

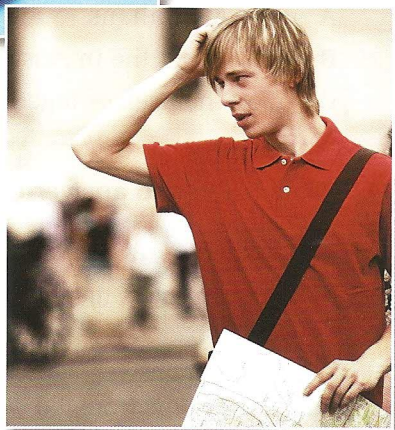
Reading Section 1

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.

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

- They may have some problems / troubles, but usually they accept them.
- They notice only the things that cause them a *problem* / *trouble*.
- Feelings of disorientation and anxiety no longer *affect* / *effect* them.
- 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.

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

Speaking Part 1

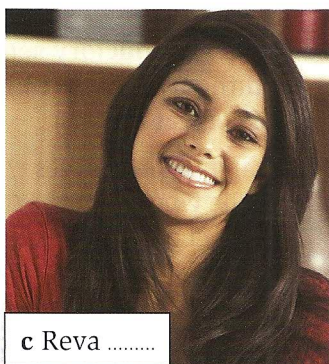
Exam information

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

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



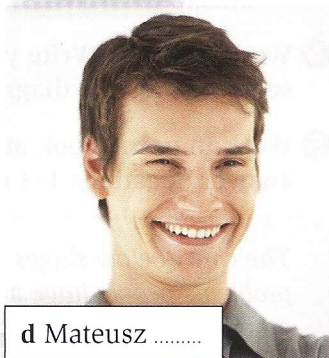
a Svetlana ...3...



c Reva



b Huan



d Mateusz

- Can you tell me a little bit about your home town / where you are from?
- How long have you been living here/there?
- What do you like about living here/there?
- Is there anything you find difficult about living here/there?
- How do you get to school/college/work?
- Tell me a little bit about what you study.
- What do you like about your studies? Is there anything you dislike?
- Have you travelled to another country? (Which one?)
- Do you enjoy travelling? Why? / Why not?
- 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.

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

- 3** **03** 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** **04** Read and listen to these extracts from the four candidates' answers in Speaking Part 1. Underline the stressed words in each extract.

- Well, I think the people here are very friendly and I've made a lot of new friends.
- Well, I'm not too keen on flying because you spend too long at airports.
- I find it hard being away from my family and not seeing my friends.
- 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.

Reflective Writing

Academic learning is not simply acquiring new knowledge; it also involves developing skills and new ways of thinking. Reflective writing asks students to think critically about the course and themselves as learners.

You may be asked to reflect on an experience, such as a field trip, on specific aspects of a task, such as how you chose a topic, or on your course as a whole. The writing may

be a task on its own or a final section to an assignment such as a research report. You will need to show evidence that you are developing relevant skills and attitudes, that you can question your initial assumptions, and that you can connect theory and practice. You do this by reflecting on how a particular theory relates to your personal experience of an event or a situation.

Connecting theory to practice

Give a reference to a key academic related to your course. This demonstrates an awareness of the important writers/researchers in your field. (L3–6) Connect what you have read to what you have personally experienced. (L6–12)

The three abstract nouns listed preview the structure of the text. (L7–9)

Internal changes

The writer admits a previous mistaken belief—if you feel you have changed your thinking about a topic, include this. (L13–17)

Give concrete examples—if you generalize, have some examples for clarification.

The writer summarizes the lesson learnt by making a generalization. (L21–23)

External evidence

Give specific examples to back up your claims. Even if this event is negative, it is effective to show how you have learnt from the problem. (L29–36)

Learning from failure

This paragraph shows self-awareness. You do not need to have completely gained a skill—it is usually enough to reflect on how you are changing, and admit to weaknesses that you are working on.

The Impact of the Introduction to Stage Two Counselling Skills on my Personal Development

Carl Rogers argued that becoming a counsellor is **not just** the acquiring of a set of skills, **but** is a way of being; ⁵utilizing the three core conditions is a key aspect of this (Sanders, 2002: 67). Since embarking on the Introduction to Counselling Skills course, I have been made aware of Rogers' core conditions of genuineness, empathy and acceptance. **I believe** I possessed elements of these ¹⁰unknowingly; however, becoming conscious of them **has enabled me** to incorporate them into my being and to develop personally.

The Counselling Skills course **has taught me** the importance of listening to others attentively. **I thought** ¹⁵that this was a skill I always held. However, on reflection, **I noticed** that I would often be preoccupied with other endeavours, such as watching television or sending a text. Recently, **I have made a conscious effort** to give my full attention to conversations and **I have begun** to notice ²⁰when others do not offer me **the same courtesy**. This is sometimes hurtful. Listening to people and showing my interest and genuineness is a valuable skill to have and one that makes other people feel appreciated.

This course **has also taught me** **the difference between** ²⁵'knowing' how people feel and understanding how people may feel from their perspective. I have learnt that it is impossible to know exactly how someone else feels and to say that one does may distract attention away from their problem. For example, my course friends and I **have found** ³⁰the first term back at university stressful and we frequently share our feelings about this. **I am often tempted** to tell them 'I know exactly how you feel'. However, **I am now more considered** in my response and rephrase this to something like 'I understand how you must be feeling'. ³⁵This validates what the others have said whilst letting them know I appreciate their views.

I have also learnt **the difference between** empathizing and sympathizing; this **is extremely beneficial to me**. **I am a person that** can get caught up in other people's difficulties; ⁴⁰this is neither helpful nor supportive. **Much better** is to empathize and remain objective as this is both helpful and supportive and may enable the other person to progress.

Comparing past with present

Compare present feelings/skills with earlier ones.

Show awareness of relevant literature. Reflective writing that is assessed should have a balance of academic rigour and personal reflection. (L45–47)

Make reference to the words of your assignment task in your conclusion. (L60–63)

Look to the future too—what changes in yourself or the situation do you expect to see?

During the course, I have learnt that before you can understand others you must first understand yourself.

45 Sutton and Stewart (2002: 20) argue that by gaining self-awareness our chances of becoming genuine and empathic increase. This course has provided me with an opportunity to reflect on my own thoughts and my belief system. As a result of this, I am becoming more

50 aware of my prejudices and values and have learnt that, in order to develop an empathic understanding, I need to try to suspend these so I can give a non-judgemental and respectful response. I am much more aware of how this challenges me personally. I would

55 find it difficult to deal with racist, sexist or prejudiced people as this opposes how I have been brought up to think. However, I now understand that other people may have been brought up with a different belief system. As a result of the course, I feel more capable

60 of being less judgemental. Looking inward is the biggest and perhaps most difficult element of the Counselling Skills module, but the one which has been most beneficial to my personal development.

Use the personal pronouns 'I' and 'me' to make personal claims.

The present perfect tense and the present continuous tense express an unfinished, ongoing process.

Words and phrases to compare and contrast.

Preparing to write

- Read the assignment brief carefully. What exactly do you need to reflect on?
- Make notes on academic sources that might be useful—choose a good quotation or write a summarizing statement.
- List events, key incidents, or examples that will support your case.
- Compose a draft, writing freely. Start by describing events, problems and outcomes, but aim at giving reasons and interpreting, eventually putting these events, problems and outcomes into a broader perspective. Can you identify where learning has taken place? Can you see these issues from another perspective?
- Look for themes in your draft and rearrange your writing around topics. Can you link these topics back to literature in the field? How would you do things differently in future?
- Give your writing an introduction that previews your themes and shows awareness of the academic context. You may find it easiest to write your introduction last.
- You can use the following outline to structure your reflective writing. Use this sequence or vary it as necessary.

Connecting theory to practice

1. Set out the general framework, using a quotation if relevant.
2. Connect the theory to your experience.

External evidence

1. Describe the specific event or aspect you wish to focus on.
2. Connect specific events or aspects to your course or a given theory.

Internal changes

1. Explore the reasons for your feelings and behaviour, or for those of others.
2. Describe any changes that have taken place in your thinking.

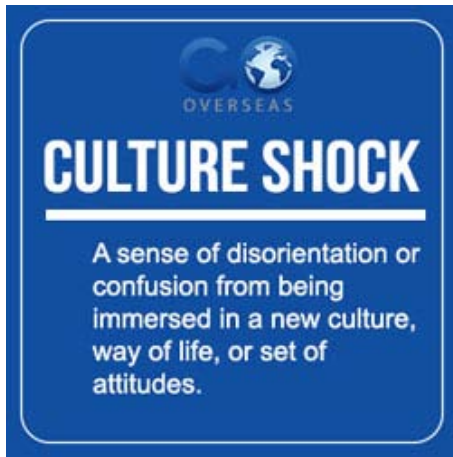
Learning from failure

1. Admit to problems, if appropriate.
2. Interpret the situation in the light of your given framework.

Comparing past with present and future

1. Compare your past thinking with your present thinking.
 2. Consider the implications for the future.
 3. Conclude your reflection with reference to the task brief and your future plans.
- ➡ For useful language for reflective writing, see the Language Bank at **reflective**.

THE CULTURE SHOCK CURVE



Culture shock is a real thing. People experience it in different ways with varying degrees of severity. The time it takes to adjust is also different for everyone. I hardly noticed the culture shock when I first arrived in Italy to study because I was surrounded by so much familiarity in the midst of all of the differences. However, when I decided to stay in Italy with only one friend and my boyfriend, everything changed and I experienced an array of feelings that spanned enthusiasm to suicidal depression and isolation.

When I'm in Italy, 90% of the year I miss parts of the United States. I miss my friends, my family, efficiency, and things like day-care for dogs. The other 10% of the time that I'm in the United States I miss Italy. I miss the food, the long walks through winding streets, I miss being able to take my dog with us to hang out socially, cheap wine, and grocery stores that carry fresh food.

There is no real solution. Being an expat is accepting that something is always missing, nothing ever feels complete. You'd think that you could just pop back and forth to have everything but reverse culture shock is a very real thing too that can be even more of a shock than normal culture shock that one experiences when moving to a foreign land.

When you leave the homeland for years you never quite feel "at home" ever again because home is more than one place now. In the US, I miss the places that I met my husband and our memories together. I miss the calm lifestyle, wine outside on the patio with Oliver, the dog, tangled under our feet. I miss the smell of Florence and the irritating sound of loud Italian women talking about how stupid their husbands are in the street. In Italy I miss sounding intelligent. I miss talking about Life with the command of language available to me only in my native tongue. I miss sarcasm and irony, which are uncommon in Italian culture.

When I come back to the United States, time has passed, my friends' children are older, I've changed, they've changed, and while I have the most amazing friends in the world, it still takes a minute for us to get over how weird it is that I'm sitting in front of them in person and not on Skype. In the US, I forget that I can pick up a phone and call people, so I never do it. I feel panicked in massive grocery stores, I try to bag my own groceries, and when people speak to me with an accent of any kind for reasons I can't understand my brain tells me to switch to Italian. "Can I help you ma'am?" "Si, aspetta...vorrei..." (a new brain !). What the hell is wrong with me!?

I've yet to find a solution to this problem. Maybe it's easier if you do a 6 month split between countries? Maybe I just don't Skype home enough? Maybe my friends don't visit me in Italy enough. It's hard to say. What I do know is that when you move abroad you're getting so many amazing, new experiences. You're growing, and changing, and seeing incredible things. Yet, every day for at least a little while you'll miss your childhood friends, the ones who understand you and don't think it's weird that you hate cooking, swear like a truck driver, and treat your dog like a human toddler ("Back off ! I like my dog, okay!"). You might miss the humour that is native to your tongue (and humour is completely cultural, it differs hugely from place to place). You might miss pop culture references, like when I tell my husband that he dances like the 80's cartoon version of Optimus Prime and he stares blankly at me and says, "What's the hell is that?" Is it worth it, then, to be always missing something? I'm not sure. It's just my reality now.

CULTURE SHOCK AUSTRALIA

Watch the following news report

<https://www.abc.net.au/news/2021-09-18/australian-migrants-culture-shock-workplace-education-sport/100364028>

Make notes on how Australia is different to other parts of the world in terms of:

i) Education

ii) Work

Students' Questionnaire: Why Do You Want to Learn English ?

Name:..... Age: No. of years learning English

Sex: Nationality: Parents' nationalities:

No. of visits to an English-speaking country: No. of visits to an English-speaking country lasting more than three months:

Own/use computer ? Use social media ? In English ? Probable Future Occupation:

If you could live and work in any European town/city, which one would you choose ?

How important is each of the following to you ? (Give each one a mark from 0-5, where 0 means 'not important at all' and 5 means 'extremely important'). **I need/use English in order to**

| | |
|-------------------------------------------------------------------------|--------------------------------------------------------------|
| 1) meet foreigners | 15) be better educated in general |
| 2) make friends with foreigners | 16) have new experiences |
| 3) travel abroad | 17) broaden my outlook on life |
| 4) work abroad | 18) succeed in life |
| 5) keep in touch with foreign friends | 19) improve my employment prospects in later life |
| 6) prepare myself for living abroad one day | 20) fulfil my parents'/family's/society's expectations of me |
| 7) improve my knowledge of foreign languages in general | 21) pass the final exams and get a degree |
| 8) think and/or behave like British/American/Australian people do | 22) understand English-language films/TV/videoclips |
| 9) be similar to British/American/Australian people | 23) read English-language books |
| 10) get to know various foreign cultures/peoples | 24) read English-language newspapers/magazines |
| 11) learn about the English-speaking world | 25) read instruction manuals in English |
| 12) understand the history and culture of the English-speaking nations | 26) surf the Internet |
| 13) understand cultural/world events better | 27) communicate via social media |
| 14) get to know about the everyday life of the English-speaking nations | 28) understand English-language pop music |

WORD ORDER, ADVERBS & ADVERBIALS

1) CLAUSE STRUCTURE: a clause may be one of seven types.

| | |
|--------------------------------|--------------------------------------------------|
| SUBJECT VERB | The plane landed. |
| SUBJECT VERB OBJECT | Russian tourists like Italy. |
| SUBJECT VERB COMPLEMENT | The Maldives have become very popular. |
| SUBJECT VERB ADVERBIAL | Barcelona is on the coast. |
| SUBJECT VERB OBJECT OBJECT | I sent the Manager a letter of complaint. |
| SUBJECT VERB OBJECT COMPLEMENT | The Americans found the tour disappointing. |
| SUBJECT VERB OBJECT ADVERBIAL | You must show your passport at passport control. |

2) ADVERBS / ADVERBIALS:

Within a clause, adverbs and adverbials specify the Time / Manner / Place of the action/event/state described by the verb. E.g. 'Last night', 'yesterday', 'now', 'then'; 'quickly', 'slowly', 'badly', 'well'; 'upstairs', 'downstairs', 'here', 'there', or intensify or qualify other adverbs, adjectives or prepositions: For example, 'too quickly', 'more famous' 'right in'.

ADVERBS are single words. ADVERBIALS are phrases which perform the same function as an adverb.

3) FORMATION OF ADVERBS:

ADVERB = ADJECTIVE + LY Bad + ly = badly Recent + ly = recently Beautiful + ly = beautifully

Special Cases: i) Easy → easily Happy → happily Pretty → prettily
ii) Legible → legibly Notable → notably Remarkable → remarkably

Exceptions: i) True → truly Whole → wholly Due → duly
ii) Good → well Fast → fast Hard → hard

4) POSITION OF ADVERBS:

English is basically an SVO language. Adverbs/adverbials can occupy Position I, Position II or Position III but should **not** be put between the Main Verb and the Object/Complement. Certain adverbs/adverbials occupy particular positions.

| SUBJECT | AUXILIARY VERB 'TO BE' / Ø | MAIN VERB | OBJECT / Ø COMPLEMENT |
|-----------------|-------------------------------|------------------|--------------------------|
| ▼ Position I | | ▼ Position II | ▼ Position III |

Position III may be occupied by Adverbs of Degree / Extent:

| | | | |
|----------------|--------------------|----------------------------|----------------------|
| I enjoy skiing | <i>enormously.</i> | The delay did not worry me | <i>much.</i> |
| | <i>very much.</i> | | <i>in the least.</i> |
| | <i>a lot.</i> | | <i>at all.</i> |

Multiple adverbs/adverbials in Position III should follow the conventional order Manner, Place, Time.

E.g. She sunbathed happily on the beach. They left unexpectedly the next day.
We must go to the market this morning. They waited at customs for half an hour.

EXERCISES

1. Form sentences by putting these phrases in the correct order.

a) the excursion / everyone / very much / enjoyed

b) handled / the tour guide / very well / the medical emergency

c) unjustified complaints / put up with / I / have to / every week

d) at the end / will be / there / ten minutes / for questions / of the tour

e) the white-water rafting / clearly / she / the safety procedures / before / explained / began

2. Adverbs and Adverbials in Position 3. Form sentences by putting these phrases in the correct order.

a) by camel / rode / they / across the Gobi Desert / for four days

b) his name / wrote / in capital letters / he / at the top of the booking form

c) before she left / she / her key / returned / to the reception desk

d) fell / the number of tourists / in many countries / dramatically / in 2020-2021

e) the next World Nomad Games / take place / in September / in Kirghizstan / will

Position II may be occupied by:

i) Adverbs of Frequency (*never, hardly ever, rarely, seldom, occasionally, sometimes, often, usually, always*).

ii) Other adverbs/adverbials, including *still, already, just, not yet, both, all, also, only, almost, nearly, mainly*.

iii) Commenting adverbs:

I *just* want to check your visas.
I *simply* want to check your visas.
I *only* want to check your visas.

The ferry *almost* sank due to the bad weather.
nearly
probably

We *certainly* need to promote this resort online.
We *definitely* need to promote this resort online.
We *still* need to promote this resort online.

Adverbs/adverbials precede lexical verbs but follow 'to be' and auxiliary verbs ('to do', 'to have' + modals).

I am *also* interested in package holidays.
I am *mainly* interested in package holidays.
I am *only* interested in package holidays.

You should *both* buy a guide-book.

I don't *always* book a table.

I have *already* packed my suitcase.

NB. Although the adverbs *probably* and *still* occur in **Position II** in affirmative sentences, e.g. 'I can *probably* help you' / 'There is *still* time', they precede all verbs in negative sentences, e.g. 'We *still* don't know' / 'You *probably* won't agree.'

EXERCISES

1. Adverbs and Adverbials in Position 2. Form sentences by putting these phrases in the correct order.

- a) our tour guide / very clearly / explains / always / things
- b) us / the coach driver / unload our luggage / usually / help / doesn't
- c) all / we / were / very anxious the rope-bridge / but / we / crossed / all / safely
- d) probably / the mini-bar / has / beer and soft drinks / got
- e) probably / the mini-bar / any milk / hasn't got /
- f) be able to / probably / won't / go / I / scuba-diving
- g) probably / great fun / will / it / be
- h) already / been / has / she / to Beijing / twice this year
- i) still / found / the souvenir / haven't / I / I was looking for
- j) only / costs / €100 / it / to fly to London

Position I may be occupied by:

i) Sentence Adverbs, which should be followed by a comma.

Frankly / To be honest, he didn't believe what he'd read in the holiday brochure.

Luckily,

Fortunately / Unfortunately,

Obviously,

Basically,

In fact,

Between you and me, I'm really looking forward to this trip.

Personally,

Hopefully, / With luck, we will arrive on time.

ii) Negative or Restrictive Adverbials. Negative or restrictive adverbials may be put in **Position I** for emphasis. In this case, the subject and the verb must be inverted, i.e. the question form should be used.

No sooner had we arrived at the station *than* our train was delayed.

Hardly / scarcely had we left the beach *when* the rain started.

Under no circumstances must you lean out of the window.

Never / seldom have I seen such a filthy hotel.

Not only was the carpet dirty *but* the bed was unmade too.

On no account must you drink the local tap water.

Nowhere else in the world will you find such beautiful beaches.

Only in this way will you get to your destination in time.

So hot and humid was the climate *that* we kept the air conditioning on all the time.

Neither do I / *Neither* was he / *Neither* have we / *Neither* can they.

iii) Adverbial Expressions of Place Introduced by a Preposition. An adverbial expression of place introduced by a preposition may be put in **Position I** for emphasis and/or dramatic effect. This adverbial should be followed by the verb and then the subject.

On the ground floor was the dining room.

Next to the swimming pool is the sauna.

In the safe were our money and passports.

At the end of the corridor was the departure lounge.

EXERCISES

1. Adverbs and Adverbials in Position 1. Form sentences by putting these phrases in the correct order.

- a) arrived at Gate 12 / I / as the passengers / fortunately / started boarding
- b) and Greenland is icy / in fact / Iceland is green
- c) the Soviet Union / is / basically / what we used to call / the CIS
- d) preferred / to be honest / I / Naples to Rome
- e) the rainy weather / notwithstanding / she / still / some good photos / managed to take

2. Negative or Restrictive Adverbials in Position 1. Now complete these sentences in a logical way.

- a) Under no circumstances
- b) Not only but also.
- c) No sooner than
- d) So that
- e) Only in this way

5) DISCUSSION

Think about

(i) Christmas

(ii) New Year's Eve

(iii) The summer holidays

Explain, (a) where you usually go

(b) where you went last year

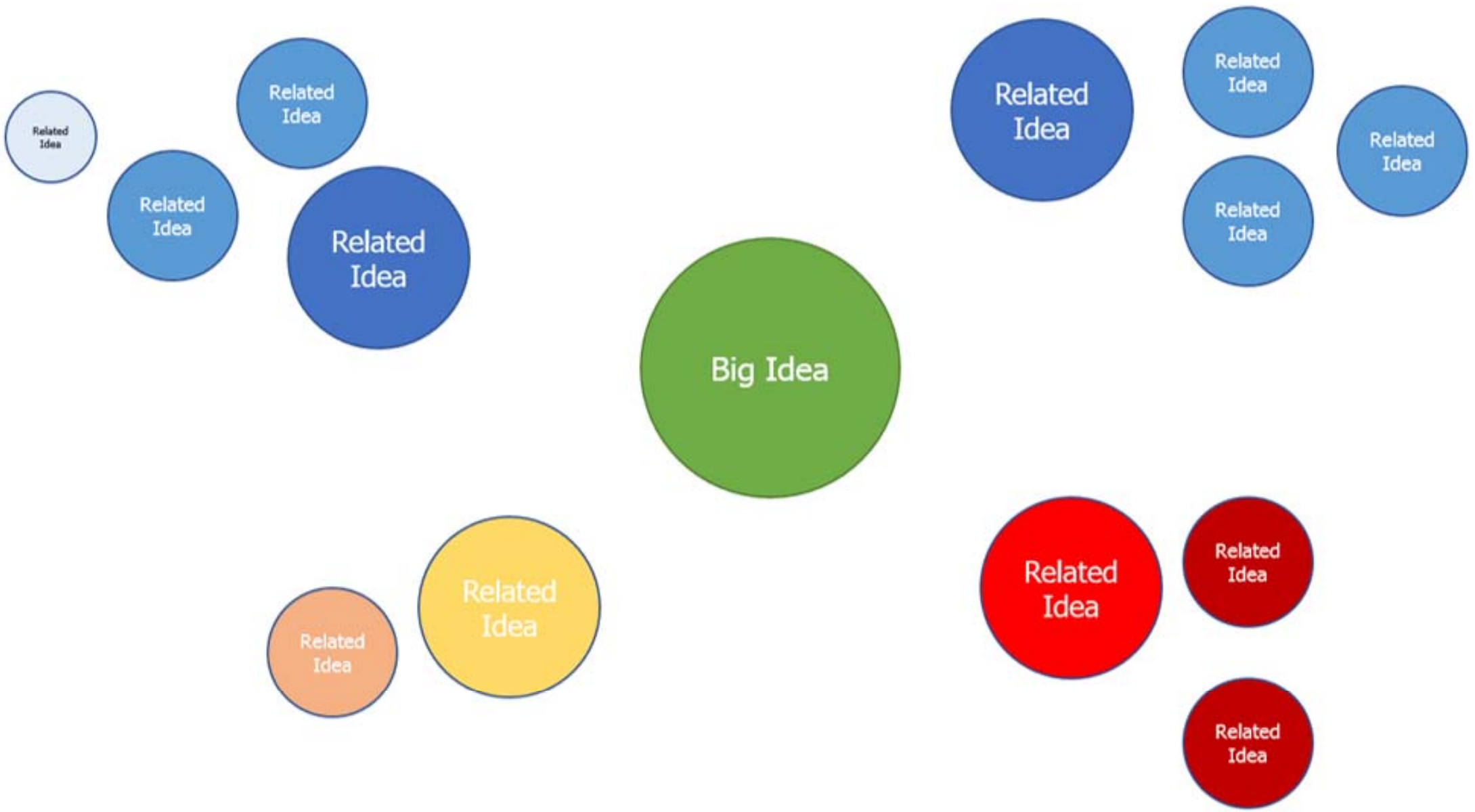
(c) where you will probably go this year

(d) where you probably won't go this year

6) PRACTICE ACTIVITY

Now put the words and phrases in brackets in the correct place in each sentence.

- 1) He speaks (fluently / Japanese).
- 2) He can (Korean / also / speak / very well).
- 3 He doesn't (have the chance / often / abroad / to go).
- 4 I worked (for many years / in Berlin / as a travel agent).
- 5) The driver parked (carelessly / outside the station / the taxi).
- 6) The safari began..... (at the entrance to the national park / punctually / at 10 a.m.).
- 7) Passengers should be (twenty minutes before departure / at the boarding gate / ready and waiting).
- 8) The train (usually / to London / late / was).
- 9) I have (about the cancellation / informed / already / the hotel).
- 10) I shall (my first visit / forget / to Chile / never).
- 11) She (remembers / always / the visitors' names).
- 12) You ought (about / told / never / to have / him / the risk of food poisoning).
- 13) The hotel staff were (very efficient / all / and polite).
- 14) My colleagues (to tidy up the after the beach party / all / lent a hand).
- 15) I (hate / really / working / on Saturdays / overtime).
- 16) Not only (the train delayed / was / also / it started raining / but).
- 17) "I don't like sushi." "....." (I / do / neither).
- 18) No sooner (at the café / than / had / the waitress approached me / I sat down).
- 19) You will (miss / probably / the plane).
- 20) You (get to the airport / won't / in time / probably).



First, watch this example of the Jazz musician, Jacob Collier, in action.

‘JACOB COLLIER: A GROOVE EXPLAINED | EFG LONDON JAZZ FESTIVAL PREVIEW’

<https://www.youtube.com/watch?v=hYQGTp0ZLbs>

Now watch this YouTube video clip about Jacob Collier and his extraordinary career:

‘Jazz Musician Jacob Collier’

<https://www.youtube.com/watch?v=XUfbj0ZF3HQ>



The singer, arranger, composer, producer, and multi-instrumentalist Jacob Collier (base) in London. He (bear) on 2 August 1994 and (grow) up in North London with his parents and two younger sisters. Music always (be) a way of life for Collier and his family. His mother, Susan Collier, (be) a music teacher, violinist, and conductor at the Royal Academy of Music, and she (make) sure that music was an integral part of family life from the beginning. Collier says, "We (sing) Bach chorales together as a family – it (be) so much fun."

His life (change) when he (borrow) his sister's iPad and started making multi-track recordings and videoclips. Since 2011, he (upload) homemade, multi-instrumental content to YouTube, releasing split-screen vocal arrangements of Stevie Wonder's 'Isn't She Lovely', 'Pure Imagination', and a multi-instrumental rendition of 'Don't You Worry 'bout a Thing'. After the last of these (go) viral on the Internet, his activities (catch) the attention of Quincy Jones, who (fly) Collier out to the Montreux Jazz Festival where he (meet) with him and Herbie Hancock.

At the same time, Ben Bloomberg, a PhD student at the MIT Media Lab, (send) Jacob a message, via Facebook, offering to collaborate with him to create and develop musical hardware and software for live performance. Over the following months, he and Collier (develop) the 'Novation' vocal harmonizer keyboard and (devise) a new and elaborate multimedia stage show.

By the summer of 2015, Collier's debut live solo show (tour) Europe and the US. The performance (involve) multi-media by pairing multi-instrumental loops with real-time 3D-capture video-loops in order to create a unique musical and visual experience. After he (perform) at Ronnie Scott's Jazz Club in London, he (feature) at the 2015 Montreux Jazz Festival.

Later that year, Collier (write), (arrange) and (produce) the album, 'In My Room'. The CD (record) and mixed in one three-month period in the music room of his family home in London, hence the title. In July 2017, after the record (win) two Grammy Awards, he (perform) at Fano's Jazz by the Sea festival and he (enjoy) it so much that he (return) to Fano in 2019.

TIMELINE: indicate the most important things you want to do in your life and when you intend to do them

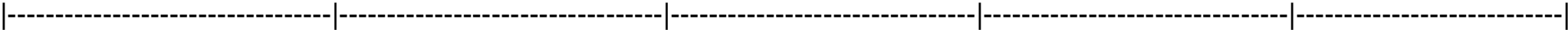
M
O
S
T

I
M
P
O
R
T
A
N
T

—

L
E
S
S

I
M
P
O
R
T
A
N
T



IN YOUR 20's IN YOUR 30's IN YOUR 40's IN YOUR 50's IN YOUR 60's

DESCRIBING A VIDEO CLIP

We usually use the simple present / present continuous / present perfect (active and passive) to describe the video clip itself and the simple past / past continuous / past perfect (active and passive) to explain what happened before then. Future consequences are often expressed using will/won't. You can use the following frame to describe what you see and hear:

The video clip is about

It starts where / who / when

Then

Next

After that

Finally / meanwhile

As for the future

SUMMARIZING DIALOGUE

| | | | |
|---|----------------|-----------------------|-----------|
| X | says | Y, on the other hand, | says |
| | thinks | | thinks |
| | believes | | believes |
| | explains | | explains |
| | apologizes for | | denies |
| | reveals | | insists |
| | predicts | | maintains |

They talk about / discuss...

X asks (not) to

X tells (not) to

X advises ... (not) to

X agrees with Y about/that....

X disagrees with Y about.....

X reminds about/that....

X threatens to

Y suggests

Y promises (not) to

Y warns (not) to

Y offers to

Y refuses to

Y decides (not) to

Y adds that

FUTURE CONSEQUENCES

So / therefore / as a result / in conclusion / thus...

X will / won't

If X (simple present) , Y (will / won't)

X will probably

Unless X (simple present) , Y (will)

X probably won't

If X (simple past) , Y (would / wouldn't)

So, if X ... (past perfect) , Y ... (would / wouldn't be)

EXAMPLE

Now watch this YouTube video clip about Jacob Collier: 'Jazz Musician Jacob Collier'

<https://www.youtube.com/watch?v=XUfbj0ZF3HQ>

One Small Room, One Big Talent

The video clip is about Jacob Collier, a young English musician **who** comes from London. **It starts** with a BBC journalist presenting the music room where Jacob Collier composes, arranges and performs his songs, and an example of one of his home-made multi-tracked videos. Jacob explains how important the room was for him, first as a child and then as a teenager, as a place to learn about and explore music, on his own. **Then** Jacob tells the journalist about how he creates and edits the videos he appears in on his sister's i-Pad and plays every instrument himself. **Next**, they talk about how one of his YouTube videos went viral and was seen by Quincy Jones, who became Jacob's mentor, and how his first album won two Grammy awards. **After that**, Jacob agrees to create a theme tune for the 'BBC Breakfast' TV programme and shows the journalist how it's done, overdubbing vocals, piano, bass, guitar and drums on his home studio. **Finally**, Jacob plays him the finished piece of music and the journalist reveals that Jacob is now touring with a special synthesizer which allows him to reproduce his songs in concert. **As for the future**, the journalist predicts that Jacob will continue to produce new music and new ideas in the music room at his mother's house.

VIDEO COMPREHENSION

1) Watch the following news report:

'Long queues and fuel rationing as Britain faces truck driver shortage'

<https://www.youtube.com/watch?v=qfp9Bdc2vXE>

VOCABULARY

| | | | |
|---------------|-------------|-------------|--------------|
| Truck / lorry | Petrol/gas | Retailer | Lines/queues |
| A shortage | Shop/outlet | HGV drivers | A spike |
| A crunch | | | |

2) Now answer the questions

i) Why are British petrol stations and supermarkets unable to meet consumer demand?

ii) Why is the UK government's decision to issue visas to foreign workers so surprising?

iii) Why is the opportunity to obtain a work visa for the UK time limited?

iv) What has prevented British HGV drivers from taking their driving tests?

v) How many foreign drivers will be permitted to work in the UK?

vi) How many drivers are necessary, according to the UK's Road Haulage Association?

vii) How many economies are larger than Britain's?

viii) What do potential HGV drivers want, according to the UK's Road Haulage Association?

ix) What will happen if the UK government does not resolve the crisis in the next ten days?

x) Is this purely a British problem?

3) Now try to summarize the content of the news report in 200-300 words.