen.

**F**Our survey of recipes from around the world confirmed this hypothesis: we found that countries with higher than average temperatures used more spices. Indeed, in hot countries nearly every meat-based recipe calls for at least one spice, and most include many spices, whereas in cooler ones, substantial proportions of dishes are prepared without spices, or with just a few. In other words, there is a significant positive correlation between mean temperature and the average quantity of spices used in cooking.

**G**But if the main function of spices is to make food safer to eat, how did our ancestors know which ones to use in the first place? It seems likely that people who happened to add spice plants to meat during preparation, especially in hot climates, would have been less likely to suffer from food poisoning than those who did not. Spice users may also have been able to store foods for longer before they spoiled, enabling them to tolerate longer periods of scarcity. Observation and imitation of the eating habits of these healthier individuals by others could spread spice use rapidly through a society. Also, families that used appropriate spices would rear a greater number of more healthy offspring, to whom spice-use traditions had been demonstrated, and who possessed appropriate taste receptors.

**H**Another question which arises is why did people develop a taste for spicy foods? One possibility involves learned taste aversions. It is known that when people eat something that makes them ill, they tend to avoid that taste subsequently. The adaptive value of such learning is obvious. Adding a spice to a food that caused sickness might alter its taste enough to make it palatable again (i.e. it tastes like a different food), as well as kill the micro-organisms that caused the illness, thus rendering it safe for consumption. By this process, food aversions would more often be associated with unspiced (and therefore unsafe) foods, and food likings would be associated with spicy foods, especially in places where foods spoil rapidly. Over time people would have developed a natural preference for spicy food.

**I**Of course, spice use is not the only way to avoid food poisoning. Cooking, and completely consuming wild game immediately after slaughter reduces opportunities for the growth of micro-organisms. However, this is practical only where fresh meat is abundant year-round. In areas where fresh meat is not consistently available, preservation may be accomplished by thoroughly cooking, salting, smoking, drying, and spicing meats. Indeed, salt has been used worldwide for centuries to preserve food. We suggest that all these practices have been adopted for essentially the same reason: to minimize the effects of harmful, food-borne organisms.

1 poisons produced by living organisms, especially bacteria

#### Questions 27-33

Reading [Passage 3](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_Passage_3.htm) has nine paragraphs, labelled **A–I**.

Which paragraphs contains the following information?

Write the correct letter **A-I** in boxes **27-33** on your answer sheet.

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

**27** an example of a food which particularly benefits from the addition of spices. **..........**

**28** a range of methods for making food safer to eat. **..........**

**29** a comparison between countries with different climate types. **..........**

**30** an explanation of how people first learned to select appropriate spices. **..........**

**31** a method of enhancing the effectiveness of individual spices. **..........**

**32** the relative effectiveness of certain spices against harmful organisms. **..........**

**33** the possible origins of a dislike for unspiced foods. **..........**

**Questions 34-39**

Answer the questions below with words taken from Reading [Passage 3](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_Passage_3.htm).

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

**34** According to the writers, what might the use of spices in cooking help people to avoid?

**35** What proportion of bacteria in food do four of the spices tested destroy?

**36** Which food often contains a spice known as ‘quatre epices’?

**37** Which types of country use the fewest number of spices in cooking?

**38** What might food aversions often be associated with?

**39** Apart from spices, which substance is used in all countries to preserve food?

**Question 40**

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

**40** Which is the best title for Reading [Passage 3](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_Passage_3.htm)?

**A** The function of spices in food preparation

**B** A history of food preservation techniques

**C** Traditional recipes from around the world

**D** An analysis of the chemical properties of spice plants

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**Приложение 3**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену IELTS. Модуль Письмо»**

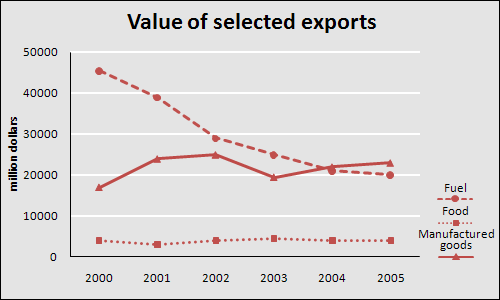
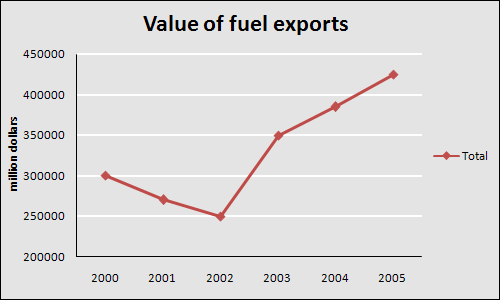
**Task 1**

You should spend about 20 minutes on this task.

**The graph below shows the total value of exports and the value of fuel, food and manufactured goods exported by one country from 2000 to 2005.**

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

Write at least 150 words.



**Task 2**

You should spend about 40 minutes on this task.

**Tests and examinations are a central feature of school systems in many countries.**

**Do you think the educational benefits of testing outweigh any disadvantages?**

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

Write at least 250 words.

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**Приложение 4**

**Промежуточный контроль по дополнительной общеобразовательной программе социально-гуманитарной направленности**

**«Подготовка к экзамену IELTS. Модуль Говорение»**

### Part 1

Answer the questions:

* Where are you from?
* Are you a student, or do you have a job?
* What do you study? / What is your job?
* Do you enjoy your job / your studies?

### Part 2

You will have to talk about the topic for one to two minutes.  
You have one minute to think about what you’re going to say.  
You can make some notes to help you if you wish.

**Describe something interesting that you once found.**

**You should say:**

* **what you found**
* **how you found it**
* **what you did with it and explain why it was interesting.**

### Part 3

Answer these questions related to finding things:

### Collecting things as a hobby

* What kind of things do people like collecting as a hobby?
* What educational benefit do you think collecting objects like coins or stamps might have?

### Archaeology

* How useful do you think it is for humans to uncover objects from the past?
* Who do you think historic objects should belong to when they have been found?

### Exploration

* Can you suggest what motivated people in the past to explore the world?
* Do you think interest in space exploration will increase in future?

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**Итоговый контроль по дополнительной общеобразовательной программе**

**социально-гуманитарной направленности**

**«Подготовка к экзамену IELTS»**

# IELTS Listening

Section 1

**Questions 1-4**

Complete the form below, using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**Dreamtime travel agency**

**Tour information**

**Example:**

**Holiday name:** Whale Watch Experience

**Holiday length:** 2 days

**Type of transportation:**

**Maximum group size:**

**Next tour date:**

**Hotel name:** The

**Questions 5 and 6**

Which **TWO** things are included in the price of the tour?

**A** fishing trip

**B** guided bushwalk

**C** reptile park entry

**D** table tennis

**E** tennis

**Questions 7-10**

Complete the sentences below, using **NO MORE THAN A WORD AND/OR A NUMBER** for each answer.

**7** The tour costs $.

**8** Bookings must be made no later than  days in advance.

**9** A deposit is required.

**10** The customer's reference number is\_\_\_\_\_\_.

**Questions 11-19**

Complete the table below, using **NO MORE THAN THREE WORDS** for each answer.

| **Brand of Cot** | **Good Points** | **Problems** | **Verdict** |
| --- | --- | --- | --- |
| Baby Safe | Easy to | Did not have any   Babies could trap their  in the side bar |  |
| Choice Cots | Easy to | Side did not drop down  Spaces between the bars were |  |
| Mother's Choice | Base of cot could be moved | Did not have any   Pictures could be removed easily |  |

**Question 20**

Complete the notes below.

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

**-**Metal should not be rusted or bent.

**-**Edges of cot should not be\_\_\_\_\_.

**Questions 21-23**

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

**21** Andrew has worked at the hospital for

two years.

three years.

five years.

**22** During the course Andrew's employers will pay

his fees.

his living costs.

his salary.

**23** The part-time course lasts for

one whole year.

18 months.

two years.

**Questions 24 and 25**

Which **TWO** types of coursework are required **each month** on the part-time course

**A**a case study.

**B**an essay.

**C**a survey.

**D**a short report.

**E**a study diary.

**Questions 26-30**

Complete the summary below.

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

**Modular Courses**

Students study  during each module. A module takes  and the work is very  To get a Diploma each student has to study  and then work on  in depth.

#### Questions 31-35

Complete the sentences below.

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

**31** Bernard Shaw, men are supposed to understand \_\_\_\_\_\_\_ , economics and finance.

**32** However, women are more prepared to\_\_\_\_\_  about them.

**33** Women tend to save for\_\_\_\_\_\_\_  and a house.

**34** Men tend to save for \_\_\_\_\_\_  and for retirement.

**35** Women who are left alone may have to pay for \_\_\_\_\_\_\_\_\_when they are old.

#### Questions 36-40

Complete the summary below.

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

##### Saving for the future

Research indicates that many women only think about their financial future when a  \_\_\_\_occurs. This is the worst time to make decisions. It is best for women to start thinking about pensions when they are in their\_\_\_\_\_\_ . A good way for women to develop their \_\_\_\_\_\_\_ in dealing with financial affairs would be to attend classes in\_\_\_\_\_ . When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in\_\_\_\_\_\_ . In such ways, women can have a comfortable, independent retirement.

# IELCHE

# IELTS Reading

Passage 1

# Johnson's Dictionary

For the century before Johnson's Dictionary was published in 1775, there had been concern about the state of the English language. There was no standard way of speaking or writing and no agreement as to the best way of bringing some order to the chaos of English spelling. Dr Johnson provided the solution.

There had, of course, been dictionaries in the past, the first of these being a little book of some 120 pages, compiled by a certain Robert Cawdray, published in 1604 under the title A Table Alphabeticall of hard usuall English wordes. Like the various dictionaries that came after it during the seventeenth century, Cawdray's tended to concentrate on 'scholarly' words; one function of the dictionary was to enable its student to convey an impression of fine learning.

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer -lexical as well as social and commercial. It is highly appropriate that Dr Samuel Johnson, the very model of an eighteenth-century literary man, as famous in his own time as in ours, should have published his Dictionary at the very beginning of the heyday of the middle class.

Johnson was a poet and critic who raised common sense to the heights of genius. His approach to the problems that had worried writers throughout the late seventeenth and early eighteenth centuries was intensely practical. Up until his time, the task of producing a dictionary on such a large scale had seemed impossible without the establishment of an academy to make decisions about right and wrong usage. Johnson decided he did not need an academy to settle arguments about language; he would write a dictionary himself; and he would do it single-handed. Johnson signed the contract for the Dictionary with the bookseller Robert Dosley at a breakfast held at the Golden Anchor Inn near Holborn Bar on 18 June 1764. He was to be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his 'dictionary workshop'.

James Boswell, his biographer described the garret where Johnson worked as 'fitted up like a counting house' with a long desk running down the middle at which the copying clerks would work standing up.

Johnson himself was stationed on a rickety chair at an 'old crazy deal table' surrounded by a chaos of borrowed books. He was also helped by six assistants, two of whom died whilst the Dictionary was still in preparation.

The work was immense; filing about eighty large notebooks (and without a library to hand), Johnson wrote the definitions of over 40,000 words, and illustrated their many meanings with some 114,000 quotations drawn from English writing on every subject, from the Elizabethans to his own time. He did not expel to achieve complete originality. Working to a deadline, he had to draw on the best of all previous dictionaries, and to make his work one of heroic synthesis. In fact, it was very much more. Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. He adopted his definitions on the principle of English common law - according to precedent. After its publication, his Dictionary was not seriously rivalled for over a century.

After many vicissitudes the Dictionary was finally published on 15 April 1775. It was instantly recognised as a landmark throughout Europe. 'This very noble work;' wrote the leading Italian lexicographer, will be a perpetual monument of Fame to the Author, an Honour to his own Country in particular, and a general Benefit to the republic of Letters throughout Europe. The fact that Johnson had taken on the Academies of Europe and matched them (everyone knew that forty French academics had taken forty years to produce the first French national dictionary) was cause for much English celebration.

Johnson had worked for nine years, 'with little assistance of the learned, and without any patronage of the great; not in the soft obscurities of retirement, or under the shelter of academic bowers, but amidst inconvenience and distraction, in sickness and in sorrow'. For all its faults and eccentricities his two-volume work is a masterpiece and a landmark, in his own words, 'setting the orthography, displaying the analogy, regulating the structures, and ascertaining the significations of English words'. It is the cornerstone of Standard English, an achievement which, in James Boswell's words, 'conferred stability on the language of his country'.

The Dictionary, together with his other writing, made Johnson famous and so well esteemed that his friends were able to prevail upon King George III to offer him a pension. From then on, he was to become the Johnson of folklore.CK ANSWERS

**Questions 1-3**

Write your answers in boxes 1-3 on your answer sheet.

Which **THREE** of the following statements are true of Johnson's Dictionary?

***NB*** Your answers may be given in any order.

**A** It avoided all scholarly words.

**B** It was the only English dictionary in general use for 200 years.

**C** It was famous because of the large number of people involved.

**D** It focused mainly on language from contemporary texts.

**E** There was a time limit for its completion.

**F** It ignored work done by previous dictionary writers.

**G** It took into account subtleties of meaning.

**H** Its definitions were famous for their originality.

**Questions 4-7**

Complete the summary below.

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

Write your answers in boxes **4-7** on your answer sheet.

In 1764 Dr Johnson accepted the contract to produce a dictionary. Having rented a garret, he took on a number of **4**  , who stood at a long central desk. Johnson did not have a **5**   available to him, but eventually produced definitions of in excess of 40,000 words written down in 80 large notebooks. On publication, the Dictionary was immediately hailed in many European countries as a landmark. According to his biographer, James Boswell, Johnson's principal achievement was to bring **6**   to the English language. As a reward for his hard work, he was granted a **7**   by the king.

**Questions 8-13**

Do the following statements agree with the information given in [Reading Passage 1](https://www.ielts-exam.net/docs/reading/IELTS_Reading_2_Passage_1.htm)?

In boxes 8-13 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*

**8** The growing importance of the middle classes led to an increased demand for dictionaries. **..........**

**9** Johnson has become more well known since his death. **..........**

**10** Johnson had been planning to write a dictionary for several years. **..........**

**11** Johnson set up an academy to help with the writing of his Dictionary. **..........**

**12** Johnson only received payment for his Dictionary on its completion. **..........**

**13** Not all of the assistants survived to see the publication of the Dictionary. **..........**

# Passage 2

# Nature or Nurture?

**A**  A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.

**B**  Milgram's experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from '15 volts of electricity (slight shock)' to '450 volts (danger - severe shock)' in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed 'pupil' was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, as per the rule governing the experimental situation of the moment.

**C**  As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects balked at administering the higher levels of punishment, and turned to Milgram with questioning looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil's cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, 'You have no other choice. You must go on.' What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.

**D** Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that 'most subjects would not go beyond 150 volts' and they further anticipated that only four per cent would go up to 300 volts. Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts. Furthermore, they thought that only a lunatic cringe of about one in 1,000 would give the highest shock of 450 volts.

**E** What were the actual results? Well, over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450-volt limit! In repetitions of the experiment in other countries, the percentage of obedient teacher-subjects was even higher, reaching 85 per cent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative teachers' actually do in the laboratory of real life?

**F** One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.

**G** An alternative to this notion of genetic programming is to see the teacher-subjects' actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out, 'Most subjects in the experiment see their behaviour in a larger context that is benevolent and useful to society - the pursuit of scientific truth. The psychological laboratory has a strong claim to legitimacy and evokes trust and confidence in those who perform there. An action such as shocking a victim, which in isolation appears evil, acquires a completely different meaning when placed in this setting.'

**H** Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.

**I**  Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology - to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behaviour.

**Questions 14-19**

[Reading Passage 2](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_2_Passage_2.htm) has nine paragraphs, labelled **A–I**.

Which paragraphs contains the following information?

Write the correct letter **A-I** in boxes **14-19** on your answer sheet.

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

**14** a biological explanation of the teacher-subjects' behaviour **..........**

**15** the explanation Milgram gave the teacher-subjects for the experiment **..........**

**16** the identity of the pupils **..........**

**17** the expected statistical outcome **..........**

**18** the general aim of sociobiological study **..........**

**19** the way Milgram persuaded the teacher-subjects to continue **..........**

**Questions 20-22**

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

**20**The teacher-subjects were told that they were testing whether

**A** a 450-volt shock was dangerous.

**B** punishment helps learning.

**C** the pupils were honest.

**D** they were suited to teaching.

**21** The teacher-subjects were instructed to

**A** stop when a pupil asked them to.

**B** denounce pupils who made mistakes.

**C** reduce the shock level after a correct answer.

**D** give punishment according to a rule.

**22** Before the experiment took place the psychiatrists

**A** believed that a shock of 150 volts was too dangerous.

**B** failed to agree on how the teacher-subjects would respond to instructions.

**C** underestimated the teacher-subjects' willingness to comply with experimental procedure.

**D**thought that many of the teacher-subjects would administer a shock of 450 volts.

**Questions 23-26**

Do the following statements agree with the information given in [Reading Passage 2](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_2_Passage_2.htm)?

In boxes 23-26 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*

**23** Several of the subjects were psychology students at Yale University. **..........**

**24** Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism. **..........**

**25** In a sociological explanation, personal values are more powerful than authority. **..........**

**26** Milgram's experiment solves an importapt question in sociobiology. **..........**

# Passage 3

# The Truth about the Environment

For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out; that the population is ever growing, leaving less and less to eat; that species are becoming extinct in vast numbers, and that the planet's air and water are becoming ever more polluted.

But a quick look at the facts shows a different picture. First, energy and other natural resources have become more abundant, not less so, since the book 'The limits to Growth' was published in 1972 by a group of scientists. Second, more food is now produced per head of the world's population than at any time in history. Fewer people are starving. Third, although species are indeed becoming extinct, only about 0.7% of them are expelled to disappear in the next 50 years, not 25-50%, as has so often been predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient - associated with the early phases of industrialisation and therefore best cured not by restricting economic growth, but by accelerating it. One form of pollution - the release of greenhouse gases that causes global warming - does appear to be a phenomenon that is going to extend well into our future, but its total impact is unlikely to pose a devastating problem. A bigger problem may well turn out to be an inappropriate response to it.

Yet opinion polls suggest that many people nurture the belief that environmental standards are declining and four factors seem to cause this disjunction between perception and reality.

One is the lopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy but it will also create an impression that many more potential problems exist than is the case.

Secondly, environmental groups need to be noticed by the mass media. They also need to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled: 'Two thirds of the world's forests lost forever'. The truth turns out to be nearer 20%.

Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of scepticism to environmental lobbying as they do to lobby groups in other fields. A trade organisation arguing for, say, weaker pollution control is instantly seen as self-interested. Yet a green organisation opposing such a weakening is seen as altruistic, even if an impartial view of the controls in question might suggest they are doing more harm than good.

A third source of confusion is the attitude of the media. People are dearly more curious about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception. An example was America's encounter with EI Nino in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes, and causing 22 deaths. However, according to an article in the Bulletin of the American Meteorological Society, the damage it did was estimated at US$4 billion but the benefits amounted to some US$19 billion. These came from higher winter temperatures (which saved an estimated 850 lives, reduced heating costs and diminished spring floods caused by meltwaters).

The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America's trash output continues to rise as it has done in the past, and even if the American population doubles by 2100, all the rubbish America produces through the entire 21st century will still take up only one-12,000th of the area of the entire United States.

So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2-3°C in this century, causing considerable problems, at a total cost of US$5,000 billion.

Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses dearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures. A model by one of the main authors of the United Nations Climate Change Panel shows how an expected temperature increase of 2.1 degrees in 2100 would only be diminished to an increase of 1.9 degrees. Or to put it another way, the temperature increase that the planet would have experienced in 2094 would be postponed to 2100.

So this does not prevent global warming, but merely buys the world six years. Yet the cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world's single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid 2 million deaths every year, and prevent half a billion people from becoming seriously ill.

It is crucial that we look at the facts if we want to make the best f: possible decisions for the future. It may be costly to be overly optimistic - but more costly still to be too pessimistic.

#### Questions 27-32

Do the following statements agree with the information given in [Reading Passage](https://www.ielts-exam.net/docs/Reading/IELTS_Reading_2_Passage_3.htm)?

In boxes 27-32 on your answer sheet, write

***YES*** *if the statement agrees with the writer's claims****NO*** *if the statement contradicts the writer's claims****NOT GIVEN*** *if there is impossible to say what the writer thinks about this*

**27** Environmentalists take a pessimistic view of the world for a number of reasons. **..........**

**28** Data on the Earth's natural resources has only been collected since 1972. **..........**

**29** The number of starving people in the world has increased in recent years. **..........**

**30** Extinct species are being replaced by new species. **..........**

**31** Some pollution problems have been correctly linked to industrialisation. **..........**

**32** It would be best to attempt to slow down economic growth. **..........**

**Questions 33-37**

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

**33** What aspect oh scientific research does the writer express concern about in paragraph 4?

**A** the need to produce results

**B** the lack of financial support

**C** the selection of areas to research

**D** the desire to solve every research problem

**34** The writer quotes from the Worldwide Fund for Nature to illustrate how

**A** influential the mass media can be.

**B** effective environmental groups can be.

**C** the mass media can help groups raise funds.

**D** environmental groups can exaggerate their claims.

**35** What is the writer's main point about lobby groups in paragraph 6?

**A** Some are more active than others.

**B** Some are better organised than others.

**C** Some receive more criticism than others.

**D** Some support more important issues than others.

**36** The writer suggests that newspapers print items that are intended to

**A** educate readers.

**B** meet their readers' expectations.

**C** encourage feedback from readers.

**D** mislead readers.

**37** What does the writer say about America's waste pcoblem?

**A** It will increase in line with population growth.

**B** It is not as important as we have been led to believe.

**C** It has been reduced through public awareness of the issues.

**D** It is only significant in certain areas of the country.

**Questions 38-40**

Complete the summary with the list of words **A-I** below.

Write the correct letter **A-I** in boxes **38-40** on your answer sheet.

**GLOBAL WARMING**

The writer admits that global warming is a **38** **..........** challenge, but says that it will not have a catastrophic impact on our future, if we deal with it in the **39** **..........** way. If we try to reduce the levels of greenhouse gases, he believes that it would only have a minimal impact on rising temperatures. He feels it would be better to spend money on the more **40** **..........** health problem of providing the world's population with clean drinking water.

**A** unrealistic

**B** agreed

**C** expensive

**D** right

**E** long-term

**F** usual

**G** surprising

**H** personal

**I** urgent

# IELTS Writing

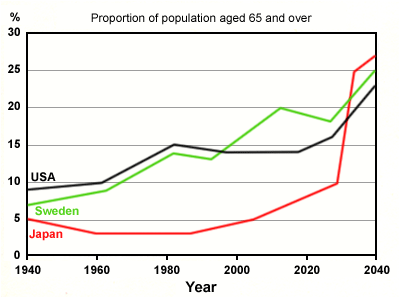
# Task 1

You should spend about 20 minutes on this task.

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.

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

Write at least 150 words.



# Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Universities should accept equal numbers of male and female students in every subject.**

**To what extent do you agree or disagree?**

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

Write at least 250 words.

# IELTS Speaking

### Part 1

Answer the questions:

* Which part of your country do most people live in?
* Tell me about the main industries there.
* How easy is it to travel around your country?
* Has your country changed much since you were a child?

### Part 2

You will have to talk about the topic for one to two minutes.  
You have one minute to think about what you’re going to say.  
You can make some notes to help you if you wish.

Describe a well-known person you like or admire.

You should say:

* who this person is
* what this person has done
* why this person is well knownand explain why you admire this person.

### Part 3

Answer these questions related to famous people:

### Famous people in your country

* What kind of people become famous people these days?
* Is this different from the kind of achievement that made people famous in the past?
* In what way?
* How do you think people will become famous in the future?

### Being in the public eye

* What are the good things about being famous? Are there any disadvantages?
* How does the media in your country treat famous people?
* Why do you think ordinary people are interested in the lives of famous people?