

1 Studying overseas



Reading

- 1 Discuss these questions with another student.
 - Why do students go overseas to study?
 - What are the benefits of living and studying in another country? What are the difficulties that students experience?
- 2 Check the meaning of the following words and phrases. Which ones are benefits of living abroad, which ones are difficulties, which ones could be both?

experiencing a different lifestyle	a different climate	being independent
experiencing a new culture	missing friends and family	meeting new people
feeling lonely	the language barrier	feeling homesick
		a change in diet

Sample marketing text © Macmillan Publishers LTD
- 3 When people first arrive in a new country they often suffer from *culture shock*. What do you think this means?
- 4 Read the first paragraph of the text and see if you were right. Which of the difficulties from exercise 2 are mentioned?

What is culture shock?

'Culture shock' describes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study; it can be felt to a certain extent even when abroad on holiday. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the

important people in your life. These may include family, friends, colleagues or teachers: people you would normally talk to at times of uncertainty, people who give you support and guidance. When familiar sights, sounds, smells or tastes are no longer there you can miss them very much. If you are tired and jet-lagged when you arrive, small things can be upsetting and out of all proportion to their real significance.

- 5 According to the author there are many different causes of culture shock. Underline any you can find in the text.
- 6 What do you know about the climate, food, language, dress and rules of behaviour in Britain?

7 Now read the rest of the article and compare your ideas with the author's.

Climate

Many students find that the British climate affects them a lot. You may be used to a much warmer climate, or you may just find the greyness and dampness, especially during the winter months, difficult to get used to.

Food

You may find British food strange. It may taste different, or be cooked differently, or it may seem lighter or heavier than what you are used to.

Language

Constantly listening and speaking in a foreign language is tiring. Although you may have learned English very thoroughly, it is possible that the regional accents you discover when you arrive in the UK make the language harder to understand than you thought. People may also speak quickly and you may feel too embarrassed to ask them to repeat what they have said.

Dress

If you come from a warm climate, you may find it uncomfortable to wear heavy winter clothing. Not all students will find the style of dress different, but for others people's dress may seem immodest, unattractive, comical or simply drab.

'Rules' of behaviour

Every culture has unspoken rules which affect the way people treat each other. For example, the British generally have a reputation for punctuality. In business and academic life keeping to time is important. You should always be on time for lectures, classes and meetings with academic and administrative staff. Social life is a little more complicated. Arranging to meet and see a film at 8pm means arriving at 8pm. But if you are invited to visit someone's home for dinner at 8pm you should probably aim to arrive at about 8.10, but not later than 8.20. When going to a student party an invitation for 8pm probably means any time from 9.30pm onwards!

Glossary

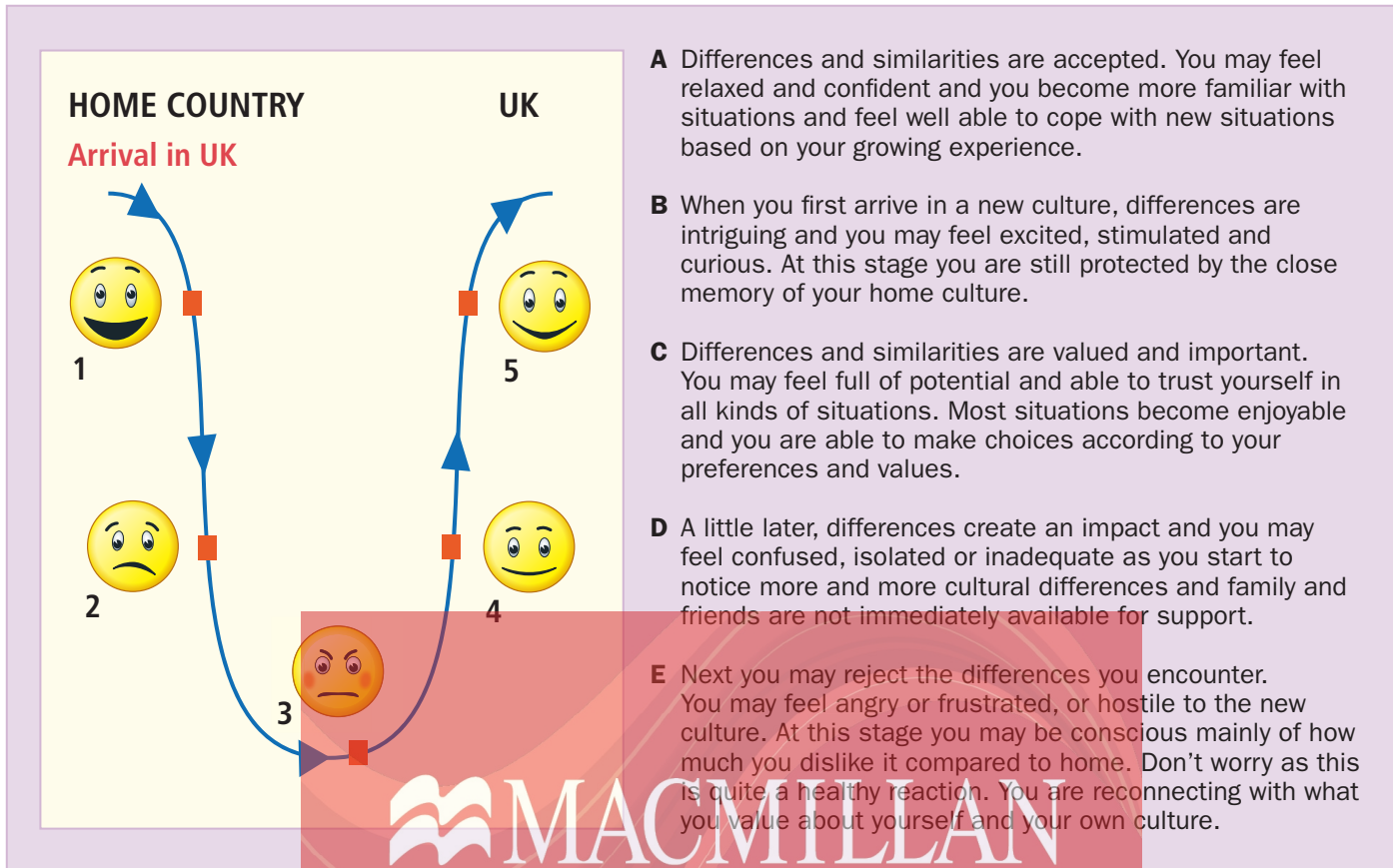
<i>dampness</i>	slight wetness in the air
<i>immodest</i>	clothing or behaviour that shocks or embarrasses some people
<i>comical</i>	funny
<i>drab</i>	dull or boring, colourless
<i>reputation</i>	the opinion that other people have about someone
<i>punctuality</i>	not being late

8 Are these aspects of culture similar or different in your country? Discuss with other students.

9 The adjectives (1-7) appear in the next part of the text. Match them to the definitions (a-g) and then check your answers in a dictionary.

- | | |
|--------------|--|
| 1 relaxed | a calm and not worried |
| 2 confused | b behaving in a very unfriendly or threatening way |
| 3 confident | c wanting to find out about something |
| 4 excited | d certain about your abilities and not nervous or frightened |
| 5 frustrated | e unable to understand something or think clearly about it |
| 6 curious | f very happy and enthusiastic because something good is going to happen |
| 7 hostile | g feeling annoyed and impatient because you are prevented from achieving something |

- 10 Look at the diagram showing the stages of culture shock marked 1–5. Now match the stages 1–5 with paragraphs A–E.



- A** Differences and similarities are accepted. You may feel relaxed and confident and you become more familiar with situations and feel well able to cope with new situations based on your growing experience.
- B** When you first arrive in a new culture, differences are intriguing and you may feel excited, stimulated and curious. At this stage you are still protected by the close memory of your home culture.
- C** Differences and similarities are valued and important. You may feel full of potential and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.
- D** A little later, differences create an impact and you may feel confused, isolated or inadequate as you start to notice more and more cultural differences and family and friends are not immediately available for support.
- E** Next you may reject the differences you encounter. You may feel angry or frustrated, or hostile to the new culture. At this stage you may be conscious mainly of how much you dislike it compared to home. Don't worry as this is quite a healthy reaction. You are reconnecting with what you value about yourself and your own culture.

Strategy

Read all the choices carefully and underline key words in the question (see first example). Eliminate answers which are clearly wrong. Make sure you can find the answer in the text and underline it, making a note of which question it answers.

Multiple choice

11 Choose the correct letter, A, B, C or D.

- 1 According to the writer, you may feel positive when you first arrive in a new culture because
- A you have no experience of this culture yet.
 B you are still thinking about your own country.
 C your family and friends are not with you.
 D you do not notice any differences to your own culture.
- 2 According to the writer, in stage 3 it is normal to feel
- A negative about the new culture.
 B frightened of asking for help.
 C worried about your health.
 D negative about your own culture.
- 3 This text was written
- A to advise international students returning home.
 B to advertise international study to students from around the world.
 C to warn international students of the dangers of living abroad.
 D to help international students who have just arrived in a new country.

- 12 Work in pairs. Discuss which country you would like to live or study in. What do you think you might enjoy about living there?

Adjectives ending in *-ing/-ed*

Adjectives can have two forms.

To describe how we feel:

I am bored because I have nothing to do.

To describe the effect something has on us:

This film is boring – there's no action in it.

1 Underline the correct alternative.

- 0 Have you ever had an embarrassing / embarrassed experience?
- 1 What is the most exciting / excited thing about living abroad?
- 2 What do you find frustrating / frustrated about learning English?
- 3 Do you think trying new foods is an interesting / interested experience?
Why/Why not?
- 4 What makes you feel relaxing / relaxed?
- 5 Which makes you most confusing / confused – English grammar or spelling?
- 6 Do you find visiting new places fascinating / fascinated? Why/Why not?

2 Ask your partner the questions. Give reasons and examples.

I had a very embarrassing experience on my first day in England. I got lost and was late for my first class. I was so embarrassed!

3 Respond to the situations using *-ed* and *-ing* adjectives. Choose from the adjectives in the box, using a dictionary to check meaning. There may be more than one possible answer.

annoyed/annoying disappointed/disappointing exhausted/exhausting
 frightened/frightening satisfied/satisfying shocked/shocking
 surprised/surprising

0 Your team lost the cup final.

Sample marketing text © Macmillan Publishers Ltd. I was very disappointed when my team lost the cup final.
my team lost the cup final.

- 1 You watched a horror film.
- 2 You finished painting your bedroom.
- 3 You did a 15 kilometre walk.
- 4 You passed an exam that you had expected to fail.
- 5 Your bus was very late.
- 6 You saw a young child smoking.

4 Tell your partner about the following. Try to use both *-ed* and *-ing* adjectives.

- a disappointing experience
- something you are frightened of
- something that you find very annoying
- a time when you were exhausted
- something that you find shocking

Listening

Exam information Listening: Section 1

Number of people: two (a dialogue)
Context: everyday social situation
Example situation: a student asking about accommodation, or someone telephoning to hire a car

IELTS Listening Section 1: Predicting answers

You are going to hear a conversation between a student, Li Cha, and a university admissions officer. Look at the form and answer these questions.

- 1 What are the speakers talking about?
- 2 What type of answers do you expect for questions 1–3, 5 and 6?
- 3 What type of answers do you expect for questions 4 and 7–10?

Questions 1–10

1 Listen and complete the form. Write no more than three words or a number for each answer.



Name: Li Cha

Tutor: Stephen Ennis

Age: 1 Class: 2

Start: 14th February Finish: 3

Lives in: 4 Mobile number: 5

Years of study of English: 6

Hobbies: 7, emailing friends, 8

University choice: 9

Future plans: work with 10

Language focus

Forming questions

See *Grammar and vocabulary bank* on page 150.

- 1 Look at the form and write questions.

1. What's your name?

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Name: 1 Age: 2

Nationality: 3

Years of study of English: 4

Hobbies: 5

Reason for taking IELTS: 6

Future plans: 7

- 2 In pairs ask each other the questions and complete the form.

Speaking

Exam information: Speaking: Part 1

In Part 1 of the Speaking module the examiner will ask you general questions about yourself.

IELTS Speaking Part 1

- 1 Correct the mistakes in these questions.

0 Are you work or study? *Do you work or study* ?

1 Where you live? ?

2 How often speak you English? ?

3 What do you in your free time? ?

4 Do you can speak any other languages? ?

5 How are you travelling to work/school? ?

6 When did you came to this country? ?

7 Do you have got any brothers or sisters? ?

8 Can you say me about your home town? ?

- 2 Interview your partner by asking the questions. Then report back to your class with information you found out in the last two activities.

Ahmed is from Saudi Arabia. He is 21 years old and has three brothers and a sister. He likes ...

Expanding answers

3 Look at these extracts from a Speaking Part 1 question. Which student gives the best answer? Why?

Examiner: *Do you work or study?*

Student A: *I'm a student.*

Examiner: *Do you work or study?*

Student B: *I'm doing a Business Foundation course in the UK because I want to go to university in October.*

TIP

In the exam it is better to give longer answers and extra information about the topic.

4 Look at the short answers (a–d) and match them to the questions in exercise 1.

- a In Birmingham.
- b Yes, three.
- c Yes, a brother and a sister.
- d In September.

5 Choose the most suitable extra information (1–4) for the short answers (a–d).

- 1 I have a younger brother who's still at school and my sister is studying law in the USA.
- 2 When I first arrived I was very nervous and I didn't understand anything but I soon made friends and settled down.
- 3 I share a flat with some friends. It's great because it's near the city centre.
- 4 I speak Arabic with my family but I had to learn French at school and I also speak a little Spanish.

Giving reasons and examples

6 Ask your partner the following question:

Why are you learning English?

Look at the following sample answers and the words used to give reasons.

- 1 *Because* it will give me the chance speak more to people from other countries.
- 2 *Sample marketing* will help me to get a better job in the future.
- 3 *So that* I can go to university in the UK.
- 4 *The reason* I am studying English *is that* I really enjoy learning other languages.

7 How could you expand your answers to give more information? Match the sentences (a–d) below to the answers (1–4) above.

- a I really want to work in business.
- b I also speak Arabic and Urdu.
- c It will help me communicate wherever I go.
- d At the moment I'm doing a 1-year Foundation course.

Practice

Ask and answer the questions with a partner, giving reasons for your answers.

- Do you prefer arts or science subjects?
- Do you think your country is expensive to live in?
- Do you like the climate in this country?
- Which country would you most like to live in: Australia or USA?
- Which sports do you like playing most?
- What other activities do you enjoy doing in your free time?

IELTS Writing Task 1

- 1 Discuss these questions in small groups. Give reasons and examples.
 - 1 Which are the most popular countries for students to study overseas?
 - 2 Which countries do most overseas students to the UK come from?
 - 3 Which subjects do you think are most popular with international students in the UK?
 - 4 Have numbers of applications to UK universities gone up or down in recent years?

Exam information
Writing: Task 1

You may be asked to describe, summarize or explain a chart, diagram, table or graph.

Number of words: at least 150
Time allowed: 20 minutes

Understanding visual information

- 2 Look at diagrams 1–4 to see if you were right. Which diagram provides information that answers each question?
- 3 Look at diagrams 1–4 and identify which one is:
 - a a pie chart
 - b a line graph
 - c a bar chart
 - d a table

Figure 1 Applicants to UK Universities 1994–2009

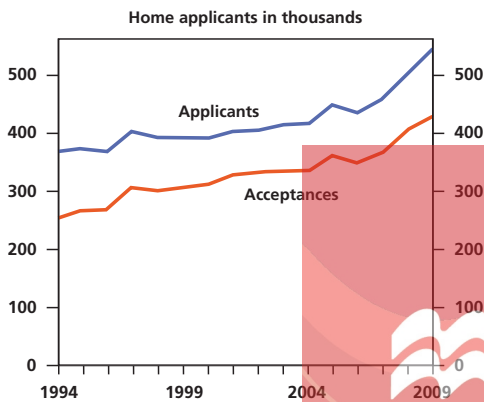


Figure 3 Country of Origin for Higher Education Students in the UK 2008–9

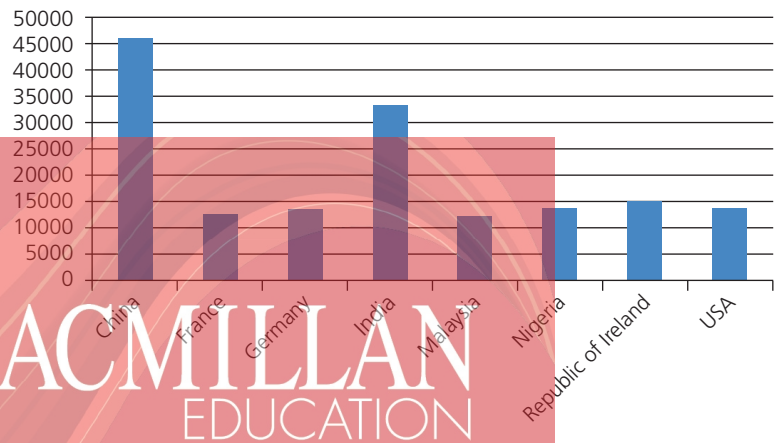


Figure 2 Global Destinations for International Students at Tertiary Level 2006.

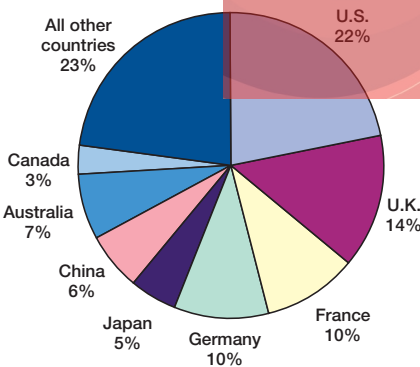


Figure 4 International Student Numbers by Subject Area 2009/10

International students in HE 2009/10 by subject of study	No of international students	% in subject who are international
Business & administrative studies	116,190	33%
Engineering & technology	50,880	32%
Social studies	33,620	16%
Computer science	24,655	24%
Languages	24,145	17%
Subjects allied to medicine	22,795	7%
Creative arts & design	21,410	12%
Law	19,045	20%
Biological sciences	17,545	10%

TIP

Make sure you understand what the diagram shows.

- 4 Choose the best alternative from the words in *italics*.

Figure 1

- 1 The number of student applications *increased/decreased* in the period 1994–2009.
- 2 Between 2005 and 2006 the number of applications *rose/fell*.

Figure 2

- 3 Around a *half/quarter* of all students go to the USA to study.
- 4 China is *more/less* popular than Australia for international students.

Figure 3

- 5 The number of students from China is much *greater/smaller* than those from other countries.
- 6 Just *under/over* 35,000 students came from India to study in the UK.

Figure 4

- 7 The number of international students studying Social Studies was *higher/lower* than the number studying Languages.
- 8 The *most/least* popular subject is Business and Administrative Studies.

5 Now complete these sentences using words or phrases from the box. Refer to Figures 1–4.

a quarter decreased just over higher least popular more popular rose lower

- 1 The UK is than France for overseas students.
- 2 The number of Irish students in the UK is than the number from the United States.
- 3 The subject for international students was Biological Sciences.
- 4 Between 2008 and 2009 the number of applicants to UK universities
- 5 Just under of students go to other unnamed countries.
- 6 The number of applicants to UK universities in the period 1997–8.
- 7 There were 45,000 Chinese students studying at university in the UK.
- 8 The number of students studying Computer Science was than the number studying Engineering and Technology.

The opening paragraph

6 Look back at the line graph in exercise 3 and read the exam instruction below.

The graph below shows the number of students who applied and were accepted at UK universities between 1994 and 2009.

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

Read the opening paragraph and choose the correct alternatives from the words in *italics*. One or two correct answers may be possible.

The graph (1) *shows/is showing/showed* the number of applications and acceptances at universities in the UK in the (2) *time/period/years* 1994–2009. (3) *During/At/From* this period student applications (4) *went up/increased/rose up* and the number of acceptances had a similar (5) *line/pattern/trend*.

7 Discuss these questions with a partner.

- 1 Which tense is used in the first sentence?
- 2 Is the information and words used in the first sentence the same as in the exam instruction?
- 3 Which tense is used in the second sentence? Why?
- 4 Does the second sentence contain general information about the graph or specific details?
- 5 What kind of information will the next paragraph contain?

Practice

8 Write a similar opening paragraph for one of the other diagrams in exercise 3. When you have finished, look at the model answers on page 160.

TIP
The opening paragraph should contain general information, but don't copy the words in the diagram. Try to describe what the diagram shows in your own words.

Speaking

Exam information Speaking: Part 2

In Speaking Part 2 the examiner will give you a topic on a card. You have one minute to prepare a talk and make notes on this subject. You have to speak for 1–2 minutes. The examiner will then ask you one or two questions on the topic.

IELTS Speaking Part 2

- Discuss with a partner:
 - Which subjects did you study at school?
 - Which subjects did you enjoy? Which did you dislike? Why?
- Now look at the exam information and the following task.

Part 2

Describe a subject that you enjoyed at school.

You should say:

- what the subject is
- how long you studied it
- why this subject is useful

and explain why you found this subject enjoyable.

- Further questions:
 - What do you like most about this subject?
 - Do you think you will use this subject in your future work or studies?

Listening

Exam information Listening: Section 2

Number of people: one (monologue)
Context: everyday social situation
Example: a tour guide talking about a museum visit, a talk about facilities in a university.

IELTS Listening Section 2

- You are going to hear Professor Gooding, a New Zealander, talking about her experiences of living in Indonesia, Egypt, Finland, Japan and China.
 - What do you think she liked about living in these countries?
 - What do you think she found difficult?

Summary completion

Questions 1–4

- 1.2 Listen to the first part of the talk and complete the sentences below. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.

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The talk was organized by the (1) Students' Society.

The subject of Professor Gooding's talk is her experiences of (2)

Her age was (3) when she first left New Zealand.

She was especially (4) by Indonesian architecture.

Table completion

Questions 5–10

- 1.3 Listen to the second part of the talk and complete the table.

Complete the table below as you listen. Write NO MORE THAN THREE WORDS for each answer.

Country	Positive point	Difficulty
Indonesia	5	looking different/being tall
6		extreme heat
Finland	cross-country skiing	7
8	could speak the language	9 couldn't
China	satisfying job	10 couldn't

Dependent prepositions

2 After many adjectives, verbs and nouns we use a preposition. Complete the following sentences from exercise 1 with the correct preposition. Then listen to Professor Gooding again and check your answers.

- 0 I was interested *in* learning all about the country.
- 1 I was particularly fascinated the architecture.
- 2 Life in Indonesia is very different life in New Zealand.
- 3 I'm very keen spicy food.
- 4 I was pretty good cross-country skiing.
- 5 I was a bit nervous going to a country where I couldn't read anything.
- 6 He was really enthusiastic his work.

3 Look at sentences 0 and 5 in exercise 2. What happens to the form of the verb after a preposition?

4 Fill in the missing dependent prepositions in the table below.

Three countries you are interested visiting.	1
A culture you are fascinated	2
A country where life is very different your own.	3
A country you wouldn't be keen visiting.	4
A language you'd be enthusiastic learning.	5
A city you'd be nervous visiting.	6

5 Work in small groups. Roll a dice and look at the sentence with this number. Then talk about it for 30 seconds.

Countable/uncountable nouns

See *Grammar and vocabulary bank* on page 150.

1 Look at the nouns in the box below and answer the questions.

- 1 Which nouns are countable and which are uncountable?
- 2 Which of the countable nouns are singular and which are plural? Add them to the table below.

accommodation advice children country homework information language
luggage people sports students subjects university weather

Countable		Uncountable
Singular	Plural	

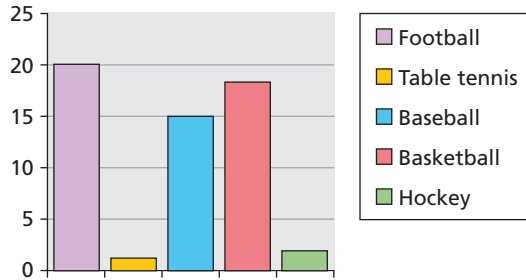
2 Correct the mistakes in the sentences below (one of the sentences is correct).

- 1 Ahmed speaks four language.
- 2 Accommodation are very expensive in London.
- 3 The tutor gave me a very good advice.
- 4 The bar chart shows the population of four different country.
- 5 The weather in July is usually better than this.
- 6 I went to the library to get some more informations about the topic.
- 7 Team sports such as football and rugby is very popular in this country.
- 8 When I came to the UK I had a lot of luggages.

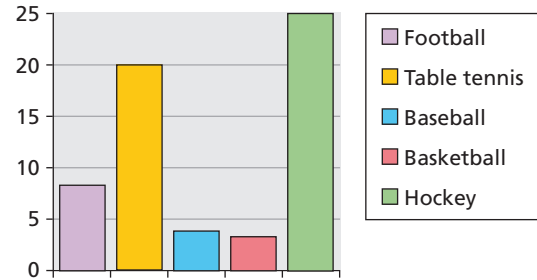
Quantifiers

- 3 A class of students conducted a survey into which sports they enjoyed playing and watching. The bar charts show the results.

Sports students enjoyed watching



Sports students enjoyed playing



Look at the sentences describing the bar charts and correct the mistakes with quantifiers in each one. Check your answers by looking at the *Grammar and vocabulary bank* on page 150.

- 0 A lot of student likes playing table tennis. *A lot of students like playing table tennis.*
 - 1 The students spend much time watching football.
 - 2 Majority of the students prefer watching football to playing it.
 - 3 Some of students like playing basketball.
 - 4 The students don't spend many time playing basketball.
 - 5 A number of students who play table tennis is larger than a number who play football.
 - 6 The large number of students enjoy watching football.
 - 7 Several of the student don't play any sports.
 - 8 Most of students prefer playing table tennis to watching it.
- 4 Use the charts to write three more sentences about hockey and baseball using these quantifiers.

a/the number of a lot of many most (of)
 much several (of) the majority of some (of)

Note: *Lots (of)* is rather informal, and not suitable for academic writing.

Practice

- 5 In groups, carry out a class survey to find out information about your classmates: for example, what subjects they would like to study in the future, sports they enjoy, countries they would like to visit, or your own ideas.

- 6 Collate your results in a table like this:

Subject	Number of students
Business	9
Law	2
Medical related	3
Engineering	5

- 7 Use the information from your table to draw a bar chart. Write an opening statement, eg:

The bar chart shows ...

Write sentences about the data, for example

The most/least popular ...

Use percentages (60%) or fractions (*half, a quarter*)

Use quantifiers (*most, a number of*)

- 8 Present your findings to the rest of the class.

Identifying parts of speech

See *Grammar and vocabulary bank* on page 150.

- 1 Read this paragraph from the text on culture shock and find an example of each of these parts of speech from the underlined words in the text. Can you add another example to each group?

a verb	a noun	an adjective	an adverb	a preposition
	an article	a conjunction	a pronoun	

Constantly listening and speaking in a foreign language is tiring. Although you may have learned English very thoroughly, it is possible that the regional accents you discover when you arrive in the UK make the language harder to understand than you thought. People may also speak quickly and you may feel too embarrassed to ask them to repeat what they have said.

- 2 An understanding of the parts of speech is useful in building your knowledge of word families. eg *meet* (verb), *a meeting* (noun).

Complete the table with the missing verbs or nouns. Either the noun or verb form appears in Unit 1.

Noun	Verb	Noun	Verb
advice			invite
	inform	experience	
	arrive		choose
education			apply

- 3 Use one of the words in the box to complete the sentences.

- 1 Living overseas can be an exciting
- 2 We would like to you to attend an interview next week.
- 3 I'm not sure whether to study at home or overseas; it's a difficult
- 4 When you first in a new country it is common to suffer from culture shock.
- 5 people marketing for the job you need to complete this form.
- 6 Most parents want to give their children a good
- 7 Your tutor will you on how to write this assignment.
- 8 We are pleased to you that you have passed the course.

Collocations

Collocations are words that are commonly used together, eg: verb + noun *take an exam*, adjective + noun *a final exam*.

Adjective–noun collocations

- 4 Match each of the nouns with two of the adjectives in the box to make collocations.

first	full-time	higher	home	host	official	secondary	undergraduate
-------	-----------	--------	------	------	----------	-----------	---------------

- 0 *full-time* student
- 1 education
- 2 language
- 3 country

- 5 Complete the sentences with one of the collocations from exercise 4.

- 1 My is Hindi but I also speak English and Urdu.
- 2 When living overseas you should respect the customs of your
- 3 Most gain a degree after three year's study.
- 4 IELTS is an exam taken by students who want to enter

Check your answers in the *Macmillan Collocations Dictionary*. Use the dictionary to find one more collocation for each of the nouns.

