

# Unit 1



## International student

**Themes:** exchange programmes, grants and funding, orientation day

**Passages:** international students and changes in higher education

**Language study:** present tenses, present perfect and present perfect continuous, describing change

**Express yourself:** names and spelling, meeting people, importance

**IELTS strategies:** predicting

### Vocabulary

**educational finance:** *grant, scholar, eligible, to fund, applicant*

**characteristics:** *determined, independent, intelligent, motivated, organised, respectful, enthusiastic, lazy, motivated, spoilt, bright, hardworking, demanding*

### Background reading

A number of grants and awards are available for students who would like to study abroad. Perhaps the most well-known programmes are the Chevening programme, run by the British government mainly for students who wish to do a postgraduate degree; the Fulbright Fellowships, an American programme for both undergraduate and postgraduate students; and the Erasmus programme, run by the European Union and restricted to European students only.

Individual universities also give grants and awards to help students study at that university and it can be worthwhile contacting the university or university department to see if funding is available.

## Exchange

This section introduces the unit and gives practice in listening test parts 1 and 2 and the speaking test.

### 1 Work in pairs. Ask each other the questions.

Go over the questions with the students and have them discuss them. At the end of the discussion, get the answers from one or two pairs.

### 2 Read the passages and match the scholarships with the places below.

Refer the students to the places in the box then ask them to read the passages and match the programmes with the places.

#### Answers

**Chevening programme:** United Kingdom  
**Fulbright Fellowships:** United States of America  
**Erasmus:** European Union

Now read the passages again and answer the questions.

#### Answers

- 1 Chevening and Fulbright
- 2 Chevening
- 3 Erasmus
- 4 They need to show that they have a place at a university.

### 3 Read the passages again and match the words below with the definitions.

Go over the words with the students and explain that they are to do with finance at university – specifically applying for money. Have the students match the words with the definitions.

If you wish, you may want to practise the pronunciation of the words, especially *eligible*, /'elɪdʒəbl/. Other words you may wish to introduce and focus on are: *award, exchange, bursary, fee* and *scholarship*.

#### Answers

- |            |             |
|------------|-------------|
| 1 eligible | 3 grant     |
| 2 fund     | 4 applicant |

#### 4 Work in pairs. Discuss which questions applicants may be asked in an interview for a scholarship in the UK.

Go over the questions with the students.

Put the students in pairs and have them discuss which questions may be asked in an interview for a scholarship.

#### Suggested answers

- |                |       |
|----------------|-------|
| 1 yes          | 4 yes |
| 2 yes          | 5 no  |
| 3 probably not | 6 yes |

#### Now write two more questions that could be asked.

Ask the students to think of two more questions that may be asked in an interview for a scholarship. If you wish, you may like to put the students into pairs to do this. At the end of the activity you could write the students' questions on the board in preparation for activity 5.

#### 5 1.2 Listen to an interview and complete the application form.

Go over the application form with the students and ask them to listen for detail and complete it.

Note: students will not be asked to give personal information in the speaking test, but such information is often part of the listening test and this activity is to help prepare students for this.

#### Answers

- |             |                    |
|-------------|--------------------|
| 1 Kiliçoğlu | 5 Daire 11D, 1738  |
| 2 Füsün     | Caddesi, Karşıyaka |
| 3 Ms        | 6 biomedicine      |
| 4 single    | 7 higher diploma   |

#### 1.2 Now listen again and answer the questions in activity 4.

Refer the students back to the questions in activity 4 and the questions they wrote. Ask the students to listen again and write the answers to the questions in activity 4 they hear.

#### Answers

- 1 A degree in biomedicine, a higher diploma in bioengineering.
- 2 The course is different from bioengineering and contains a module in management.
- 3 Not asked.
- 4 It will help her move into management and bring back the newest ideas in her subject.
- 5 Not asked.
- 6 The course is one of the best in Europe, she is not too far from home, she can improve her English and visit the country.

## Express yourself: names and spelling

Students will encounter these phrases in a number of situations:

- in the listening test (saying and spelling names is a regular feature)
- in the classroom (they may need to spell their name for another student)
- if they go to an English-medium university or college.

Note: spelling names is not part of the speaking test.

#### Decide which expressions we use for (a) spelling names and (b) talking about names.

If you wish, you could ask the students if there are any letters or characters in their language that speakers of other languages may have difficulty spelling or saying, or if some names have shortened forms.

#### Answers

spelling names: that's c with a dash underneath it, g with a line above it, the u has two dots above it, i without the dot

talking about names: You can call me Chris if you like. people call me Liz; It's short for Christopher.

#### Additional activity

If you wish, you may wish to teach: *nickname*, *adopted name* (many students often take English names to make life easier for other students), *middle name*.

You could also ask the students whether their name means anything. For example, in Turkish *Füsün* means *magic spell*, while *Kiliçoğlu* means *son of the sword* (*kiliç* = sword, *oğlu* = son).

#### 1.3 Now listen and practise.

Play the recording and have the students practise the expressions paying attention to stress and intonation.

#### 6 Work in groups. Students A and B, turn to assignment 1.1 and interview Student C. Student C, answer the questions.

Remind the students of the interview in the listening passage and tell them that they are going to conduct an interview for a scholarship. Ask Students A and B to turn to the questions in assignment 1.1; if you wish you could ask them to think of one or two more questions. Put Students A and B together with Student C and have them interview Student C.

#### Now change roles.

At the end of the first interview, ask the students to change roles so that all the students have the chance to interview and be interviewed. When the activity is over you could ask the students who got the scholarship and why.

## Language study: present tenses

### 7 Study the examples and explanations.

This section reviews grammar from the previous level and extends it to deepen the students' understanding.

Explain that we use the present simple to talk about things that are generally true (*There are 12 months in a year.*), situations that we think will continue for a long time (*I live in the capital city.* – we do not think this will change for a long period of time, contrast this with *I am living in halls of residence.* which implies that the speaker only sees themselves there for a short period) and things that happen regularly (*Classes start at 10.30.* – usually something with a timetable).

Explain that we use the present continuous to talk about things that are temporary actions or happening as we are speaking. We often use the present continuous to talk about courses, which are temporary for a fixed period of time.

Students are introduced to two features of English grammar: stative versus dynamic verbs, and transitive and intransitive verbs. Stative verbs, which we often use for senses or thoughts, are usually not used with the present continuous which is more usually used with dynamic verbs. Intransitive verbs are verbs that do not require an object, whereas transitive verbs usually require an object. Remind the students that a good dictionary will tell them which verbs are stative, transitive or intransitive. If you wish, play the passage again for students to listen to the examples.

Now correct the mistakes.

#### Answers

- A: Do you live in Izmir too?  
B: Yes, I ~~am living~~ **live** in Bornova.
- A: My first name is Luis.  
B: I'm sorry, could you repeat **that**?
- A: Bioengineering is really three subjects together – engineering, medicine and biology.  
B: I'm ~~thinking~~ **I think** I understand.
- What course ~~do are~~ you ~~take~~ **taking** at the moment?
- A: Do you want a coffee or a tea?  
B: Thanks, ~~cold water~~ I'd prefer **cold water**.

### 8 Work in pairs. Ask each other why you are studying for IELTS and what score you need.

At the end of the discussion, get the answers from one or two pairs.

→ **Further practice:** *Achieve* IELTS Workbook Unit 1 Language study, Study skills

## Listening

### IELTS tasks: table completion; diagram completion; multiple-choice questions

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

#### 1 Work in pairs. Discuss what new students need to know on the first day of a course.

Put the students in pairs and ask them what kind of things they would like / need to know at the beginning of a new course, for example what facilities are on campus, how long the course lasts, who to speak to in case of problems. At the end of the discussion, get the answers from one or two pairs.

#### 2 Read the table and find words that mean ...

Go over the definitions with the students. Ask them to read the orientation day programme and find the words for the definitions. You may wish to check the students' understanding of: *mayor, onwards, departmental, co-ordinator* and *representative*.

#### Answers

- |               |                   |
|---------------|-------------------|
| 1 orientation | 4 refectory       |
| 2 venue       | 5 Vice Chancellor |
| 3 sponsor     |                   |

#### Background reading

The person in charge of a university in the UK and Australia is the Vice Chancellor; the Chancellor is a position usually given to a well-known person such as a politician or academic who has some connection to the university or the city. The Chancellor's role is to act as the representative of the university, whereas the Vice Chancellor is responsible for the day-to-day running of the university. Part of his or her job is to welcome new students to their university with an address to all freshers (or new students). At some universities the mayor of the city will be at the meeting to welcome students.

#### 1.4 Now listen to a conversation and complete the table.

Ask the students to read through the table before they hear the listening passage.

#### Answers

- main hall
- 11.00 (it lasts for one hour)
- seminar room 2
- course administrator (also accept *members of staff* and *Professor Heanue*)
- lunch
- other international students

### 3 1.4 Listen again and label the plan.

Go over the plan with the students and explain any new words, for example *cluster room* – a room with several computers and *buffet* – a place where people can buy snacks and drinks.

#### Answers

- |                       |                       |
|-----------------------|-----------------------|
| 1 student common room | 4 seminar room 2      |
| 2 main hall           | 5 departmental office |
| 3 laboratories (labs) |                       |

Now answer the questions.

#### Answers

- 1 The mayor.
- 2 They will meet her a number of times during their studies.
- 3 The department, course, course work and academic life (in Britain).

## Express yourself: meeting people

Read the expressions and underline the stressed words.

Go over the phrases with the students and explain that they are all expressions we use to introduce ourselves and reply to introductions. Explain that these are all quite formal phrases. Ask the students to underline the stressed words.

#### Answers

- Let me introduce myself . . .
- Perhaps you could introduce yourselves.
- Nice to meet you.
- Pleased to meet you too.
- It's a pleasure to meet you.

### 1.5 Now listen and practise.

Play the recording and ask the students to listen and practise the expressions, paying attention to stress and intonation.

If you wish, you could play the recording once for the students to check their answers, then have them listen again and practise.

### 4 Complete the sentences with *Do* or *Don't*.

Go over the notes with the students and ask them to decide which things they should or shouldn't do. If you wish, you could put the students in pairs to check their answers before they listen to the recording.

#### Answers

- |         |      |         |      |
|---------|------|---------|------|
| 1 Do    | 3 Do | 5 Don't | 7 Do |
| 2 Don't | 4 Do | 6 Don't | 8 Do |

### Background reading

This activity helps the student to understand the academic culture of Anglo-American style education, which may be very different from the students' own academic culture. The emphasis is on students taking responsibility for their own learning, doing their own research, thinking critically about what they have read, comparing information with other sources, paraphrasing and summarising this and forming their own opinions about it. Tutors and lecturers are there to guide students rather than provide the students with knowledge. Taking an active role in their own learning will, of course help them to succeed in IELTS too. Many international students like to record their lectures, especially when they first arrive at university so they can listen to them again for anything they did not understand. Lecturers usually do not mind this, but the students should always ask the lecturer whether they can record the lecture before the lecture begins. Many universities now also offer recorded lectures online for students to listen to.

### 1.6 Now listen to a talk and tick the things you hear.

#### Answers

Students hear: 1, 2, 4, 7 and 8

### 5 1.6 Listen again and choose a–c.

Go over the multiple-choice questions with the students. Play the recording again and have the students choose the correct answers.

#### Answers

- 1 a      2 c      3 a      4 c

### 6 Work in pairs. Ask each other the questions.

Go over the questions with the students and have them discuss them. At the end of the discussion, get the answers from one or two pairs. This is a good opportunity to find out what things students would like to do to improve their study skills and perhaps provide some time to help them in this.

→ **Further practice:** *Achieve* IELTS Workbook Unit 1 Listening

# Speaking

## IELTS tasks: part 1, introduction

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

### 1 Match the words below with the definitions.

Go over the words with the students and explain that they are all ways of describing a person's character. Have the students match the words with the definitions.

#### Answers

- 1 independent
- 2 organised
- 3 motivated
- 4 determined
- 5 respectful
- 6 intelligent

### 1.7 Now listen to a conversation and tick the words you hear.

#### Answers

Students hear: organised, intelligent, motivated, determined

## Express yourself: importance

Read the phrases and underline the words that mean *important*.

Explain that these phrases are commonly used in talks and lectures and they will come across them in the listening test.

#### Answers

significant    essential    important    vital  
fundamental    crucial    main (thing)

### Now work in pairs and check your answers.

Put the students in pairs and have them discuss their answers. Tell them that they will practise the pronunciation of the phrases in the next activity.

## Pronunciation

2 Circle the stressed words in the phrases in *Express yourself: importance*.

Refer the students back to the expressions in *Express yourself* and have the students circle the stressed words.

## Answers

other characteristics are more significant  
I think that's absolutely essential  
It's really important to be organised  
the vital thing is motivation  
Organisation and motivation are fundamental  
to good learning  
the crucial factor is determination  
isn't intelligence the main thing

### 1.8 Now listen and practise.

Play the recording again and have the students practise the expressions, paying attention to stress and intonation.

→ **Further practice:** Achieve IELTS Workbook Unit 1 Pronunciation

### 3 Work in groups. Discuss the questions.

Go over the questions with the students then have them discuss them in groups. At the end of the discussion, get the answers from one or two groups.

### 4 Put questions and statements a–f into 1–3 below. If necessary, look back at the reading passage on page 5.

Go over the statements and questions with the students and explain that they are all part of the speaking test. Have the students decide which questions and statements belong to which part of the speaking test. For example, *Describe a teacher who taught you* would not be included in part 1 – the introduction of the speaking test. If you wish, you could put the students in pairs to do this activity.

Remind the students that there is a description of the speaking test on page 5 if they wish to read it again. Alternatively, you could remind them that part 1 contains general questions, part 2 asks for a longer response, and part 3 is a discussion.

#### Answers

- 1 Speaking test, part 1: c, e
- 2 Speaking test, part 2: a, f
- 3 Speaking test, part 3: b, d

### Now ask the other students in the class questions for speaking test, part 1.

At this point in the course, the students could practise for part 1 only by asking questions c and e. Have the students go around the class and ask the other students the questions. If you wish, you could ask the students to write one or two more questions to ask the other students.



### Additional activity

If you wish, you could ask the students to write a full speaking test using the statements and questions as a starting point. You could expand the activity into a full test with the statements and questions below.

There are usually three or four questions in part 1, four statements in part 2 followed by two or three rounding off questions (students will come to these in unit 3) and three or four discussion questions in part 3.

When the students have written the test, put them in pairs and have them conduct a speaking test interview.

## Reading

### IELTS tasks: matching headings with paragraphs; short answers

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

#### 1 Put the words below into groups.

Go over the words with the students and have them put the words into groups. If you wish, you could put the students into pairs to do this as they may have different opinions as to which characteristics are positive and which are negative.

#### Answers

- positive characteristics: enthusiastic, bright, hardworking, demanding (depending on the circumstances)
- negative characteristics: lazy, spoilt, demanding (depending on the circumstances)

Now match the words below with the definitions.

#### Answers

- |                |                   |
|----------------|-------------------|
| 1 philanthropy | 4 entrepreneurial |
| 2 cope         | 5 impressive      |
| 3 recruit      |                   |

### IELTS strategies: predicting

Predicting the subject matter of a reading (or listening) passage is an important skill as this will help the student to engage with the passage better and help them to understand it. Reading passages often contain information that will help the students to do this. Things such as pictures, charts, diagrams, titles, headings (if there are any), names of people and places, and numbers can help the student to predict what is in the passage.

Now look at the title and graphs and answer the questions.

Go over the questions with the students then ask them to read the passage and answer the questions.

When the students have finished, ask them what they think the passage is about. If you wish, you could write their answers on the board to check against later.

#### Answers

- international students in western universities
- a the number of overseas students by 2018  
b number of overseas students in the UK in 2010  
c the fees for a three-year undergraduate degree in the UK
- the total number of overseas students and the number of overseas students from individual countries

#### 2 Read the passage again. Choose the most suitable headings for paragraphs A–E.

Go over the list of headings with the students. Explain any unknown words from the text, for example *tiger economies* (quickly growing economies), *pursue* (follow) and *domestic* (related to people's homes or countries). Remind the students that there are more headings than paragraphs.

Ask the students to read the passage quickly and match the headings with the paragraphs.

#### Answers

- A 4    B 1    C 2    D 5    E 7

Now read the passage again and answer the questions.

#### Answers

- They are clever, hardworking, they bring different cultures and they pay the full amount for their education. (lines 1 and 2)
- They want to do vocational subjects like business and this affects what subjects are being taught. (lines 13–16)
- It means becoming a worldwide university. (lines 41–45)
- They pay a lot for their education. (lines 56–60)
- Academic excellence, financial need and to know the student will return to their country and make a contribution. (lines 75–78)

#### 3 Find words and phrases in the passage which mean ...

Go over the definitions with the students and ask them to read the passage again and find the words for the definitions.

#### Answers

- |           |             |
|-----------|-------------|
| 1 soar    | 4 cash cow  |
| 2 tenfold | 5 subsidise |
| 3 diverse |             |

## Language study: present perfect and present perfect continuous

### 4 Study the examples and explanations.

Explain that we use the present perfect to show how we think about a situation or period of time. We often use it to talk about news, figures and trends and experiences as we think of them starting in the past but having relevance and importance at the present time. We can show the relationship of the event to the present time by using adverbs of time like *already, before, yet, since, so far* and *just*.

Point out that verbs with an irregular past tense often have an irregular past participle. We use the present perfect continuous to focus on the length of time of the activity but when the situation is temporary we can use the present perfect and present perfect continuous interchangeably.

Now complete the sentences with the correct form of the verbs in brackets.

#### Answers

- 1 has been
- 2 have you been, 've / have been waiting
- 3 has increased
- 4 has been giving
- 5 's / has been having / has had

→ **Further practice:** *Achieve IELTS Workbook Unit 1 Language study*

### 5 Work in pairs. Discuss the questions.

Go over the questions with the students and have them discuss them.

At the end of the discussion, get the answers from one or two pairs.

→ **Further practice:** *Achieve IELTS Workbook Unit 1 Reading*

## Writing

### IELTS tasks: task 1, describing charts; introducing charts; describing trends

Go over the IELTS tasks with the students and make sure they understand what they will practise in this section.

#### 1 Look at the charts and say what each one describes.

Go over the charts with the students and ask them what they are about. Remind them that it is important to read the information around the charts as these give data on the subject of the chart, the numbers referred to, dates and so on.

#### Answers

The first chart shows students at the University of Oxford by degree, subject and year. The second chart shows international students at the London School of Economics and Political Science by region and date. The third chart shows the number of students at the Massachusetts Institute of Technology by course and year.

Now match the paragraphs with charts A–C.

#### Answers

- 1 C      2 A      3 B

### 2 Read the paragraphs again and decide which ...

Go over the sentences with the students then ask them to match the paragraphs with the sentences. Point out that the paragraphs contain words and phrases that the students may want to note down and use in their own writing in the test.

#### Answers

- 1 paragraph 2
- 2 paragraph 3
- 3 paragraph 1

### 3 Read the paragraphs again and find words and phrases which mean ...

Go over the definitions with the students. Ask the students to read the paragraphs in activity 1 again and find the words and phrases for the definitions.

#### Answers

- 1 axis
- 2 sub-divided
- 3 noticeable
- 4 relatively

## Language study: describing change

### 4 Study the examples and explanations.

Explain that we usually begin describing a chart or table by writing about the general trends before describing the chart in more detail.

Go over the words and phrases in the table for describing trends.

Explain that the students will need to be able to describe the trends in a chart in detail and that they can use the words and phrases in the table to do this. Point out that some can be used as nouns as well as verbs. Go over the words and phrases in the table for describing increasing and decreasing numbers, no change and movement up and down.

Explain that we can show the rate of change by degree and speed and go over the table containing words and phrases for this. As an extension activity, ask students to identify the adverbs and adjectives.

**Now look at the charts and complete the report.**

### Answers

- 1 international students
- 2 the US
- 3 5%
- 4 increase / rise / climb
- 5 rose / increased / climbed / jumped
- 6 increase / rise / climb
- 7 stayed / remained
- 8 rose / increased / climbed / jumped

## 5 Read the question and underline the key words.

Ask the students to write about the charts, making sure they use the words and phrases in activity 4 and structure the report so that they give a general statement of the subject of the charts, the overall trend and go on to describe the chart in detail.

### Suggested answer

The charts show the number of international students in the USA by subject and country. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

→ **Further practice:** *Achieve IELTS Workbook Unit 1 Writing, Vocabulary*



## Achieve IELTS 2 Unit 1 Writing activity 5

### Suggested answer

The charts show changes in numbers of overseas students studying in the USA between the years 2005/2006 and 2009/2010.

The first chart shows that numbers of students from China doubled over a four-year period, shooting up from 60,000 to 120,000 by 2009/2010. The second largest group of students was Indian, although during 2008/2009 numbers levelled off. Overall, numbers remained relatively stable at around 103,000. Numbers of South Korean students meanwhile rose steadily to around 70,000, while numbers from Japan declined gradually to 25,000 by 2009/2010. Numbers of Taiwanese students also fell slightly, to be overtaken by the Canadians at the end of 2009/2010. Student numbers from Mexico, Turkey, Thailand and Indonesia showed little change, remaining between 5,000 and 15,000.

The second chart reveals that the most popular subject for international students was business and management. Numbers rose significantly in 2008/2009, reaching 145,000 by 2009/2010. Numbers studying engineering increased over the same time period to 130,000, double the number for mathematics and computing by the end of the year. Student numbers in physical and life sciences also increased, stabilising at just over 60,000. By 2009/2010, numbers studying social sciences showed a significant increase at just under 60,000 students.

### Student's answer

*There are two line charts. One gives details about international students in United States of America by country and the other shows the number of international students by subject. The vertical axis shows number of students and the horizontal axis shows calendar years between 2005/2006 and 2009/2010 in both charts.*

*In chart country by country, there are countries such as India, China, Korea, Japan and Canada etc. Most students are from Asia. In addition, there is an increase in number of students from China, India and South Korea. On the other hand, there is a decrease of students from Thailand. Number of students from China has been increased rapidly from 75,000 in 2005/2006 to 80,000 in 2007 and then steadily gone up to 130,000 in 2009/2010.*

*A chart by subject shows that majority of international students has taken business and management, engineering and mathematics and computing. In addition, social sciences and life sciences follow these three subjects. Business and management and engineering has been increased in number of students slowly. Moreover, the latter increased from 120,000 in 2008 to 130,000 in 2009/2010. On the other hand, there is a slight rise of number of students in social sciences and it went up in 2008/2009.*

### Examiner's comments

*This essay gives a good description of the data and the organisation is managed well. However, errors in word formation, missing articles and choice of tenses are likely to limit it to a band 6.0.*