

Unit 1 Starting somewhere new

Starting off

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

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

2 Now discuss these questions.

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

Listening Section 1

Exam information

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

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

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

International Social Club

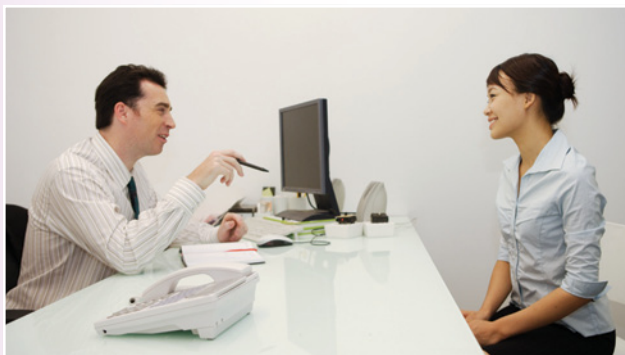


Meet people from around the world at the International Social Club!

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



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



Questions 1–5

Complete the form below.

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

International Social Club

Application form

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

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

Exam advice Form completion

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

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

Questions 6–10

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

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

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

Exam advice Multiple choice

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

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

Reading Section 1

Exam information

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

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

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



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

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

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

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

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the “honeymoon” stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the ‘rejection’ stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as ‘adjustment and reorientation’. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls’s model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

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

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

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

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

Questions 1–6

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

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

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

Exam advice True / False / Not Given

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

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

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

Questions 7–13

Complete the table below.

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

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

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

8 Work in small groups.

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

Exam advice Table completion

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

Vocabulary

Problem or trouble? Affect or effect?

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

trouble or problem?

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

*Tell me what the **problem** is.*

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

Trouble means 'problems, difficulties or worries' and is used to talk about problems in a more general way. **Trouble** is almost always uncountable, so do not use the determiner **a** before it.

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

affect or effect?

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

*Pollution seriously **affects** the environment.*

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

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

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

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

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

Speaking Part 1

Exam information

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

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



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

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

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

3 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.

- 1 Well, I think the people here are very friendly and I've made a lot of new friends.
- 2 Well, I'm not too keen on flying because you spend too long at airports.
- 3 I find it hard being away from my family and not seeing my friends.
- 4 I've been here since I came to university, so for about two years.

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

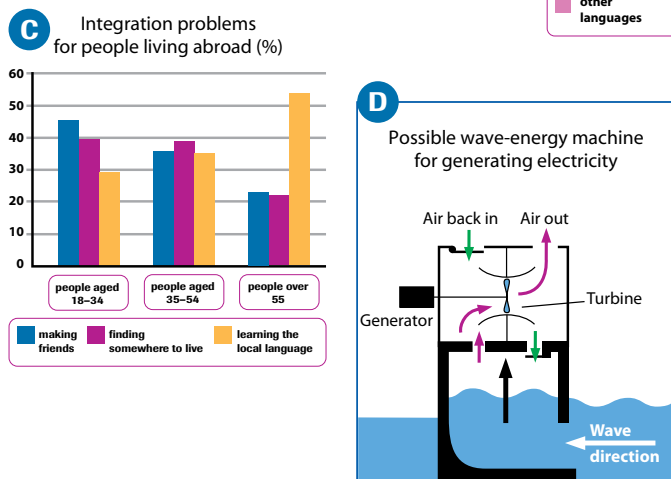
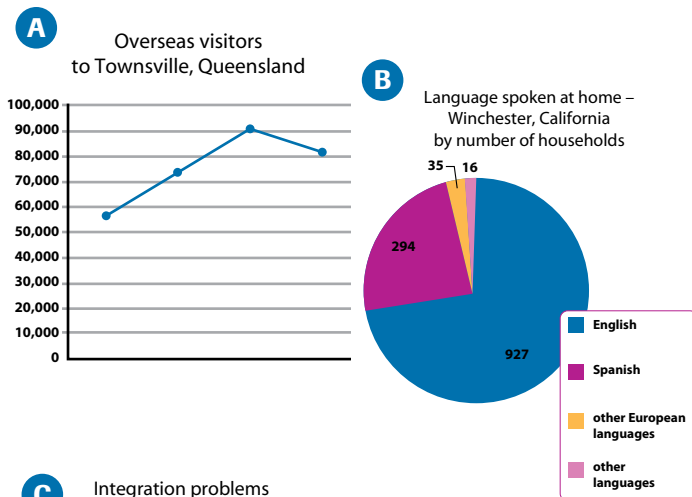
Writing Task 1

Exam information

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

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

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



E Broadlands Language School

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

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

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

Which word(s) ...

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

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

B and the languages / in Winchester, California, / The chart shows / the number of households / which people speak there

C according to age / how the problems vary / into a new country and / The chart shows / the difficulties people have / when they integrate

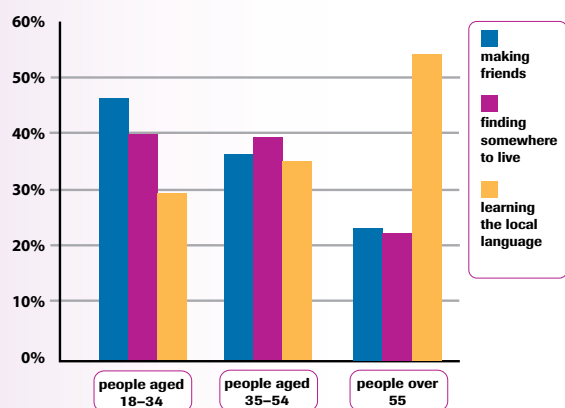
4 Work in pairs. Write your own introductory sentences for the diagram (D) and the table (E).

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

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

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

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

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

6 Read the sample answer below to the Writing task.

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

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

The greatest problem for young people aged 18 to 34 is forming friendships, a problem experienced by 40 percent of the people in this age group. However, only 30 percent of 35- to 54-year-olds find it hard to make friends, while even fewer people over 55 (23 percent) have this problem.

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


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

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


 page 16 *Key grammar: Making comparisons*

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

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

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

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

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

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

Exam advice *Chart summary*

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

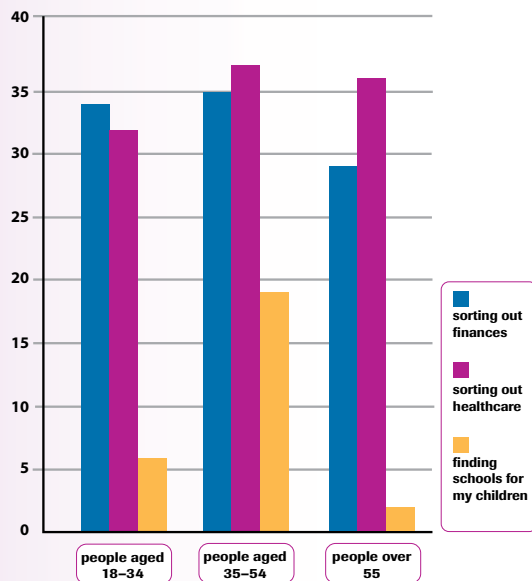
10 Work in pairs. Look at the Writing task below.

- 1 What does the chart show?
- 2 What information would you put in your introductory sentence?
- 3 What is the biggest problem for the middle age group? What percentage of them experience this problem? How does this compare with the other age groups?
- 4 Which age group seems to have the most problems related to money? How does this compare with the other age groups?
- 5 Which group has the most problems finding a school for their children? And which has the least?
- 6 In general, which group has to deal with the most problems?

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

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

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

11 Write a brief plan for your summary.

- How many paragraphs will you need?
- What information will you include in each paragraph?

Write your answer to the task in at least 150 words. Use the sample summary in Exercise 6 to help you.

Key grammar

Making comparisons

1 Match the rules for making comparisons (1-4) with the examples from the sample summary from Exercise 6 (a-d).

- a *easier* 3
- b *higher*
- c *the greatest*
- d *the most problematic*

- 1 Form comparatives of adjectives with one syllable by adding *-er*.
- 2 Form superlatives of adjectives with one syllable by adding *the -est*.
- 3 Form comparisons and superlatives of adjectives with two syllables ending in *-y* by changing *y* to *i* and adding *-er* and *-est*.
- 4 Form comparisons and superlatives of adjectives with more than one syllable by adding *more* and *the most*.

page 100 *Making comparisons*

2 Complete these sentences by putting the adjective in brackets into the correct form.

- 1 Learning the language is the most important (*important*) thing for people going to live in a new country.
- 2 Many people find making friends (*hard*) than finding a job.
- 3 Local people are often (*friendly*) than you expect.
- 4 If the climate is (*warm*) or (*cold*) than at home, it affects the way people feel about their new country.
- 5 (*old*) people are often (*good*) at making friends than younger people.

3 IELTS candidates often make mistakes with comparisons of adjectives and adverbs. Find and correct the mistakes in each of these sentences.

- 1 I can read English ~~easier~~ than before.
more easily
- 2 Living in the country is the better way to learn the language.
- 3 Travelling is becoming more clean and safe.
- 4 The most highest percentage appeared in 1991.
- 5 Workers' salaries got worsen in the year 2001.
- 6 I want to study abroad so that I can get a more well job in the future.