



Welcome



Learning Objectives

Reading:

- learn about the structure of the Reading Test in IELTS and the main point to pay attention to
- learn how to skim and scan the reading passage
- learn tips and strategies for T/F/NG and Table completion tasks
- practice reading skills with the types of task mentioned above

Listening:

- learn about a typical structure of the Section 1 in Listening Test
- learn to understand the context and predict answers and information before listening
- learn tips and strategies for 'Form completion' and 'Multiple choice' tasks
- practice listening skills with the types of task mentioned above

CULTURE



If you could choose a foreign country to live for 1 year, where would you go? And why?



READING



GETTING YOUR READING SKILLS IN SHAPE

- Read regularly
- Expand your vocabulary range
- Sources:
 - News: **BBC News, The Guardian, National Geographic, The Economist, Science Daily** (available on Facebook as well)
 - Short stories, comics in English, even novels
 - IELTS Reading Practice tests



Useful vocabulary

- Shocking causing a feeling of surprise
- Adjust to (adjustment) to alter something to make it suitable for something else.
- Adapt to (adaptation) to change to fit the environment
- Discomfort the feeling of not being comfortable
- Values beliefs about what things are important
- Seek out to search for, to find
- Circumstances conditions in which someone lives
- Perceive come to realize, understand, or aware of something
- Notion a conception of or belief about something

She brought **shocking** news.

You can **adjust** the height of the chair.

He **adapted** himself to his new life.

His old injury still causes him some **discomfort**.

Tom doesn't understand the **value** of saving

His parents will **seek out** the best doctor.

He was a victim of **circumstances**.

He could not **perceive** any difference between the twins.

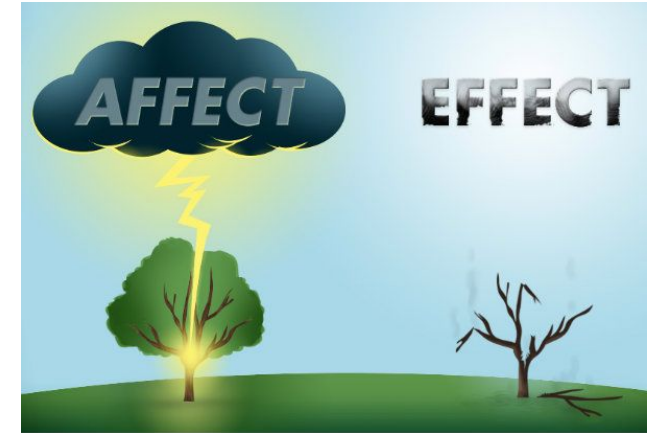
Fred has this strange **notion** that he can do whatever he wants.

PROBLEM or TROUBLE

- **PROBLEM** means 'a situation that causes difficulties and that needs to be dealt with'. You can talk about a problem or problems. (always needs a solution, it can be solved).
- *Tell me what the problem is.*
- *He's having a few problems at work.*
- Derived words: problematic, problem-solving
- Synonyms: difficulty, issue, matter, question, challenge
- **TROUBLE** means 'problems, difficulties or worries' and is used to talk about problems in a more general way. Trouble is almost always uncountable, so do not use the determiner 'a' before it. (connected to negative feelings)
- *We had some trouble while we were on holiday.*
- *I'm in trouble*
- Derived words: troubling, troublesome, troublemaker

AFFECT or EFFECT

- **AFFECT** is a verb which means 'to cause a change'.
 - *Pollution seriously affects the environment.*
 - Synonyms: influence, change, impact
-
- Use the noun **EFFECT** to talk about the change, reaction or result cause by something
 - *Global warming is one of the effects of pollution.*
 - Synonyms: impact, result, consequence, outcome, influence
-
- affect = have an effect on ...
 - influence = have influence on



‘CULTURE’ EXPRESSIONS AND IDIOMS

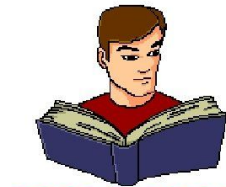
- Broaden/expand someone's horizons
- Be open-minded/broad-minded
- Think outside the box
- Culture vulture
- The grass is always greener on the other side

SKIMMING VS SCANNING



PRACTICE SKIMMING

- You have 2 minutes to skim the text
- Answer 2 questions:
- *How many stages of culture shock are there? And what are their names?*
- *Which stage of culture shock seems to be the most uncomfortable?*



SKIMMING

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

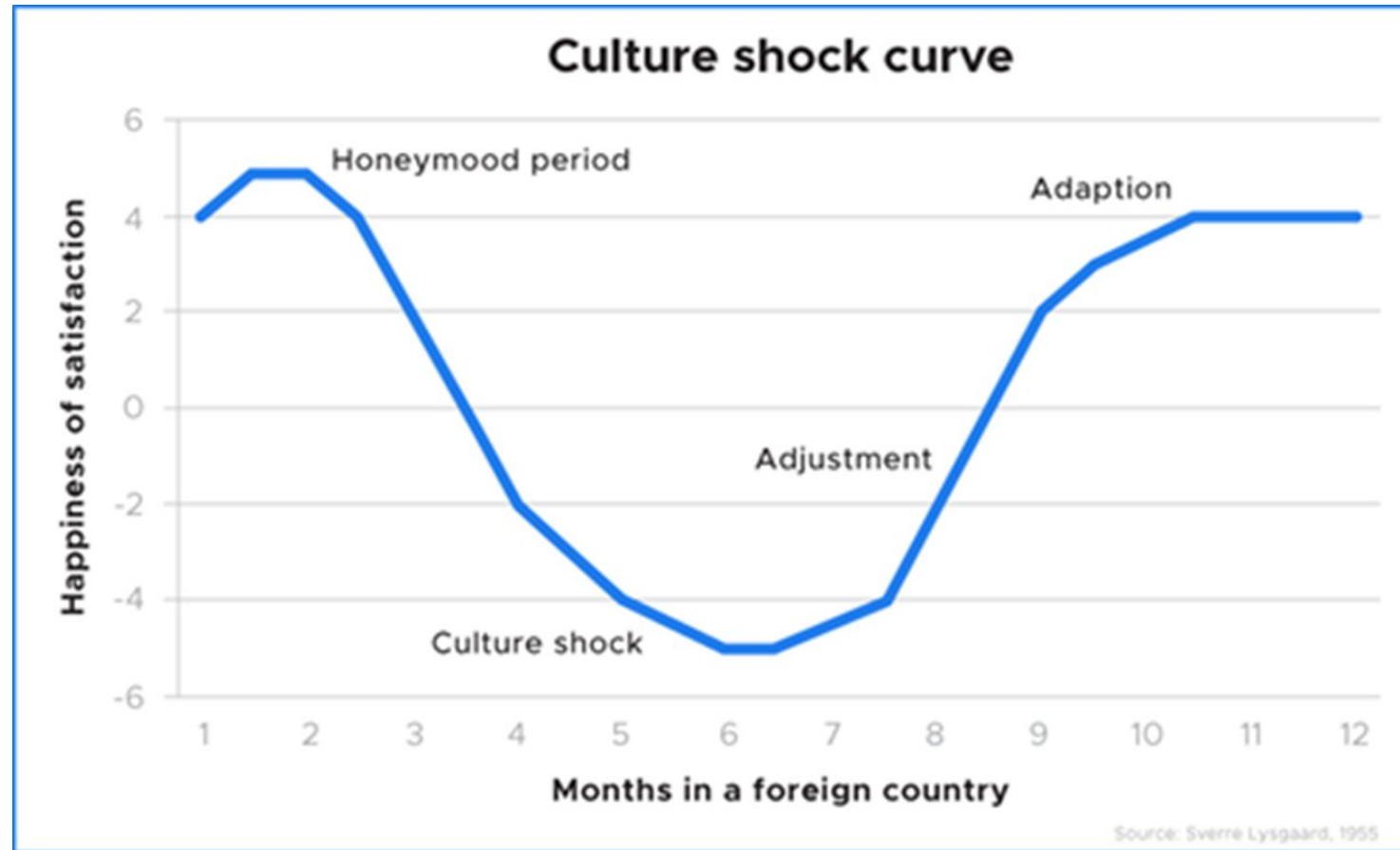
to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

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.



TRUE, FALSE OR NOT GIVEN

Questions 1 – 8

Do the following statements agree with the information given in the text?

In boxes 1-8 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 You should not arrive more than half an hour before your allocated starting time.
- 2 Your Rider Identity Card will be sent to you before the event.
- 3 Some roads may have normal traffic flow on them.
- 4 Helmets are compulsory for all participants.
- 5 Refreshments are free to all participants during the ride.
- 6 If you need a rest you must get off the road.
- 7 First aid staff can provide cycle capes.
- 8 Bike Events will charge you for the return of your bike.

TIPS

- For True/False/ Not Given tasks, you need to look at a list of sentences or statements and decide whether they are:

True (the statement agrees with the information in the text)

False (the statement is incorrect and does not agree with information in the text)

Not Given (you cannot say whether the statement is true or false because there is no information about this in the text)

- Remember that you are being tested on your ability to understand the information you read in the passage. So you should ignore anything you already know about the topic.



- Underline the key words in the questions to find relevant part of the passage by scanning. Then read those parts carefully to answer the questions. Scanning involves searching a text quickly for a specific piece of information.
- The questions are in passage order, but the answers may not be evenly spread across the passage.
- The difference between a FALSE and a NOT GIVEN statement is that a FALSE statement says the opposite of what is stated in the passage
- When deciding the answer, underline that part in the passage that is the evidence for answer to make sure you are correct.



Questions 1-6

Do the following statements agree with the information given in the reading passage?

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

1. Australian teachers will suggest alternatives to students rather than offer one solution. **TRUE**
2. In Australia, teachers will show interest in students' personal circumstances. **NOT GIVEN**
3. Australians use people's first names so that everyone feels their status is similar. **TRUE**
4. Students who study all the time may receive positive comments from their colleagues. **FALSE**
5. It is acceptable to discuss financial issues with people you do not know well. **FALSE**
6. Younger Australians tend to be friendlier than older Australians. **NOT GIVEN**

TABLE COMPLETION

Year	Events in Britain
1839	Changes to 1 _____ resulted in an increase in the delivery of mail.
1840s	The beginning of the 2 _____ .
3 _____	You could send messages to 4 _____ .
5 _____	Only 6 _____ for messages to arrive from 7

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.



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.



When in Rome,
do as the
Romans do.

Questions 7-13

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

	Name	Newcomers' reaction to problems
Stage 1	7 Honeymoon	They notice the 8 similarities between different nationalities and cultures. They may experience this stage for up to 9 a month
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.

LISTENING



4 IELTS Listening Tasks (30 minutes)

Recording #1	Recording #2	Recording #3	Recording #4
Questions 1-10 'Real-life' conversation	Questions 11-20 'Real-life' monologue	Questions 21-30 'Academic' conversation	Questions 31-40 'Academic' monologue

Transfer Answers (10 minutes)



FORM COMPLETION

Example: Form Completion

Questions 1-4

Complete the form below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each question.

Alpha Packers and Movers

Sales Representative Contact Details	Mark Sullivan
Customer Name	John Fernandez
Office number	1.
Moving from:	26 Palm Street, Sydney
	Tel: 5637 5867
Moving to:	Country: Canada
	House/Flat: 2.
	Street: 3.
	City: 4.

Test 2

Questions 25-30

Complete the notes below.

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

Necessary improvements to the existing Self-Access Centre

Equipment

Replace computers to create more space.

Resources

The level of the **25** materials, in particular, should be more clearly shown.

Update the **26** collection.

Buy some **27** and divide them up.

Use of the room

Speak to the teachers and organise a **28** for supervising the centre.

Install an **29**

Restrict personal use of **30** on computers.

FORM COMPLETION. TIPS

- Remember that you only hear the recording once. Read through the notes to get an overall idea of their content and predict what kind of information you might hear (a number? a name? etc)
- Check how many words you can use for each answer. For example, **NO MORE THAN TWO WORDS** means that you may need to write one word or two words. **NO MORE THAN ONE WORD AND/OR A NUMBER** means that if you write two words or more, then your answer will be wrong. Each of the following is an example of **ONE WORD AND/OR A NUMBER**: 16th June/ three books/ 6.11.12/ twenty-four cats/ \$450.50
- Always check your spelling. If you make a spelling mistake in the IELTS Listening paper, your answer will be marked wrong.



FORM COMPLETION. TIPS

- Listen carefully, as there are several ways of helping people to spell a word without simply spelling it out. If you need to write something that is not a name (e.g. the registration number of a car), you may hear a combination of numbers and letters.
- Practice saying the letters of the English alphabet. For example, spell words out for a friend to write down.
- You can write a time in figures or words. But figures are quicker and easier.
- Make sure you include the unit of measurements if needed. For example, the answer is a distance – you can write this in an abbreviated form, e.g. 'km' for kilometers or 'm' for miles.
- If part of the answer is given (e.g. \$, £, etc.) remember not to repeat it in your answer.



Questions 1-5



- ▶ Complete the form below.
- ▶ Write ONE WORD AND/OR A NUMBER for each answer

Name:	Jenny Foo
Age:	21
Nationality:	1. Malaysian
Address:	2. 13 Anglesea Road, Bondi
Mobile phone:	3. 040 422 9160
Occupation:	4. economist
Free-time interests:	Singing and 5. dancing

MULTIPLE CHOICE

Questions 36–40

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

- 36** We are all present hedonists
- A** at school
 - B** at birth
 - C** while eating and drinking
- 37** American boys drop out of school at a higher rate than girls because
- A** they need to be in control of the way they learn
 - B** they play video games instead of doing school work
 - C** they are not as intelligent as girls

Spa Day

Questions 1 - 3

Choose **THREE** letters **A-H**

What **THREE** items are you recommended to take with you to the spa?

- A** money
- B** slippers
- C** fruit
- D** towel
- E** ticket
- F** watch
- G** make up
- H** swimming costume

MULTIPLE CHOICE. TIPS

- Before you listen, underline important words that tell you what to listen for, e.g. 'a problem'.
- Also pick out important words in the options.
- Are any of the options positive or negative? Do the speakers' voices sound positive or negative? This may help you answer the question
- For most questions, you will hear two or more potential answers to each question, but only one will be correct. The incorrect answers are called distractors.
- The questions in multiple choice tasks are in the same order as the information you hear.
- The correct answer is often expressed using different words from the words in the question.



Questions 6-10



1 According to Don, what might be a problem for Jenny?

A her accent

B talking to her colleagues

☒ C understanding local people

2 How many members does the club have now:

☒ A 30

B 50

C 80

3 How often does the club meet?

A once a week

☒ B once every two weeks

C once a month

4 What is the club's most frequent type of activity?

☒ A a talk

B a visit

C a meal

5 The main purpose of the club is to help members to

☒ A meet Australians.

B learn about life in Australia.

C enjoy themselves together.

ANY
QUESTIONS?

