

# Exchange

- 1 Work in pairs. Ask each other the questions.
  - 1 How do students usually fund their education in your country?
  - 2 What do you know about scholarships?
- 2 Read the passages and match the scholarships with the places below.

**United States of America** 

**United Kingdom** 

**European Union** 

#### Chevening programme

The Chevening programme consists mainly of postgraduate courses. Chevening scholars are placed at a wide range of higher education institutions throughout Great Britain. Scholars from all over the world choose where to study in one of two ways. Some carry out their own research on where to study, others get advice from the British Council. Most Chevening scholarships are awarded for study on Masters programmes, although they do support a small number of PhD awards. Undergraduate study is not funded under Chevening.

#### **Fulbright Fellowships**

Each year some 1,800 people from around the world receive Fulbright Fellowships to study in the United States. Under the Fulbright Foreign Student Program, students apply in their home country for Fulbright awards. In some countries, students must show that they have got a place at a university in the United States to be eligible for an award. Applicants usually include a letter of invitation from the university in their application materials.

#### **Erasmus for students**

Have you ever wanted to get to know a different culture, study at a foreign university, meet new friends and learn another language, all at the same time? Then Erasmus may be what you are looking for. The Erasmus programme offers applicants the possibility of studying abroad in another European country for a period of between three and twelve months. Erasmus is a European Union exchange programme that helps students in European countries to study for part of their degree in another country. You may receive a study grant and you will not have to pay university fees. In addition, studies abroad will be recognised at your home university.

#### Now read the passages again and answer the questions.

- 1 Which programmes are for any nationality?
- 2 Which programme is mainly for Masters degrees?
- 3 Which programme is only for European students?
- 4 What do some students need to show before they can apply for a Fulbright scholarship?

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

grant eligible fund applicant

- 1 having the right qualifications or abilities to do something
- 2 to provide money to an institution or pay for a course
- 3 an amount of money often given to someone for a particular purpose
- 4 a person who applies for something
- 4 Work in pairs. Discuss which questions applicants may be asked in an interview for a scholarship in the UK.
  - 1 What qualifications do you have?
  - 2 Why are you applying to take the course?
  - 3 Do you like travelling?
  - 4 How do you think you will benefit from taking the course?
  - 5 How far is it from your country to the UK?
  - 6 Why do you want to study in the UK?

Now write two more questions that could be asked.

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

APPLICATION FORM
(1) Family name: (2) Other names: (3) Title: (4) Status: single married divorced widowed
(5) Address for correspondence:
Where are you currently working? <u>Aegean University</u>
Course applied for:  MSc Biomedical Science
Academic background:
Qualification <u>first degree</u> – subject (6)
Qualification (7) – subject bioengineering

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

Express yourself: names and spelling			
Decide which expressions we use for (a) spellin that's c with a dash underneath it	the u has two dots above it		
people call me Liz  1.3 Now listen and practise.			

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

Now change roles.

### Language study: present tenses

#### 7 Study the examples and explanations.

we **say** words the same way we **write** them (1) they **live** in Izmir (2)
I **work** at the British Embassy (3)

We use the present simple for something that is generally true (1), situations we think will continue for a long time (2), and things that happen regularly (3).

I'm working at The Aegean University (1)

I'm applying for a scholarship for several reasons ... (2)

At the moment I'm studying English and I'm learning Spanish too. (3)

We use the present continuous to talk about a temporary situation (1) or to talk about something happening now (2). We often use the present continuous to talk about courses (3).

Where did you **hear** about the course? I **saw** the course advertised in the British Council library. (1) I **see**. I understand. I **think** that's all. (2)

We do not use some verbs with the present continuous, such as verbs that describe senses (1) or thought / understanding (2). We call these stative verbs.

Hello, come in. Let's start.

Some verbs do not need an object. These are intransitive verbs. Common intransitive verbs are: appear, arrive, come in, go, happen, occur, start, take place, wait.

I'll just **repeat** that.

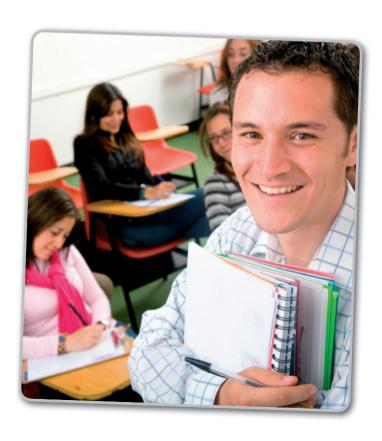
Please take a seat.

Why do you want another degree?

Other verbs need an object. These are called transitive verbs. Common transitive verbs are: bring, give, prefer, report, send, repeat, take, want.

#### Now correct the mistakes.

- a: Do you live in Izmir too?b: Yes, I am living in Bornova.
- a: My first name is Luis.b: I'm sorry, could you repeat?
- 3 a: Bioengineering is really three subjects together engineering, medicine and biology.
  - **b:** I'm thinking I understand.
- 4 What course do you take at the moment?
- 5 a: Do you want a coffee or a tea?b: Thanks, cold water I'd prefer.
- **8** Work in pairs. Ask each other why you are studying for IELTS and what score you need.



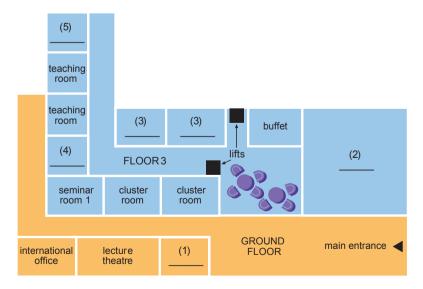
# Listening

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

- 1 Work in pairs. Discuss what new students need to know on the first day of a course.
- 2 Read the table and find words which mean ...
  - 1 finding your way around
  - 2 a place where an event happens
  - 3 a person or organisation who gives money to a person for a period of time
  - 4 a restaurant at university
  - 5 the person in charge of a university.
  - 1.4 Now listen to a conversation and complete the table.

a.m.	a.m. event time person / peo		person / people	venue
	meeting at International Office	9.30	International Office administrator	International Office
	greeting new students	10.00– (2)	Vice Chancellor, Mayor	(1)
	sponsor's meeting	11.15	British Council representative	(3)
	departmental meeting	12.00	(4)	departmental office
	(5)	1.00–2.00	departmental staff	refectory
p.m.	(6) meeting	2.30 onwards	international students	main hall

3 1.4 Listen again and label the plan.



#### Now answer the questions.

- 1 Who will welcome the students to the city?
- 2 Why is it important to meet the representative from the British Council?
- 3 What will Professor Heanue tell them about?

# **Express yourself: meeting people**

Read the expressions and underline the stressed words.

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.

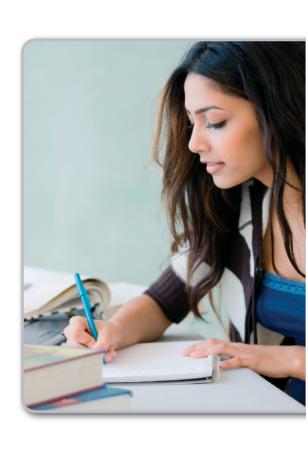


1.5 Now listen and practise.

Complete the sentences with Do or Don't.

STUDY SKILLS		
<ol> <li>make a study plan.</li> <li>be late or miss lectures.</li> <li>ask your lecturer if you can record the lecture.</li> <li>review your work frequently.</li> <li>throw away handouts.</li> </ol>	<ul> <li>6 forget to do homework.</li> <li>7 be prepared to work on your own for a lot of time.</li> <li>8 think about information and form an opinion about it.</li> </ul>	

- 1.6 Now listen to a talk and tick the things you hear.
- 1.6 Listen again and choose a-c.
  - 1 Students need to be good at ...
    - a time management.
    - **b** laboratory work.
    - c listening.
  - 2 With deadlines, students need to ...
    - a put them into a calendar or diary.
    - **b** leave things to the last minute.
    - **c** be realistic.
  - 3 It is important to attend lectures as ...
    - a the lecturer will test the students.
    - **b** students get extra materials in lectures.
    - c students can remember information more easily.
  - 4 Critical thinking is ...
    - a remembering facts and figures.
    - **b** part of the course.
    - c reading information and forming an opinion about it.
- 6 Work in pairs. Ask each other the questions.
  - 1 Which suggestions in activity 4 do you do?
  - 2 Of the suggestions you don't do, which would you like to do?
  - 3 Which suggestions could help you on this course?
  - 4 Can you think of any other ideas to help prepare you for IELTS?



# **Speaking**

# **IELTS** tasks: part 1, introduction

1 Match the words below with the definitions.

	determined	independent	intelligent	motivated	organised	respectful
This kind of person						
1	prefers to do t	hings by themse	lves and can v	work without o	other people.	
2 arranges and plans activities carefully.						
3 is interested in something and really wants to succeed.						
4	4 does not allow anything to stop them from succeeding.					
5	admires peopl	e because of the	ir personal ac	hievements.		
6	is good at thin	king quickly and	clearly.			

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

<b>Express</b>	yourself:	importance
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Read the phrases and underline the words that mean important.

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

Now work in pairs and check your answers.

#### **Pronunciation**

- 2 Circle the stressed words in the phrases in Express yourself: importance.
  - 1.8 Now listen and practise.
- **3** Work in groups. Discuss the questions.
  - 1 What other qualities do good students have?
  - 2 What are the most important qualities?
  - 3 Which qualities do you have?
- 4 Put questions and statements a-f into 1-3 below. If necessary, look back at the reading passage on page 5.
  - a Describe a teacher who taught you.
  - **b** In your opinion, how far are universities like large corporations?
  - **c** What is your favourite subject at school or college?
  - d What is the role of education in today's society?
  - e What sort of things do you like to do in your spare time?
  - **f** Describe something you have won that is very important to you.
- 1 Speaking test, part 1: \_\_\_\_\_2 Speaking test, part 2: \_\_\_\_\_
- 3 Speaking test, part 3: \_\_\_\_\_

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

# Reading

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

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

#### enthusiastic lazy motivated spoilt bright hardworking demanding

1 positive characteristics 2 negative characteristics

#### Now match the words below with the definitions.

#### cope entrepreneurial impressive philanthropy recruit

- 1 giving money to people without any conditions in order to help them
- 2 to deal with a situation or problem successfully
- 3 to find new people to join an organisation or institution
- 4 having the ability to set up successful businesses
- 5 having a strong effect on people

### **IELTS** strategies: predicting

Before you begin to read a passage, try to guess what it is about from the title, charts, tables or pictures, or other information you see like names and numbers. Try to think about what you already know about the subject. Predicting the subject of a passage and what you already know about it will help you understand the passage better.

# Now look at the title and the graphs on page 13 and answer the questions.

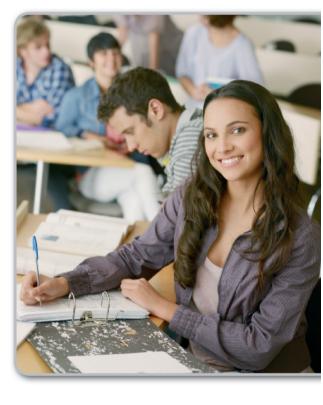
- 1 What or who does the title of the passage refer to?
- 2 What do (a) 800,000 (b) 400,000 (c) £50,000 refer to?
- 3 What information do the charts give?

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

- 1 Increasing competition and new opportunities
- 2 A worldwide university
- 3 Differences in higher education systems
- 4 Advantages of international students for UK universities
- 5 What international students need
- 6 Marketing education
- 7 Differences in fees and grants

#### Now read the passage again and answer the questions.

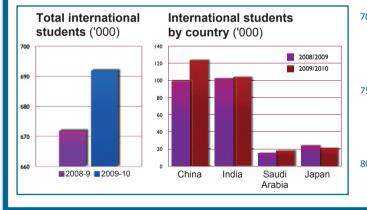
- 1 Why do British universities like international students?
- 2 What effects are international students having on universities in Britain?
- 3 What does internationalisation mean?
- 4 Why are international students demanding?
- 5 What do universities look for when they are giving grants?



# **GOING GLOBAL**

# how international students are changing western university life

- A Universities love overseas students they are clever and hardworking, they bring different cultures to seminars and student life and they pay their way. In Britain, universities are getting ready to enrol more overseas students. The British
- Council has published a report predicting that overseas student numbers could soar to more than 800,000 by 2018. In 2010, figures put the total at over 400,000 international students out of two and a half million students in UK higher education and it is clear that this influx is having an enormous
- impact on universities and colleges. These students bring welcome fees, of course, but they are also likely to be very intelligent students who inject new cultural influences and bring changes to the old university systems. Their demand for vocational subjects such as business, biotechnology and information technology, rather than traditional academic subjects, is affecting what is taught as well.
- B The impressive expansion of foreign students has already had a significant impact on higher education. Until now it has been the modern universities that have been most
   20 entrepreneurial when it comes to selling themselves abroad the London School of Economics took that route several years ago and less than half of its students are British. Overseas student numbers, including European Union students, have risen from 270,000 in 2002 to 400,000 in 2010. During this
   25 time the number from China jumped more than tenfold, and numbers from India have been going up. In contrast, the
   60
- number of students from other countries has fallen, reflecting their governments' efforts to educate more of their young people at home, as well as competition from Australia and the USA. But as the Asian tiger economies expand their own universities, the good news for places like the London School of Economics is that there are more and more graduates looking to improve their qualifications or to pursue research in their subjects.



- 35 C Other universities have been reinventing themselves with a strategy which is sometimes called
   40 internationalisation.
- 40 internationalisation. Internationalisation means changing from a national university

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- to become a worldwide university with students and staff from diverse cultures and nationalities. Universities are trying many different ways of doing this some have opened offices or established campuses in other countries. Others have agreements with universities across the world to create global educational partnerships. Internationalisation has had a significant impact on universities and educational opportunities available worldwide.
- D At many British universities, international students make up a quarter of the full-time student population. But there is a danger in this universities that view international students as a 'cash cow', valuing their financial contribution and nothing else, soon get a bad reputation. International students are demanding customers after all their families might be paying up to £50,000 to put them through a three-year undergraduate degree or between £16,000 and £20,000 for a Masters. Many will not only need English language support but other academic help as well. Academic cultures are different across the world and students need to get used to a different educational culture. For example, students from some countries are not used to asking lecturers questions and the idea of critical thinking or questioning information can be new to them.
- **E** The majority of overseas students are postgraduates, so they are not taking places away from British undergraduates. In fact international students are helping to subsidise the education of young British students – something they are becoming increasingly sensitive about. They see themselves paying a lot more than home students. Some universities now give grants to overseas students. Awards range from a discount on the fees to a complete package covering course costs, including visa fees and flights. In return for the grant, universities often look for academic excellence, financial need and confidence that the student will return to their country and contribute there. Universities are realising that the benefits from international students are not just financial. They are encouraging international students to come for the cultural and educational benefits they bring and to build positive relationships with people around the world.

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

- 1 to increase rapidly (paragraph A)
- 2 multiplied by ten (paragraph B)
- 3 containing many different things (paragraph C)
- **4** a good source of money / income (paragraph D)
- 5 to pay some of the cost of something so that it can be sold to another person at a lower price. (paragraph E)

### Language study: present perfect and present perfect continuous

#### 4 Study the examples and explanations.

The British Council has published a report ...

Overseas student numbers, including European Union students, have risen ...

#### has / have + past participle

We use the present perfect for events that started in the past and are still relevant in the present. We often use the present perfect to talk about news, figures and trends, and experiences.

The impressive expansion of foreign students has already changed higher education

We can use words like already, before, yet, since and so far with the present perfect.

Internationalisation has had a significant impact

Verbs that have an irregular past tense form often have an irregular past participle.

numbers from India have been going up

#### has / have + been + verb -ing

We use the present perfect continuous to refer to an activity or event that started in the past and continued over a period of time to the present. We use the present perfect continuous to focus on the length of time of the activity or event. When we refer to temporary situations we can use either the present perfect or the present perfect continuous.

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

1	There a significa	ant increase in overseas students int	o the UK since 2002. (be)
2	. Where you	? I he	re for twenty minutes. (be / wait)
3	The cost of a UK visa	a lot. (increase)	
4	Professor Heanue	the same seminar for the last ten	years. (give)
5	I'm worried about Tao – he	a hard time recently (ha	ive)

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

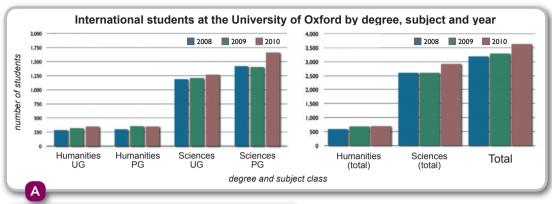
- 1 Has education in your county been changing? How has it changed?
- 2 Do many students from your country study abroad? Why do you think this is?

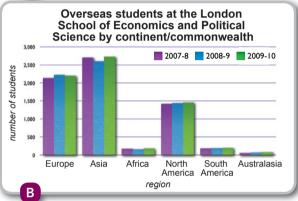


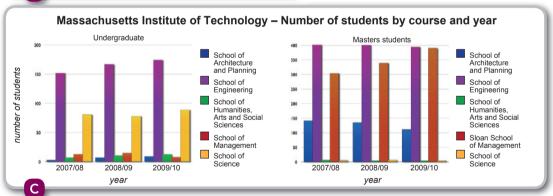
# Writing

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

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







#### Now match the paragraphs with charts A-C.

- 1 The vertical axis gives the number of students while the horizontal axis shows the division of students by year and is subdivided into undergraduate and Masters students. The charts are further subdivided according to the department students are studying in.
- 2 The bar chart shows the number of international students over three years. It gives the type of degree, undergraduate or postgraduate, and the kind of course they took humanities or sciences. The overall short-term movement has been towards a noticeable increase in international students, particularly in postgraduate science students from just over 1,400 in 2008 to nearly 1,700 in 2010.
- 3 Let's look at this trend in more detail by examining international students going there by region. We can see that the general trend for students entering the university from Africa, South America and Australasia stayed relatively steady at roughly 200 between 2007 and 2010. Students from Europe dropped from the level of 2007/2008 to reach just above 2,200 by 2009/2010. The number of students from North America has steadily grown while the number of students from Asia dropped steeply in 2008/2009 but rose strongly in 2009/2010.

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

- 1 introduces the chart and gives the general trend.
- 2 describes the information in the chart in more detail.
- 3 explains what the chart shows.

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

- 1 line at the bottom or at the side of a chart or graph (paragraph 1)
- 2 divided into smaller parts (paragraph 1)
- 3 easy to see (paragraph 2)
- 4 in relation to other information (paragraph 3)

# Language study: describing change

#### 4 Study the examples and explanations.

The **overall short-term** move the **general** trend for students

We use words like overall, short-term and general to talk about trends and changes.

a noticeable **increase** in international students

students from Europe also **dropped** the general trend ... **stayed** relatively **steady** 

We use words and phrases like *increase*, *drop* and *stay steady* to describe the movement of trends. We can use the words and phrases in bold as nouns or verbs.

students from Asia dropped steeply

We use words like *steep(ly)* to show the degree or speed of change.

#### **Describing trends**

current, present, recent, general long-term, short-term upwards, downwards growing, rising, increasing, noticeable overall, underlying trend, change, move(ment)

Increasing numbers		Decreasing numbers	
rise	jump	slow down	drop
increase	shoot up	fall	crash
climb	rocket	decrease	collapse
go up		plummet	decline

No or little change	Movement up and down
remain stable level off stay the same / steady rise and fall	fluctuate

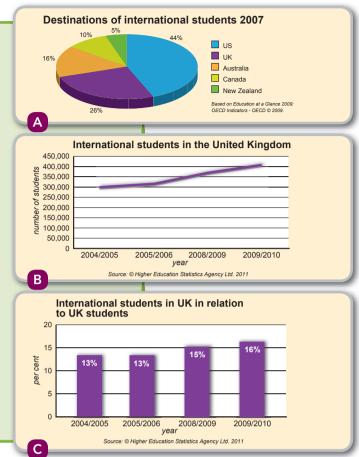
Degree of change	Speed of change	
dramatic	very	dramatically
severe	extremely	quickly
strong	extremely	slowly
significant		gradually
noticeable		steadily
slight		steeply
gentle		

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

Charts A-C show the number of international students in several English-speaking countries and in the UK. Pie chart A shows the destinations of (1). by country in 2007. We can see that the main destination for the majority of international students is \_ with 44% of the share of students. The next most popular destination is the United Kingdom with just over a quarter of international students, followed by Australia and Canada with 16% and 10% each and finally New Zealand with (3) \_\_\_ Line graph B gives us the breakdown of the number of international students in the United Kingdom between 2004 and 2010. There has been a(n) (4) in international student numbers. In 2004 numbers were around 300,000 and this (5) \_\_\_\_\_ \_ to just over 400,000 in 2010. When we compare the percentage of international students in the United Kingdom to students from the United Kingdom (home students) in bar chart C we can see \_\_ from 2004–2010. In 2004/2005

international students made up just 13% of students in the

\_\_\_\_\_ to 16% by 2009/2010.



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

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.

\_ constant at 13% in 2005/2006

Write at least 150 words.

UK. This (7) \_\_\_\_\_

and (8) \_\_\_

