

The image features a white background with decorative geometric shapes in the corners. In the top-left corner, there are overlapping blue squares. In the top-right corner, there are overlapping yellow squares. In the bottom-right corner, there are overlapping blue squares. The word "hello" is written in a black, cursive script font, centered on the page.

hello

Learning Objectives

Speaking:

- learn about the structure of the Speaking Test in IELTS and the main points to pay attention to.
- Learn tips and strategies for IELTS speaking part 1
- Practice speaking part 1
- Learn some vocabulary related to culture
- Learn and practice sentence stress

HOMework

- Will be posted after class
 - After Wed class: **deadline: 00:00 Friday**
 - After Sunday class: **deadline: 00:00 Tuesday**

CHECK-IN

- Every Monday, Wednesday, Friday:
 - Will be posted at 5am
 - **Deadline: 00:00 on the same day**
 - Peer review deadline: 00:00 the next day

Speaking, reading & listening: submit on the Facebook group by commenting on the post.

Writing: submit on the doc on Google Drive.

Presentation Preparation

2-3 minutes for presentation, 4-5 minutes for feedback and follow-up questions.

You can use images and slides if you would like.

- Topic: Transportation
- Presentation date: 7th June

PRESENTATION PREPARATION

Talk about your favorite food.

You should say:

- what the food is
- what it is made of
- why you like it

And explain why it is your favorite food.



PRESENTATION PREPARATION

Describe an activity you do for your health or fitness.

You should say:

- What you do
- How often you do it
- Where you do it

And explain how you think this activity helps you stay healthy or fit.



Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the “honeymoon” stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the ‘rejection’ stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as ‘adjustment and reorientation’. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls’s model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

Questions 7-13

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

	Name	Newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

Questions 7-13

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

	Name	Newcomers' reaction to problems
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Stage 2	Rejection	They reject the new culture and lose the 10 enthusiasm they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 (cultural) clues which they had not previously observed. They learn 12 (problem-solving) skills for dealing with difficulties.
Stage 4	13 Adaptation	They enjoy some of the customs that annoyed them before.

TABLE COMPLETION. TIPS

- ▶ Read through each sentence and underline words that will help you find the right place in the passage while scanning
- ▶ Check how many words you are allowed to use. If the question asks you to write TWO WORDS AND/OR A NUMBER, this means the answer may be:
 - One word
 - One word + a number
 - Two words
 - Two words + number
- ▶ Remember that even if a number is written as a word, it counts as a number (e.g. twenty five trees = one word and a number).



TABLE COMPLETION. TIPS

- ▶ You do not need to write full sentences or join words together. For example:
 - Answer the question with **NO MORE THAN TWO WORDS** from the reading passage.
 - What **TWO** colours did the painter use? (Answer: black, white not black and white)
- ▶ If you asked to choose **ONE WORD ONLY** from the passage, make sure you don't add extra information such as adjectives or adverbs)
- ▶ Use words exactly as they are spelled in the passage.
- ▶ Check that your answers are grammatically correct. Carefully read the table and decide what type of word is needed to complete each gap (noun, verb, adjective? Etc). Pay attention if you need a singular or plural noun.



SPEAKING



GETTING YOUR SPEAKING SKILLS IN SHAPE

- ☐ Speak as much as possible
- ☐ Speak during lessons!
- ☐ Think in English, speak to yourself in English
- ☐ Practice with a friend
- ☐ Record yourself
- ☐ Sing! (in English of course)



IELTS SPEAKING TEST (11-14 mins)

4-5 mins

TASK 1

Introduction & Interview



3-4 mins

TASK 2

Long Turn



4-5 mins

TASK 3

Discussion



HOW IS MY SPEAKING TEST ASSESSED?



**FLUENCY AND
COHERENCE**

PRONUNCIATION

LEXICAL RESOURCE

**GRAMMATICAL
RANGE AND
ACCURACY**

SPEAKING PART 1

- The examiner will ask you general questions about yourself and a range of familiar topics, such as home, family, work, studies and interests. This part lasts between 4-5 minutes.
- This part of the test focuses on the ability to communicate opinions and information on everyday topics and common experiences or situations by answering a range of questions.
- You will be asked questions on everyday topics, such as hometown, work, study, happiness, cooking, memories etc. The topics are chosen randomly by the examiner from a long list.



GENERAL TIPS

- Act and speak as naturally as possible.
- Don't memorize your answers!
- Pretend you're interested in the questions.
- Answer the question, don't go off-topic.
- EXTEND your answers, no Yes/No answers!
- Keep talking until the examiner stops you, don't leave the pauses, and don't worry if the examiner stops you.
- Use can use idioms, contractions, informal language here.
- Make your answer logical and coherent.
- You don't need to tell the truth all the time. No one cares 😊



Part 1 - Ways to develop your answers

Here are different ways you can extend your answers.

“How often do you go to museums?”

Explanation	I go to the museums almost every month because of my own interest in my country’s history. I try to save one Sunday a month to visit different museums, sometimes alone, sometimes with my friends or family.
Combined details	I usually go to the museums twice a year, with my class as part of our history course, and by myself because of my own interest.
Examples	I go to the museums twice a year. Like last month, I just visited the War Remnants Museum in the center of my city. I went there with my classmates to do some research for a group project.
Contrast	I’d like to visit the museums often, but I only have free time on Sundays and that’s when museums are closed. However, once in a few months I get a day off from work so I would spare a few hours to visit a new museum.
Past comparison	Nowadays I almost never go to the museums because I’m too busy, but when I was in secondary school I used to go once a month.
Future	Nowadays I almost never go to the museums because I’m too busy studying, but once I finish my IELTS test, I’d take a break and go to this new museum in the city center.

HOMETOWN and YOUR COUNTRY

- .. is located/situated in North/Central/South Vietnam / in the northwest of Vietnam
- ... is around (20) km from Hanoi/ it takes around ... hours to get there from Hanoi
- Rural/urban area, (on) the outskirts of Hanoi, (in) the suburbs
- A big city, a small town, a provincial town, a metropolitan city, the capital, industrial city, educational and cultural centre of Vietnam
- Residential area, downtown, city centre, places of interest, tourist attractions, landscapes
- Chain stores, high-rise buildings, infrastructure, historic places/sites, traffic congestion, public transportation (system), public gardens and parks.
- Quiet, peaceful, tranquil, lively, vibrant, dynamic, bustling (hustle and bustle), sprawling, crowded, noisy, touristic, polluted, picturesque.
- ... famous for, attract, charm, reside, be dear to one's heart, be proud of/proud to be


- Where is your hometown?
- What is your hometown like?
- Do you like your hometown? Why?
- What is your hometown known for?
- How long have you been living in your hometown?
- How could your hometown be improved?
- Has your hometown changed much since you were a child?
- Do you think your hometown is a good place to bring up children?
- Is there good public transportation in your hometown?
- Do you think you'll continue living in your hometown for a long time?
- Will you be moving away from your hometown?

- Tell me about your country.
- Where is your country located?
- Which part of your country do most people live in?
- What are the main industries in your country?
- What are some of the good things about living in your country?
- What are some of the bad things about living in your country?
- Do you know the history of your country well?
- Which part of your country do you want to live in?
- What makes you feel proud of your country?
- Will you stay in your country in the future?

PRONUNCIATION FEATURES?

- Individual sounds
- Word stress
- Sentence stress
- Linking words
- Intonation
- Weak sounds

WHAT IS SENTENCE STRESS?

- Word stress is like the “beat” on one or more syllables within a word; SENTENCE STRESS is like the “beat” on certain words within a sentence.
-  as “RHYTHM” of spoken language.
- Sentence stress can help you understand a language, especially when spoken fast
- You should put the stress on the words you think give the most important information. When you answer a question, you normally use the words which give the answer.

- The basic rules of sentence stress in English are:
 1. **Content words** are stressed;
 2. **Structure words** are unstressed; and
 3. **The time between stressed words** is always the same.

The following table can help you decide which words are the content words and which are the structure words:



Content words

Words Carrying the Meaning or Sense:	Examples:
Main Verbs	<i>buy, give, take, eat, employ</i>
Nouns	<i>chair, book, music, Mary</i>
Adjectives	<i>red, big, interesting, beautiful</i>
Adverbs	<i>quickly, loudly, never, always, now</i>
Negative Auxiliaries	<i>don't, can't, won't, shouldn't</i>
Possessive Pronouns	<i>mine, yours, her, his, ours, theirs</i>
Interrogatives	<i>what, who, why, where, when, how</i>

Structure words

Words for Correct Grammar:	Examples:
Personal & Relative Pronouns	<i>I, you, we, he, whom, which</i>
Prepositions	<i>on, at, into, in</i>
Articles	<i>the, an, a</i>
Conjunctions	<i>and, but, because, or</i>
Auxiliary Verbs	<i>do, can, have to, must</i>
Possessive Adjectives	<i>my, your, her, his, our, their, its</i>
Demonstratives	<i>this, that, these, those</i>
Expletive “<i>THERE</i>”	<i>there</i>

SENTENCE STRESS

1. Well, I think the people here are very friendly and I've made a lot of new friends.
2. Well, I'm not too keen on flying because you spend too long at airports.
3. I find it hard being away from my family and not seeing my friends.
4. I've been here since I came to university, so for about two years.

Pronunciation: Sentence stress

When we answer a question, we usually stress the words which give the answer, or give new information.

Examiner: Can you tell me what you do, Hanan?
Do you work, or are you a student?

Hanan: Yes, I'm a student. I'm studying
medicine because I want to be a doctor.

Examiner: And where do you come from?

Hanan: I come from Muttrah in Oman.

Examiner: Can you tell me what you do, Kwan?
Do you work, or are you a student?

Kwan: I'm a student. I'm studying economics
at Chonju University at the moment.

Examiner: And where do you come from, Kwan?

Kwan: I come from a small village near
Chonju in Korea.



FESTIVALS



- ▶ Festival – is a celebration of a special event/a series of events (music, film etc)
- ▶ Festive, festivities, feast
- ▶ To be held, take place, commemorate, celebrate, symbolize
- ▶ Local delicacies, specialties
- ▶ Rituals, customs, traditions
- ▶ Ceremony, parade, firework displays, mass gathering, performances
- ▶ special occasion
- ▶ Atmosphere, creativity, gratitude
- ▶ Joyful, be a lot of fun
- ▶ Tet, Mid-Autumn Festival, Hoi An Lantern Festival

- What is your favorite festival?
- How do you celebrate this festival? Any special food/drinks/activities?
- What festivals do you have in your country?
- What's the most popular festival in your country?
- How often do you go to festivals?
- Do you think festivals are important for a country? Why?
- Is it important to celebrate traditional festivals?
- What's the difference between your traditional festivals and western festivals?

MUSEUMS



- ▶ Types of museums: archaeology, ethnographic, history, science and technology museums, natural history and natural science museums, art museums & galleries, historic house museum
- ▶ (archeological) artifacts, (visual art) objects, exhibits
- ▶ Display, preserve, serve as a..., play an important role in..., educate, appreciate art...

- Do you think museums are important?
- Are there many museums in your hometown?
- Do you like visiting museums?
- How often do you go to museums?
- When was the last time you visited a museum?
- Did you visit museums when you were a child?
- Why is it boring for children to go to museums?
- How can we make museums interesting for children?
- Do you want to work in a museum in the future?

ANY
QUESTIONS?

