

Cambridge English

# Complete IELTS

**Bands 5–6.5**

**Student's Book** *with Answers*

**Guy Brook-Hart and Vanessa Jakeman**



CAMBRIDGE  
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town,  
Singapore, São Paulo, Delhi, Tokyo, Mexico City

Cambridge University Press  
The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521179485](http://www.cambridge.org/9780521179485)

© Cambridge University Press 2012

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without the written  
permission of Cambridge University Press.

First published 2012

Printed in China by Golden Cup Printing Co. Ltd

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-17948-5 Student's Book with Answers with CD-ROM

ISBN 978-0-521-17949-2 Student's Book without Answers with CD-ROM

ISBN 978-0-521-18516-5 Teacher's Book

ISBN 978-0521-17950-8 Class Audio CDs (2)

ISBN 978-0521-17953-9 Student's Book Pack (Student's Book with Answers with CD-ROM and Class Audio CDs (2))

ISBN 978-1107-40197-6 Workbook with Answers with Audio CD

ISBN 978-1107-40196-9 Workbook without Answers with Audio CD

Cambridge University Press has no responsibility for the persistence or  
accuracy of URLs for external or third-party internet websites referred to in  
this publication, and does not guarantee that any content on such websites is,  
or will remain, accurate or appropriate. Information regarding prices, travel  
timetables and other factual information given in this work is correct at  
the time of first printing but Cambridge University Press does not guarantee  
the accuracy of such information thereafter.



# Contents

Map of the units	4
Introduction	6
IELTS Academic Module: content and overview	7
<b>1 Starting somewhere new</b>	<b>8</b>
<b>2 It's good for you!</b>	<b>17</b>
Vocabulary and grammar review Units 1 and 2	26
<b>3 Getting the message across</b>	<b>28</b>
<b>4 New media</b>	<b>37</b>
Vocabulary and grammar review Units 3 and 4	46
<b>5 The world in our hands</b>	<b>48</b>
<b>6 Making money, spending money</b>	<b>57</b>
Vocabulary and grammar review Units 5 and 6	66
<b>7 Relationships</b>	<b>68</b>
<b>8 Fashion and design</b>	<b>77</b>
Vocabulary and grammar review Units 7 and 8	86
<b>Speaking reference</b>	<b>88</b>
<b>Writing reference</b>	<b>92</b>
<b>Language reference</b>	<b>100</b>
<b>Word list</b>	<b>108</b>
<b>IELTS practice test</b>	<b>116</b>
<b>Recording script</b>	<b>133</b>
<b>Answer key</b>	<b>149</b>
Acknowledgements	167

# Map of the units

Unit title	Reading	Listening	Speaking
<b>1 Starting somewhere new</b>	Reading Section 1: <i>Australian culture and culture shock</i> <ul style="list-style-type: none"> <li>• True / False / Not Given</li> <li>• Table completion</li> </ul>	Listening Section 1: Joining an international social club <ul style="list-style-type: none"> <li>• Form completion</li> <li>• Multiple choice</li> </ul>	Speaking Part 1 <ul style="list-style-type: none"> <li>• Answering questions about yourself</li> <li>• Giving reasons and extra details</li> </ul>
<b>2 It's good for you!</b>	Reading Section 2: <i>Organic food: why?</i> <ul style="list-style-type: none"> <li>• Matching headings</li> <li>• Pick from a list</li> </ul>	Listening Section 2: A welcome talk <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• Labelling a map or plan</li> </ul>	Speaking Part 2 <ul style="list-style-type: none"> <li>• Giving a talk</li> <li>• Introducing the points</li> <li>• Beginning and ending the talk</li> </ul>
<i>Vocabulary and grammar review Units 1 and 2</i>			
<b>3 Getting the message across</b>	Reading Section 3: <i>Why don't babies talk like adults?</i> <ul style="list-style-type: none"> <li>• Yes / No / Not Given</li> <li>• Summary completion with a box</li> <li>• Multiple choice</li> </ul>	Listening Section 3: A student tutorial <ul style="list-style-type: none"> <li>• Pick from a list</li> <li>• Matching</li> <li>• Short-answer questions</li> </ul>	Speaking Part 2 <ul style="list-style-type: none"> <li>• Using discourse markers</li> </ul>
<b>4 New media</b>	Reading Section 1: <i>The World Wide Web from its origins</i> <ul style="list-style-type: none"> <li>• True / False / Not Given</li> <li>• Note completion</li> <li>• Short-answer questions</li> </ul>	Listening Section 4: A lecture on journalism <ul style="list-style-type: none"> <li>• Sentence completion</li> <li>• Flow-chart completion</li> </ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"> <li>• Using relevant vocabulary</li> <li>• Giving a full answer</li> <li>• Giving reasons and examples</li> </ul>
<i>Vocabulary and grammar review Units 3 and 4</i>			
<b>5 The world in our hands</b>	Reading Section 2: <i>Out of Africa: solar energy from the Sahara</i> <ul style="list-style-type: none"> <li>• Matching information</li> <li>• Matching features</li> <li>• Summary completion</li> </ul>	Listening Section 1: Booking an eco-holiday <ul style="list-style-type: none"> <li>• Note completion</li> <li>• Table completion</li> </ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"> <li>• Preparing notes</li> <li>• Using adjectives</li> <li>• Talking in general about a topic</li> </ul>
<b>6 Making money, spending money</b>	Reading Section 1: <i>The way the brain buys</i> <ul style="list-style-type: none"> <li>• Labelling a diagram</li> <li>• True / False / Not Given</li> <li>• Flow-chart completion</li> </ul>	Listening Section 2: A talk about banks and credit cards <ul style="list-style-type: none"> <li>• Matching</li> <li>• Labelling a diagram</li> </ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"> <li>• Using reasons and examples</li> <li>• Strategies for self-correction and expressing oneself more clearly</li> </ul>
<i>Vocabulary and grammar review Units 5 and 6</i>			
<b>7 Relationships</b>	Reading Section 2: <i>The truth about lying</i> <ul style="list-style-type: none"> <li>• Matching headings</li> <li>• Matching features</li> <li>• Sentence completion</li> </ul>	Listening Section 3: A student discussion about a project <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• Flow-chart completion</li> </ul>	Speaking Part 1 <ul style="list-style-type: none"> <li>• Using openers</li> <li>• Paraphrasing</li> </ul>
<b>8 Fashion and design</b>	Reading Section 3: Passage about restoring a dress <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• Yes / No / Not Given</li> <li>• Matching sentence endings</li> </ul>	Listening Section 4: A lecture on Japanese stitching <ul style="list-style-type: none"> <li>• Sentence completion</li> </ul>	Speaking Parts 2 and 3 <ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Providing a list of points</li> <li>• Supporting a view with reasons</li> <li>• Structuring a Part 3 answer</li> </ul>
<i>Vocabulary and grammar review Units 7 and 8</i>			

Writing	Vocabulary	Pronunciation	Key grammar
Writing Task 1 <ul style="list-style-type: none"> <li>• Introduction to graphs and charts</li> <li>• Writing an introduction</li> <li>• Selecting important information</li> <li>• Planning an answer</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Problem</i> or <i>trouble</i>?</li> <li>• <i>Affect</i> or <i>effect</i>?</li> <li>• <i>Percent</i> or <i>percentage</i>?</li> </ul>	Sentence stress 1: stressing the words which answer the question	Making comparisons
Writing Task 2: A task with two questions <ul style="list-style-type: none"> <li>• Analysing the task</li> <li>• Brainstorming ideas</li> <li>• Organising ideas into paragraphs</li> </ul>	Word formation	Intonation 1: using intonation to indicate new information and to finish what you are saying	Countable and uncountable nouns
Writing Task 1 <ul style="list-style-type: none"> <li>• Summarising trends in graphs and tables</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teach, learn</i> or <i>study</i>?</li> <li>• <i>Find out</i> or <i>know</i>?</li> <li>• Study-related vocabulary</li> </ul>	Confused consonant sounds	<ul style="list-style-type: none"> <li>• Tenses: past simple, present perfect simple and present perfect continuous</li> <li>• Prepositions in time phrases and phrases describing trends</li> </ul>
Writing Task 2: To what extent do you agree or disagree? <ul style="list-style-type: none"> <li>• Answering the question</li> <li>• Writing an introductory paragraph</li> <li>• Analysing paragraphs</li> <li>• Using linkers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cause, factor</i> and <i>reason</i></li> <li>• Internet-related vocabulary</li> </ul>	Chunking: pausing between word groups	Articles
Writing Task 1 <ul style="list-style-type: none"> <li>• Summarising a diagram</li> <li>• Analysing the task</li> <li>• Writing in paragraphs</li> <li>• Ordering information</li> <li>• Using sequencers</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Nature, the environment</i> or <i>the countryside</i>?</li> <li>• <i>Tourist</i> or <i>tourism</i>?</li> <li>• Descriptive adjectives</li> </ul>	Sentence stress 2: emphasis	The passive
Writing Task 2: Discussing advantages and disadvantages <ul style="list-style-type: none"> <li>• Introducing and linking ideas in paragraphs</li> <li>• Constructing the middle paragraphs of an essay</li> </ul>	<ul style="list-style-type: none"> <li>• Verb + <i>to do</i> / verb + <i>doing</i></li> <li>• Words connected with shops and shopping</li> <li>• Words connected with finance</li> </ul>	Word stress	Relative pronouns and relative clauses
Writing Task 1 <ul style="list-style-type: none"> <li>• Analysing similarities and differences in charts / graphs</li> <li>• Writing an introductory paragraph</li> <li>• Using reference devices</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Age(s)</i> / <i>aged</i> / <i>age group</i></li> <li>• Words related to feelings and attitudes</li> </ul>	Sentence stress 3: emphasis and contrast	Zero, first and second conditionals
Writing Task 2: Discussing two opinions <ul style="list-style-type: none"> <li>• Including your own opinion</li> <li>• Introducing other people's opinions</li> <li>• Concluding paragraphs</li> </ul>	<i>Dress</i> (uncountable) / <i>dress(es)</i> (countable) / <i>clothes</i> / <i>cloth</i>	Linking and pausing	Time conjunctions: <i>until</i> / <i>before</i> / <i>when</i> / <i>after</i>



# Introduction

## Who this book is for

*Complete IELTS Bands 5–6.5* is a short preparation course of 50–60 classroom hours for students who wish to take the Academic module of the International English Language Testing System (IELTS). It teaches you the reading, writing, listening and speaking skills that you need for the exam. It covers all the exam question types, as well as key grammar and vocabulary which, from research into the Cambridge Learner Corpus, are known to be useful to candidates doing the test. If you are not planning to take the exam in the near future, the book teaches you the skills and language you need to reach an upper–intermediate level of English (Common European Framework (CEF) level B2).



## What the book contains

In the **Student's Book** there are:

- **eight units for classroom study**, each containing:
  - one section on each of the four papers in the IELTS exam. The units provide language input and skills practice to help you to deal successfully with the tasks in each section.
  - a range of enjoyable and stimulating speaking activities designed to enable you to perform to the best of your ability in each part of the Speaking test and to increase your fluency and your ability to express yourself.
  - a step-by-step approach to doing IELTS Writing tasks.
  - key grammar activities and exercises relevant to the exam. When you are doing grammar exercises, you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which cause problems for students in the exam.
  - vocabulary related to IELTS topics. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which IELTS candidates confuse or use wrongly in the exam.
  - a unit review. These contain exercises which revise the vocabulary and grammar that you have studied in each unit.
- **Speaking and Writing reference sections** which explain the tasks you will have to do in the Speaking and Writing papers. They give you examples, together with additional exercises and advice on how best to approach these two IELTS papers.

- a **Language reference section** which clearly explains all the areas of grammar and vocabulary covered in the book and which will help you in the IELTS exam.
- a complete **IELTS practice test**.
- eight photocopiable **word lists** (one for each unit) containing topic-based vocabulary found in the units, accompanied by a definition supplied by a corpus-informed Cambridge dictionary.
- complete **recording scripts** for all the listening material.
- complete **answer keys**.
- a **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.

Also available are:

- two **audio CDs** containing listening material for the eight units of the Student's Book plus the Listening Test in the IELTS practice test. The listening material is indicated by different coloured icons in the Student's Book as follows:  CD1,  CD2.
- a **Teacher's Book** containing:
  - **step-by-step guidance** for handling all the activities in the Student's Book.
  - a large number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
  - advice on the test and task types for teachers to pass on to students.
  - **extra photocopiable materials** for each unit of the Student's Book, to practise and extend language.
  - complete **answer keys**, including sample answers to writing tasks.
  - four **photocopiable progress tests**, one for every two units of the book.
  - eight **photocopiable word lists** (one for each unit) taken from the International Corpus which extend the vocabulary taught in the units. Each item in the word list is accompanied by a definition supplied by a corpus-informed Cambridge dictionary.
- a **Workbook** containing:
  - **eight units for homework and self-study**. Each unit contains **full exam practice** in one part of the IELTS Reading and Listening papers.
  - **further practice** in analysing the tasks from the Writing paper and writing answers.
  - further practice in the **grammar and vocabulary** taught in the Student's Book.
  - an **audio CD** containing all the listening material for the Workbook.

# IELTS Academic Module: content and overview

part/timing	content	test focus
<b>LISTENING</b> approximately 30 minutes	<ul style="list-style-type: none"> <li>• <b>four sections</b></li> <li>• <b>40 questions</b></li> <li>• <b>a range of question types</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Section 1:</b> a conversation on a social topic, e.g. someone making a booking</li> <li>• <b>Section 2:</b> a monologue about a social topic, e.g. a radio report</li> <li>• <b>Section 3:</b> a conversation on a study-based topic, e.g. a discussion between students</li> <li>• <b>Section 4:</b> a monologue on a study-based topic, e.g. a lecture</li> </ul> <p>Students have ten minutes at the end of the test to transfer their answers onto an answer sheet. The recording is heard ONCE.</p>	<ul style="list-style-type: none"> <li>• Candidates are expected to listen for specific information, main ideas and opinions.</li> <li>• There is a range of task types which include completion, matching, labelling and multiple choice.</li> <li>• Each question scores 1 mark; candidates receive a band score from 1 to 9.</li> </ul>
<b>READING</b> 1 hour	<ul style="list-style-type: none"> <li>• <b>three sections</b></li> <li>• <b>40 questions</b></li> <li>• <b>a range of question types</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Section 1:</b> a passage with 13 questions</li> <li>• <b>Section 2:</b> a passage divided into paragraphs with 13 questions</li> <li>• <b>Section 3:</b> a passage with 14 questions</li> </ul> <p>At least one passage contains arguments and/or views. This is usually Section 3.</p>	<ul style="list-style-type: none"> <li>• Candidates are expected to read for / understand specific information, main ideas, gist and opinions.</li> <li>• Each section contains more than one task type. They include completion, matching, paragraph headings, True / False / Not Given and multiple choice.</li> <li>• Each question scores 1 mark; candidates receive a band score from 1 to 9.</li> </ul>
<b>WRITING</b> 1 hour	<ul style="list-style-type: none"> <li>• <b>two compulsory tasks</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> a 150-word summary of information presented in graphic or diagrammatic form</li> <li>• <b>Task 2:</b> a 250-word essay presenting an argument on a given topic</li> </ul> <p>Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2, which is worth twice as many marks as Task 1.</p>	<ul style="list-style-type: none"> <li>• Candidates are expected to write a factual summary and a discursive essay.</li> <li>• Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar.</li> </ul>
<b>SPEAKING</b> 11–14 minutes	<ul style="list-style-type: none"> <li>• <b>three parts</b></li> <li>• <b>one examiner + one candidate</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Part 1:</b> The examiner asks a number of questions about familiar topics such as the candidate's studies/work, hobbies, interests, etc. <i>4–5 minutes</i></li> <li>• <b>Part 2:</b> After a minute's preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i></li> <li>• <b>Part 3:</b> The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i></li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length.</li> <li>• Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation.</li> </ul>
<p>All candidates who take the test receive an <b>Overall Band Score</b> between 1 and 9 that is an average of the four scores for each part of the test. For information on courses, required band scores and interpreting band scores, see <a href="http://www.ielts.org">www.ielts.org</a>.</p>		

# Unit 1 Starting somewhere new

## Starting off

1 Work in small groups. Match the reasons for studying in a different country (a–d) with the photos (1–4).

- a to get internationally recognised qualifications
- b to learn a foreign language
- c to experience living in a different culture
- d to make friends with people from other countries

2 Now discuss these questions.

- Which reason for studying abroad would be the most important for you?
- What other reasons do people have for studying abroad?

## Listening Section 1

### Exam information

- You hear a conversation between two people on a social or practical topic.
- In this section only, you are given an example at the beginning.
- You write your answers on the question paper while you listen.

1 Work in pairs. You are going to hear a conversation with a woman who wants to join an international social club. Before you listen, look at the advert below.

- 1 What is an international social club?
- 2 Would you enjoy being a member? Why? / Why not?

### International Social Club



Meet people from around the world at the International Social Club!

We organise events for people from different countries to meet and share ideas and experiences. If you want to widen your horizons by meeting people of different nationalities in a social atmosphere, click [here](#) to join.





- 2 Work in pairs. Read Questions 1–5 in this Listening task. Decide what information you will need for each gap; for example, which answers might need numbers? Which might need the name of an activity?



### Questions 1–5

Complete the form below.

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

**International Social Club**

**Application form**

**Name:** Jenny Foo  
**Age:** 21  
**Nationality:** 1 .....  
**Address:** 2 ..... Road, Bondi  
**Mobile phone:** 3 .....  
**Occupation:** 4 .....  
**Free-time interests:** Singing and 5 .....

- 3 01 Now listen and answer Questions 1–5.

*Exam advice* Form completion

- While you read the questions, think what type of information you need for each gap.
- You will often hear someone spell a name or say a number. Make sure you know how to say letters and numbers in English.
- Write numbers as figures, not words.

- 4 Read Questions 6–10. Underline the key idea in each question.

### Questions 6–10

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

- 6 According to Don, what might be a problem for Jenny?  
 A her accent  
 B talking to her colleagues  
 C understanding local people
- 7 How many members does the club have now?  
 A 30  
 B 50  
 C 80
- 8 How often does the club meet?  
 A once a week  
 B once every two weeks  
 C once a month
- 9 What is the club's most frequent type of activity?  
 A a talk  
 B a visit  
 C a meal
- 10 The main purpose of the club is to help members to  
 A meet Australians.  
 B learn about life in Australia.  
 C enjoy themselves together.

- 5 02 Now listen and answer Questions 6–10.

*Exam advice* Multiple choice

- Before you listen, underline the key idea in each question.
- The correct answer is often expressed using different words from the words in the question.

- 6 Work in pairs. Imagine that you want to join the International Social Club. Take turns to interview each other to complete the form in Exercise 2.

## Reading Section 1

### Exam information

- Reading Passage 1 is usually a factual text.
- You need to find specific information.
- It is usually easier than the other parts, so it's a good idea to do it first.

**1** Work in small groups. Look at the list of things people do when they live or study in a different country. Which do you think are quite easy and which are more difficult? Why?

- eating different food
- understanding people
- getting to know local people
- using public transport
- missing family and friends
- obtaining the correct papers



**2** You are going to read a passage about culture shock. Read the title of the passage and the subheading in *italics*. What do you think *culture shock* is?

**3** Read the whole passage quickly. Which stage of culture shock seems to be the most uncomfortable?

## 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.

adapted from *Intercultural Communication for Students in the Faculty of Economics and Commerce*, University of Melbourne

**4** Read the paragraph in **blue** in the passage and say which of these statements is **TRUE**, which is **FALSE** and which is **NOT GIVEN**.

- 1 Culture shock affects most people who spend time living in another country.
- 2 Culture shock affects certain types of people more quickly than others.
- 3 Culture shock only affects how people feel.

**5** Use the underlined words in Questions 1–6 below to find the relevant part of the passage. Then read those parts of the passage carefully to answer the questions.

### 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.
- 2 In Australia, teachers will show interest in students’ personal circumstances.
- 3 Australians use people’s first names so that everyone feels their status is similar.
- 4 Students who study all the time may receive positive comments from their colleagues.
- 5 It is acceptable to discuss financial issues with people you do not know well.
- 6 Younger Australians tend to be friendlier than older Australians.

### Exam advice True / False / Not Given

- If the passage expresses the same information, write **TRUE**.
- If the passage expresses the opposite information, write **FALSE**.
- If the passage does not include the information expressed in the question, write **NOT GIVEN**.

**6 Work in pairs. Look at Questions 7–13 below.**

- 1 Will you need to read the whole passage again to answer the questions?
- 2 What type of word(s) (noun, adjective, verb) do you need for each gap?
- 3 What type of information do you need for each gap?

**Questions 7–13**

Complete the table below.

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

**THE STAGES OF CULTURE SHOCK**

	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.

**7 Now read the relevant sections of the passage and answer Questions 7–13.**

**8 Work in small groups.**

- Have you ever lived or travelled abroad? If so, how did you feel about the different culture? Did you suffer from culture shock to start with?
- How is your culture similar to or different from Australian culture as described in the passage?

**Exam advice** Table completion

- Check how many words you are allowed to use.
- Use words exactly as they are spelled in the passage.
- Check that your answers are grammatically correct.

**Vocabulary**

*Problem or trouble? Affect or effect?*

**1 IELTS candidates often confuse *problem/trouble* and *affect/effect*. Read these extracts from the *Cambridge Advanced Learner's Dictionary (CALD)* and the *Cambridge Learner's Dictionary (CLD)*. Then circle the correct word in sentences 1–4.**

**trouble or problem?**

**Problem** means 'a situation that causes difficulties and that needs to be dealt with'. You can talk about **a problem** or **problems**.

Tell me what the **problem** is.

He's having a few **problems** at work.

**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.

We had some **trouble** while we were on holiday.

**affect or effect?**

**Affect** is a verb which means 'to cause a change'.

Pollution seriously **affects** the environment.

Use the noun **effect** to talk about the change, reaction or result caused by something.

Global warming is one of the **effects** of pollution.

- 1 They may have some problems / troubles, but usually they accept them.
- 2 They notice only the things that cause them a *problem* / *trouble*.
- 3 Feelings of disorientation and anxiety no longer *affect* / *effect* them.
- 4 These feelings may have the *affect* / *effect* of people rejecting the new culture.

**2 Five of these sentences contain a mistake made by IELTS candidates. Find and correct the mistakes.**

- 1 Many students' studies are ~~effected~~ by difficulties with language. *affected*
- 2 Overseas students have accommodation problems.
- 3 Modern lifestyles have an affect on our health.
- 4 Other countries effect our customs.
- 5 Immigrants have an affect on the local economy.
- 6 Most children can deal with their own troubles.

## Speaking Part 1

### Exam information

- The examiner asks you about yourself, your home, work, studies and other topics.
- This part lasts between four and five minutes.

- 1 <sup>03</sup> Listen to four IELTS candidates – Svetlana, Huan, Reva and Mateusz – each answering one of the questions below. Which question does each candidate answer?



- 1 Can you tell me a little bit about your home town / where you are from?
- 2 How long have you been living here/there?
- 3 What do you like about living here/there?
- 4 Is there anything you find difficult about living here/there?
- 5 How do you get to school/college/work?
- 6 Tell me a little bit about what you study.
- 7 What do you like about your studies? Is there anything you dislike?
- 8 Have you travelled to another country? (Which one?)
- 9 Do you enjoy travelling? Why? / Why not?
- 10 What's your favourite form of travel? Why?

- 2 Work in pairs. Which of these statements are good things to do in Speaking Part 1? Tick (✓) the boxes.

- 1 Answer each question as briefly as possible in two or three words.
- 2 Give reasons for your answers.
- 3 Offer extra details.
- 4 Sound interested in what you are saying.
- 5 Repeat the exact words of the question.
- 6 Speak clearly so that the examiner can hear you easily.

- 3 <sup>03</sup> Listen to the four candidates again. Which of the things in Exercise 2 do they all do?

Pronunciation: *Sentence stress 1*

- 4 Think about how you would answer questions 1–10 in Exercise 1 and write notes.

Example: *Moscow, large city, western Russia*

- 5 Work in pairs. Take turns to interview each other using the questions in Exercise 1.

### Exam advice Speaking Part 1

- Give reasons for your answers.
- Offer extra details.
- Use your own words when possible.

## Pronunciation

### Sentence stress 1

You should put the stress on the words you think give the most important information. When you answer a question, you normally stress the words which give the answer.

- 1 <sup>04</sup> Read and listen to these extracts from the four candidates' answers in Speaking Part 1. Underline the stressed words in each extract.

- 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.

- 2 Work in pairs. Take turns to read the candidates' answers in Exercise 1.

# Writing Task 1

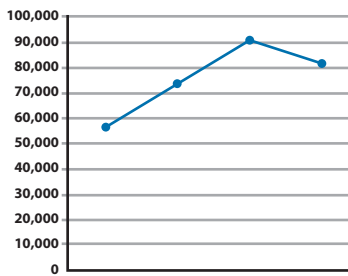
## Exam information

- You write a summary of information from one or more graphs, tables, charts or diagrams.
- You must also compare some of the information and write an overview.
- You must write at least 150 words in about 20 minutes.

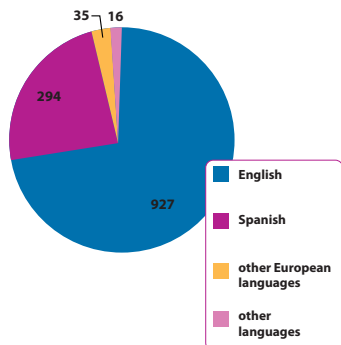
**1** Work in pairs. Look at the different ways of showing information (A–E) and match them with their names (1–5).

- 1 pie chart   2 diagram   3 bar chart  
4 line graph   5 table

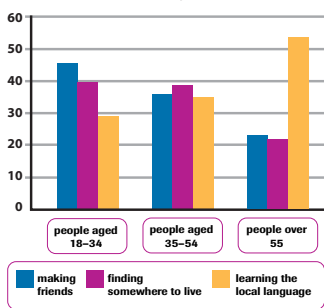
**A** Overseas visitors to Townsville, Queensland



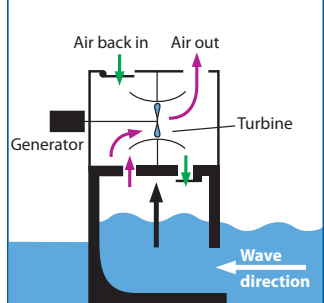
**B** Language spoken at home – Winchester, California by number of households



**C** Integration problems for people living abroad (%)



**D** Possible wave-energy machine for generating electricity



**E** Broadlands Language School

	number of students	average number of weeks spent at college per student
July	236	3
August	315	4
September	136	6

**2** Work in pairs. Look at this introductory sentence to a summary of the information in the line graph (A) in Exercise 1 and answer the questions below.

*The graph shows the changes in the number of people from abroad who visited Townsville, Queensland, over a four-year period.*

Which word(s) ...

- say how the information is shown?
- explain the purpose of the graph using the writer's own words?
- express the time period the information covers?

**3** Write introductory sentences for the pie chart (B) and the bar chart (C) by putting these phrases in the correct order.

- and the languages / in Winchester, California, /
- The chart shows / the number of households / which people speak there
- C according to age / how the problems vary / into a new country and / The chart shows / the difficulties people have / when they integrate

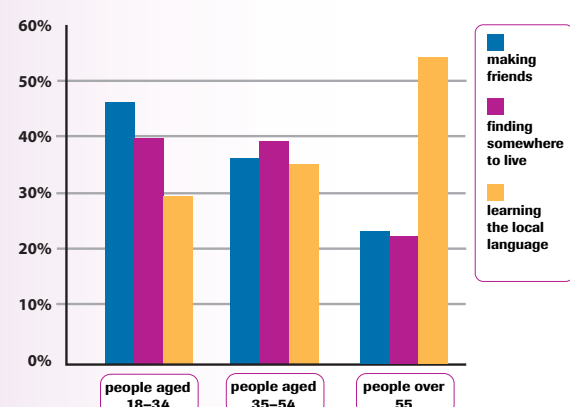
**4** Work in pairs. Write your own introductory sentences for the diagram (D) and the table (E).

**5** Work in pairs. Look at this Writing task and answer questions 1–3 on the opposite page.

*The chart below shows information about the problems people have when they go to live in other countries.*

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

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

- 1 What is the greatest problem for 18–34-year-olds? How many of them experience this problem? How does this compare with the other age groups?
- 2 What is most problematic for people in the oldest age group? How does this compare with the youngest age group?
- 3 What thing does the oldest age group have the least difficulty with? How does this compare with the other age groups?

**6 Read the sample answer below to the Writing task.**

- 1 Which paragraphs answer questions 1–3 in Exercise 5?
- 2 What is the purpose of the last paragraph?

The chart shows the difficulties people have when they move to a new country and how the problems vary according to people's ages.

The greatest problem for young people aged 18 to 34 is forming friendships, a problem experienced by 46 percent of the people in this age group. However, only 36 percent of 35- to 54-year-olds find it hard to make friends, while even fewer people over 55 (23 percent) have this problem.

Fifty-four percent of the older age group find learning to speak the local language the most problematic. In comparison, the youngest age group finds this easier, and the percentage who have problems learning the language is much lower, at 29 percent.


In contrast to their language-learning difficulties, only 22 percent of people in the oldest age group have trouble finding accommodation. However, this is the second most significant problem for the other two age groups with 39 to 40 percent of the people in each group finding it hard.

In general, all age groups experience the same problems to some extent, but the percentage of older people who find language learning difficult is much higher than the others.

 page 16 Key grammar: Making comparisons

**7 You will get higher marks in the exam if you use your own words, not the words in the Writing task.**

- 1 What words does the writer use in the sample answer for these words?
  - a problems *difficulties*
  - b go to live
  - c other countries
- 2 What other information does the writer add in the introductory paragraph?

**8  IELTS candidates often make mistakes when they use *percent* and *percentage*. Look at the two underlined sentences in the sample answer in Exercise 6.**

- 1 Which word – *percent* or *percentage* – is used after a number?
- 2 Which word is not used with the exact number given?
- 3 Do we use *a* before *percent*?
- 4 Which word do we use before *percentage*?
- 5 Can we make *percent* plural?

**9  Each of these sentences contains a mistake made by IELTS candidates. Find and correct the mistakes.**

- 1 The graph shows the increase in the ~~percent~~ of people who used rail transport between 1976 and 1999. *percentage*
- 2 The graph shows the percentage of people with a criminal record according to their age and percentage of people in prison according to their gender.
- 3 By 1995, the numbers had fallen to a two percent.
- 4 In 2004, the number rose to approximately 58 percents.
- 5 It is surprising that percentage of people watching television remained the same.
- 6 On the other hand, socialising with friends rose sharply to 25 percentage in comparison with 1981.

**Exam advice** Chart summary

- Write a short introductory paragraph saying what the chart shows.
- Compare the important information.
- Include figures from the chart in your summary.
- Don't suggest reasons for the data which are not included in the information you are given.