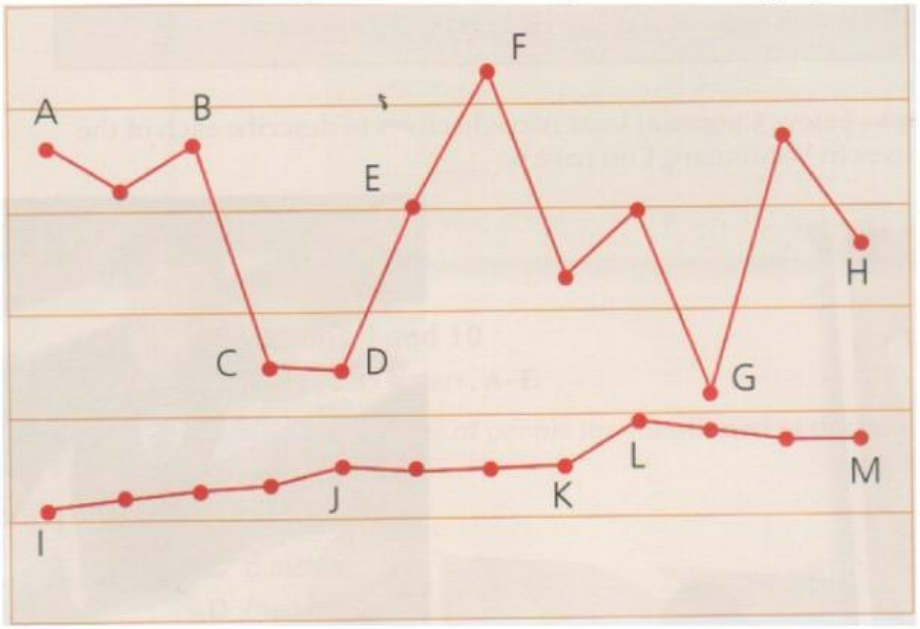
WRITING PRACTICE

Exercise 1. Work in pairs. Match the parts of the graph 1-10 with the verbs a-j



1	A–B	a	hit a low
2	B–C	b	fell and then levelled off
3	B–D	c	remained flat/stable
4	D–F	d	plummeted
5	F	e	rose gradually
6	F–H	f	fell gradually
7	G	g	soared
8	I–J	h	*dipped*
9	J–K	i	fluctuated
10	L–M	j	hit a peak

Exercise 2. For sentences 1-10 below, use the verbs in exercise 1 to replace the underlined text.

1 The price of laptops dropped followed by a period of stability.
2 Numbers reached a high in the year 2009.
3 The amount of money spent fell slightly and then quickly recovered.
4 Visitor numbers to the website plunged in the first quarter of the year.
5 Book purchases increased slowly but surely over the year.
6 The number of students applying to the university stabilized over the decade.
7 Attendance at the conference decreased steadily last year.
8 The growth rate was erratic during the previous year.
9 Member numbers reached their lowest point in March.
10 Car sales rocketed over the period.

Exercise 3. To add variety to your writing you can use nouns instead of verbs to describe movement. Choose 10 verbs from exercise 1 and 2 and decide whether they can also be nouns.

Example: ***drop → a drop***

Exercise 4. Rewrite at least three of the sentences from exercise 2 using nouns instead of verbs. For three of the sentences this is not possible. Make nay other necessary changes.

Example:

There was a (+adjective) **+ noun +** ***in*** **...**

There was a drop in the price of laptops followed by a period of stability.

Exercise 5. Compare your sentences with another pair of students.

LIVEWORKSHEETS

Analysing main trends and purpose

Exercise 1. Work in pairs. Read the Task 1 question below and answer questions 1-3 which follow

WRITING TASK 1

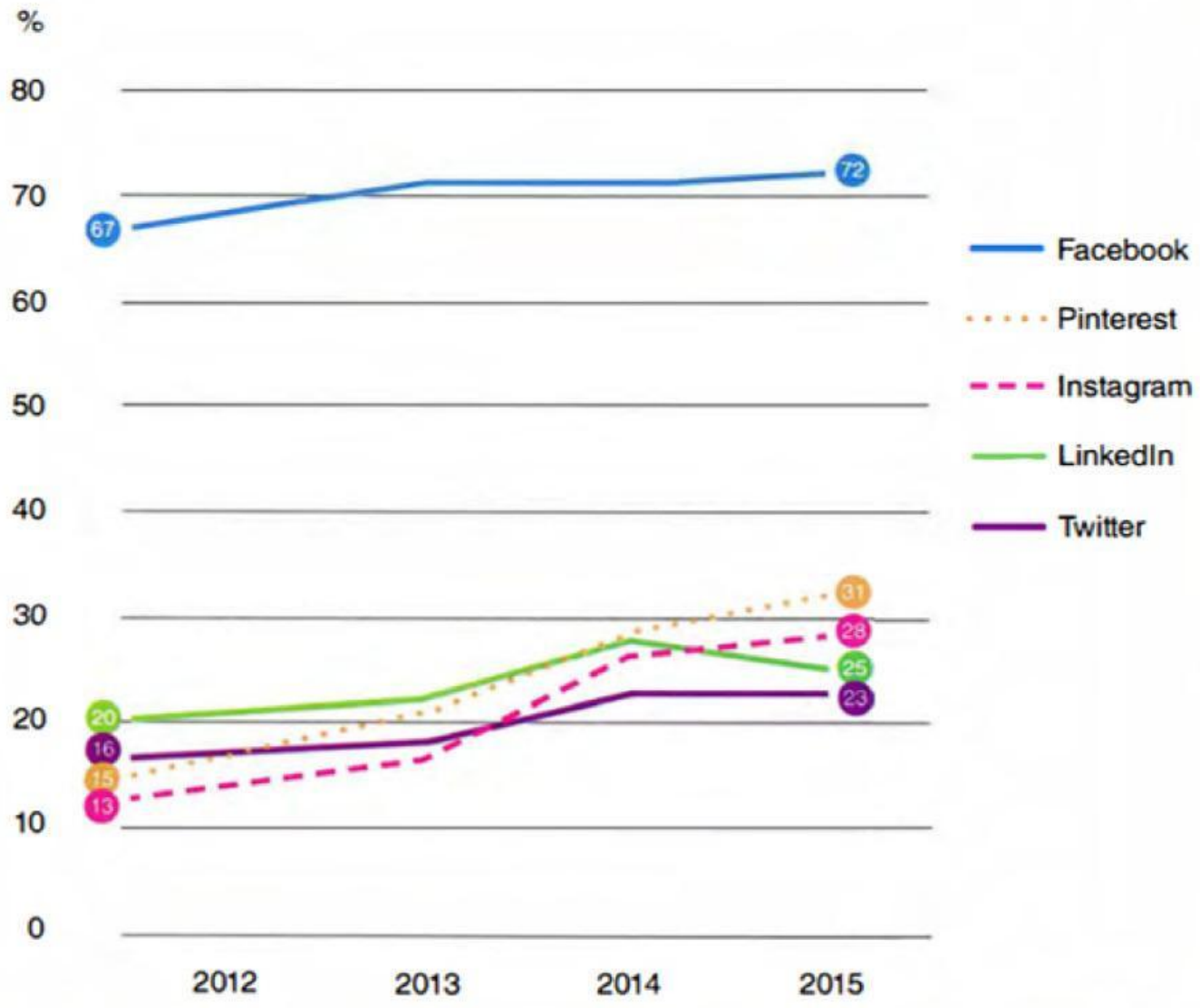
You should spend about 20 minutes on this task.

The graph below shows the results of a survey among online adults on their use of various social media in the USA between 2012 and 2015.

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

Write at least 150 words.

The percentage of online adults using various websites in the USA



LIVEWORKSHEETS

1 Is the trend the same for each website?

2 Are the changes in the proportions for the websites slight, dramatic, or noticeable in any way?

3 What do you think the purpose of the survey is?

a to see if the use of social media has changed

b to confirm that social media use is declining

Exercise 2. Add the items below to the correct place in the model answer.

a the trend in the proportion of adults using the websites is upward

b saw a 25% increase in the proportion of online adult users

c the proportion of the usage of Instagram jumped more than twofold

d The graph illustrates

e remained flat

f A similar pattern was seen

g there was a small rise in the proportion of

1 _____ the proportions of adults online using various social networking sites, according to a survey in the United States between 2012 and 2015.

Generally speaking, 2 _____, with a faster increase for Instagram and Pinterest than the others, including Facebook, the most popular website overall. While 3 _____ online adults using the latter, from 67% to 72% over the period, in the last three years the trend was flat. By contrast, 4 _____ from 13% in 2012 to 28% in 2015. 5 _____ at the Pinterest site where the proportion of adult users went up more than 100% from 15% to 31%.

LinkedIn, by comparison, 6 _____, from 20% in 2012 to 25% in 2015 with a noticeable peak of about 28% in 2014. Similarly, as regards Twitter, there was a rise from 16% to 23% in 2012 and 2014 respectively, but in 2015 usage 7 _____.

Exercise 3. Work in pairs. In the completed model answer, paraphrase the phrases a-g above. Use a dictionary if needed. Compare your answer with another pair.

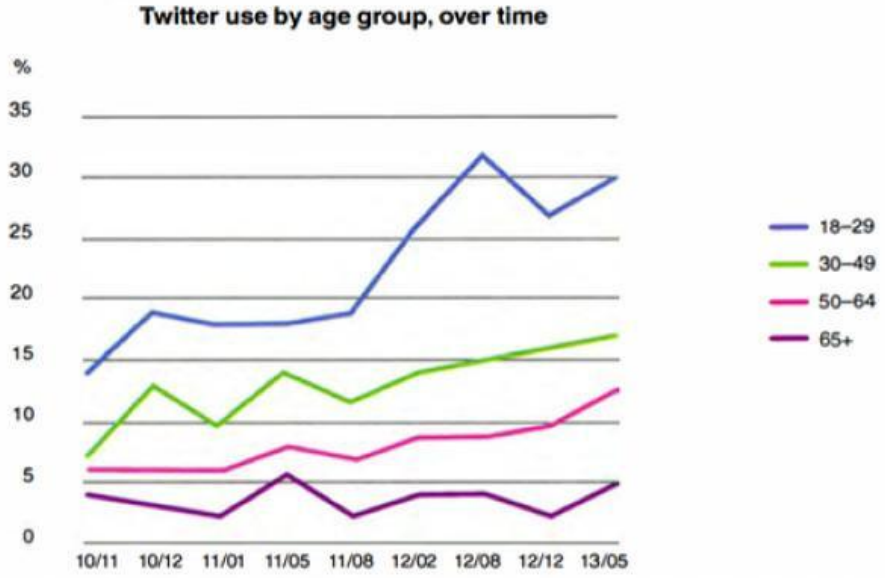
LIVEWORKSHEETS

Exercise 4. Write an answer to the Task 1 question below. When you finished, check your answer using the following checklist.

You should spend about 20 minutes on this task.

The graph below shows Twitter use by age group in the USA between November 2010 and May 2013.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



LIVEWORKSHEETS

IELTS Writing checklists

IELTS Writing Task 1

Assessment for Task 1 is based on your ability to:

- summarise, organise and compare data where possible
- describe the stages of a process
- describe an object or event or explain how something works
- write accurately and coherently
- use a range of vocabulary
- use a range of grammatical structures.

Checklist

1 Have you paraphrased the rubric in your introduction or just copied it?
2 Have you written a clear overview?
3 Have you summarised the information and not just listed every piece of data?
4 Have you included any information that is not in the data?
5 Have you left any important data out?
6 Have you just listed information or have you compared it?
7 Have you divided your answer into clear paragraphs?
8 Have you mentioned any striking features?
9 Have you avoided repetition of words and structures?
10 Have you used a range of grammar, vocabulary and complex structures?
11 Have you used the correct tenses and verb form?
12 Have you used appropriate linking devices such as adverbs and conjunctions?
12 Have you checked your writing for mistakes?
13 Have you completed the task according to the rubric?
14 Have you written at least 150 words?
15 Have you written *too many* words?

You aren't penalised for writing too much, but you may be penalised for *not summarising*. You don't need to write more than about 185 words.

IELTS Writing Task 2

In Task 2 you are given a point of view, an argument or a problem. Assessment for Task 2 is based on your ability to:

- present and support your opinion
- compare and contrast evidence and opinions
- write a solution to a problem
- evaluate and challenge ideas, evidence or arguments
- write in an appropriate style.

Checklist

1 Have you paraphrased the question in your introduction?
2 Have you given a clear indication of the organisation of your answer in the introduction?
3 Have you given a clear statement of your stance/opinion/position in the introduction?
4 Have you given a clear statement about the content of each paragraph?
5 Have you given reasons and examples as requested in the rubric?
6 Have you also developed your ideas by expressing contrasts, causes, effects, purposes and conclusions?
7 Have you written a conclusion? Do all the paragraphs now fit together well?
8 Is your answer abstract as required? Or does it contain personal examples?
9 Have you divided your answer into clear paragraphs? Have you written 4/5 paragraphs?
10 Have you included any irrelevant ideas?
11 Have you avoided the repetition of words and structures?
12 Have you used a range of grammar, vocabulary and complex structures?
13 Have you checked your writing for mistakes?
14 Have you completed the task according to the rubric?
15 Have you written at least 250 words?

LIVEWORKSHEETS

LISTENING PRACTICE

Questions 11–13

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

11 The woodland and countryside programme began

A 5 years ago.

B 10 years ago.

C 15 years ago.

12 Not all young people like the programme initially, because

A smartphone use is allowed only in the evenings.

B the use of all electronic gadgets is discouraged.

C watching TV is discouraged at all times.

13 The programme receives most of its income from

A donations.

B the nursery.

C courses.

Questions 14-17

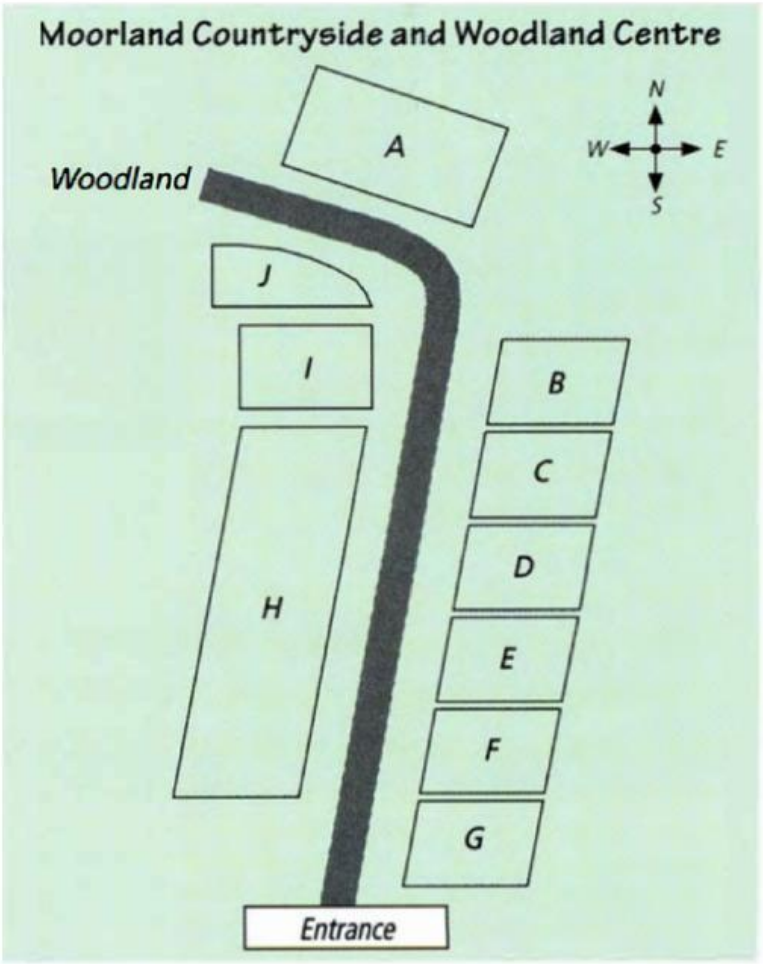
Label the map opposite.
Write the correct letter, A-J,
next to Questions 14-17.

14 Beech Lodge .....

15 Chestnut Lodge .....

16 Family Area .....

17 Plant Nursery .....



Questions 18-20

Complete the sentences below.

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

18 As the centre is high up, there are spectacular ..... of the surrounding area.

19 As no trees have been cut down, the ..... has not altered for centuries.

20 During woodland walks, people are requested not to remove ..... or ..... .

LIVEWORKSHEETS

READING PRACTICE

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

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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.

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

Reading Section 1

1 Read the title and the first three paragraphs of the article below. Who are "Third culture kids'? Circle A, B or C.

A children whose parents keep moving from country to country
B children living in a country neither of their parents come from
C children who have just arrived in a culture that is new to them

2 Now read the whole text and answer Questions 1-13

THIRD CULTURE KIDS

In a world where international careers are becoming commonplace, the phenomenon of third culture kids (TCKs) – children who spend a significant portion of their developmental years in a culture outside their parents' passport culture(s) – is increasing exponentially. Not only is their number increasing, but the cultural complexity and relevance of their experience and the adult TCKs (ATCKs) they become, is also growing.

When Ruth Hill Useem, a sociologist, first coined this term in the 1950s, she spent a year researching expatriates in India. She discovered that folks who came from their home (or first) culture and moved to a host (or second) culture, had, in reality, formed a culture, or lifestyle, different from either the first or second cultures. She called this the third culture and the children who grew up in this lifestyle 'third culture kids'. At that time, most expatriate families had parents from the same culture and they often remained in one host culture while overseas.

This is no longer the case. Take, for example, Brice Royer, the founder of TCKid.com. His father is a half-French/half-Vietnamese UN peacekeeper, while his mom is Ethiopian. Brice lived in seven countries before he was eighteen including France, Mayotte, La Réunion, Ethiopia, Egypt, Canada and England. He writes, 'When people ask me "Where are you from?" I just joke around and say, "My mom says I'm from heaven." ' What other answer can he give?

ATCK Elizabeth Dunbar's father, Roy, moved from Jamaica to Britain as a young boy. Her mother, Hortense, was born in Britain as the child of Jamaican immigrants who always planned to repatriate 'one day'. While Elizabeth began life in Britain, her dad's international career took the family to the United States, then to Venezuela and back to living in three different cities in the U.S. She soon realised that while racial diversity may be recognised, the hidden cultural diversity of her life remained invisible.

Despite such complexities, however, most ATCKs say their experience of growing up among different cultural worlds has given them many priceless gifts. They have seen the world and often learnt several languages. More importantly, through friendships that cross the usual racial, national or social barriers, they have also learned the very different ways people see life. This offers a great opportunity to become social and cultural bridges between worlds that traditionally would never connect. ATCK Mikel Jentzsch, author of a best-selling book in Germany, *Bloodbrothers – Our Friendship in Liberia*, has a German passport but grew up in Niger and then Liberia. Before the Liberian civil war forced his family to leave, Mikel played daily with those who were later forced to become soldiers for that war. Through his eyes, the stories of those we would otherwise overlook come to life for the rest of us.

Understanding the TCK experience is also important for other reasons. Many ATCKs are now in positions of influence and power. Their capacity to often think 'outside the box' can offer new and creative thinking for doing business and living in our globalising world. But that same thinking can create fear for those who see the world from a more traditional world view. Neither the non-ATCKs nor the ATCKs may recognise that there may be a cultural clash going on because, by traditional measures of diversity such as race or gender, they are alike.

In addition, many people hear the benefits and challenges of the TCK profile described and wonder why they relate to it when they never lived overseas because of a parent's career. Usually, however, they have grown up cross-culturally in another way, perhaps as children of immigrants, refugees, bi-racial or bi-cultural unions, international adoptees, even children of minorities. If we see the TCK experience as a Petri dish of sorts – a place where the effects of growing up among many cultural worlds accompanied by a high degree of mobility have been studied – then we can look for what lessons may also be relevant to helping us understand issues other cross-cultural kids (CCKs) may also face. It is possible we may discover that we need to rethink our traditional ways of defining diversity and identity. For some, as for TCKs, 'culture' may be something defined by shared experience rather than shared nationality or ethnicity. In telling their stories and developing new models for our changing world, many will be able to recognise and use well the great gifts of a cross-cultural childhood and deal successfully with the challenges for their personal, communal and corporate good.

LIVEWORKSHEETS

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 There is a close connection between careers and the number of TCKS.

2 An increasing number of people describe themselves as TCKS.

3 Ruth Hill Useem studied children in several countries.

4 Ruth Hill Useem defined the third culture as a mixture of two parents' original cultures.

5 Brice Royer feels that he has benefited greatly from living in many different countries.

6 Elizabeth Dunbar felt that she had a culture that was different from most people's.

Questions 7–13

Complete the table below.

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

THIRD CULTURE KIDS – ADVANTAGES AND RESULTS		
Area	**Advantage for ATCKs**	**Possible result**
Friendships	know how different people **7**	can act as bridges between worlds that are usually separate
Business	creative thinking	may cause **8** ..... among certain people can lead to **9** ..... despite similarities
Whole experience	knowledge of many cultural worlds and a great deal of **10**	can teach us about problems faced by **11** ..... of all kinds current ideas of what both **12** ..... mean may be considered wrong belief that culture depends on **13** .....

LIVEWORKSHEETS