

Unit 1 Starting somewhere new

Listening Section 1



1 Look at the second task, Question 6–10. What do all of the questions focus on? Circle A, B or C.

- A how often the man does various things
- B a particular aspect of life in the city
- C planned changes in the city

2 Now listen and answer Questions 1–10.

Questions 1–5

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

INTERVIEW – DETAILS OF SUBJECT

Age group:	...25-34...
Length of time living in city:	1
Previous home:	2
Occupation:	3
Area of city:	4
Postcode:	5

Questions 6–10

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

- 6 What does the man say about public transport?
 A He doesn't like using it.
 B He seldom uses it.
 C He has stopped using it.
- 7 What does the man say about sport in the city?
 A Some facilities are better than others.
 B He intends to do more of it in the future.
 C Someone recommended a place to him before he came.
- 8 What does the man say about entertainment?
 A He doesn't have much time for it.
 B There is a very wide range of it.
 C It is the best aspect of life in the city.
- 9 What does the man say about litter?
 A There is less of it than he had expected.
 B Not enough is done about the problem.
 C His home town has more of it.
- 10 What does the man say about crime in the city?
 A The police deal with it very efficiently.
 B It is something that worries him.
 C He doesn't know how much of it there is.

Vocabulary

Problem or trouble?

1 Complete these questions with *problem* or *trouble*.

- 1 What has been the main you have had in adapting to a new country?
- 2 Have you had communicating with people?
- 3 If you have a have you got someone who will help you?
- 4 Have you got into because of something you didn't understand?
- 5 Is the language a for you?



Affect or effect?

2 Complete these questions with the correct form of *affect* or *effect*.

- 1 Have the people you've met had an on you?
- 2 Does the weather how you feel?
- 3 Has being away from your friends and family you more than you expected?
- 4 What have been the main of living in a new country?
- 5 What you the most – the people or the place?

Percent or percentage

▶ Student's Book unit 1, p15

3 Complete these sentences about emigration from a country with *percent* or *percentage*.

- 1 The *percentage* of people planning to emigrate rose last year.
- 2 Only a small planned to live abroad permanently.
- 3 The planning short-term emigration was higher last year than this year.
- 4 There was a rise of three in the number of people planning to leave.
- 5 Last year, four of people said that they were thinking of emigrating.
- 6 This year, 73 of people emigrating did so for reasons of employment.

Key vocabulary

4 Complete the sentences below with the words in the box. There are two words which do not fit into any of the gaps.

accustomed	adjusting	customs	seek
surroundings	values	process	matters
sense	referring	evidence	stages

Moving to a new country

- Being in unfamiliar (1) *surroundings* can make you feel lonely.
- (2) to a new life is a difficult (3) You probably go through several (4) before you start to feel comfortable.
- It can be hard to understand how to deal with financial (5) because the system is so different from the one you are (6) to.
- Researchers have found (7) that certain personality types have less trouble than others in getting used to living abroad.
- If some of the (8) in your new country don't make (9) to you, it's a good idea to (10) out people from your own culture who can explain them to you.

Reading Section 1

1 Read the title and the first three paragraphs of the article below. Who are 'Third culture kids'? Circle A, B or C.

- A children whose parents keep moving from country to country
- B children living in a country neither of their parents come from
- C children who have just arrived in a culture that is new to them

2 Now read the whole text and answer Questions 1–13.

THIRD CULTURE KIDS

In a world where international careers are becoming commonplace, the phenomenon of third culture kids (TCKs) – children who spend a significant portion of their developmental years in a culture outside their parents' passport culture(s) – is increasing exponentially. Not only is their number increasing, but the cultural complexity and relevance of their experience and the adult TCKs (ATCKs) they become, is also growing.

When Ruth Hill Useem, a sociologist, first coined this term in the 1950s, she spent a year researching expatriates in India. She discovered that folks who came from their home (or first) culture and moved to a host (or second) culture, had, in reality, formed a culture, or lifestyle, different from either the first or second cultures. She called this the third culture and the children who grew up in this lifestyle 'third culture kids'. At that time, most expatriate families had parents from the same culture and they often remained in one host culture while overseas.

This is no longer the case. Take, for example, Brice Royer, the founder of TCKid.com. His father is a half-French/half-Vietnamese UN peacekeeper, while his mom is Ethiopian. Brice lived in seven countries before he was eighteen including France, Mayotte, La Réunion, Ethiopia, Egypt, Canada and England. He writes, 'When people ask me "Where are you from?" I just joke around and say, "My mom says I'm from heaven." ' What other answer can he give?

ATCK Elizabeth Dunbar's father, Roy, moved from Jamaica to Britain as a young boy. Her mother, Hortense, was born in Britain as the child of Jamaican immigrants who always planned to repatriate 'one day'. While Elizabeth began life in Britain, her dad's international career took the family to the United States, then to Venezuela and back to living in three different cities in the U.S. She soon realised that while racial diversity may be recognised, the hidden cultural diversity of her life remained invisible.

Despite such complexities, however, most ATCKs say their experience of growing up among different cultural worlds has given them many priceless gifts. They have seen the world and often learnt several languages. More importantly, through friendships that cross the usual racial, national or social barriers, they have also learned the very different ways people see life. This offers a great opportunity to become social and cultural bridges between worlds that traditionally would never connect. ATCK Mikel Jentsch, author of a best-selling book in Germany, *Bloodbrothers – Our Friendship*



in Liberia, has a German passport but grew up in Niger and then Liberia. Before the Liberian civil war forced his family to leave, Mikel played daily with those who were later forced to become soldiers for that war. Through his eyes, the stories of those we would otherwise overlook come to life for the rest of us.

Understanding the TCK experience is also important for other reasons. Many ATCKs are now in positions of influence and power. Their capacity to often think 'outside the box' can offer new and creative thinking for doing business and living in our globalising world. But that same thinking can create fear for those who see the world from a more traditional world view. Neither the non-ATCKs nor the ATCKs may recognise that there may be a cultural clash going on because, by traditional measures of diversity such as race or gender, they are alike.

In addition, many people hear the benefits and challenges of the TCK profile described and wonder why they relate to it when they never lived overseas because of a parent's career. Usually, however, they have grown up cross-culturally in another way, perhaps as children of immigrants, refugees, bi-racial or bi-cultural unions, international adoptees, even children of minorities. If we see the TCK experience as a Petri dish of sorts – a place where the effects of growing up among many cultural worlds accompanied by a high degree of mobility have been studied – then we can look for what lessons may also be relevant to helping us understand issues other cross-cultural kids (CCKs) may also face. It is possible we may discover that we need to rethink our traditional ways of defining diversity and identity. For some, as for TCKs, 'culture' may be something defined by shared experience rather than shared nationality or ethnicity. In telling their stories and developing new models for our changing world, many will be able to recognise and use well the great gifts of a cross-cultural childhood and deal successfully with the challenges for their personal, communal and corporate good.

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 There is a close connection between careers and the number of TCKs.
- 2 An increasing number of people describe themselves as TCKs.
- 3 Ruth Hill Useem studied children in several countries.
- 4 Ruth Hill Useem defined the third culture as a mixture of two parents' original cultures.
- 5 Brice Royer feels that he has benefited greatly from living in many different countries.
- 6 Elizabeth Dunbar felt that she had a culture that was different from most people's.

Questions 7–13

Complete the table below.

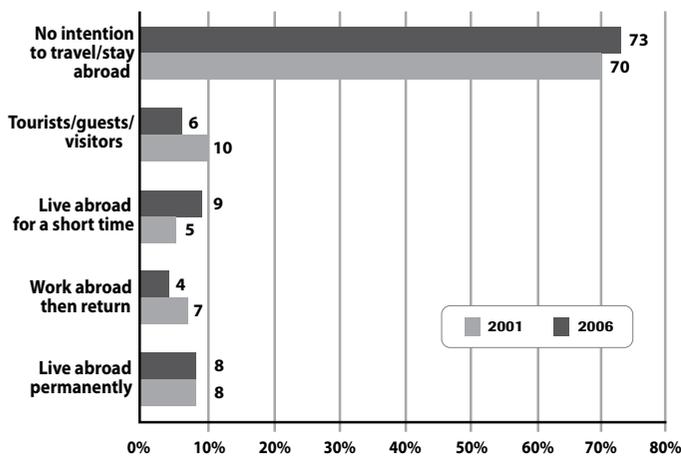
Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

THIRD CULTURE KIDS – ADVANTAGES AND RESULTS		
Area	Advantage for ATCKs	Possible result
Friendships	know how different people 7	can act as bridges between worlds that are usually separate
Business	creative thinking	may cause 8 among certain people can lead to 9 despite similarities
Whole experience	knowledge of many cultural worlds and a great deal of 10	can teach us about problems faced by 11 of all kinds current ideas of what both 12 mean may be considered wrong belief that culture depends on 13

Writing Task 1

- 1 Look at the chart below. Which of the descriptions, A–C, correctly matches the chart? Why are the other descriptions not appropriate?
- A The chart below shows levels of emigration from Bulgaria in the 15–60 age group in 2001 and 2006.
- B The chart below shows the plans of Bulgarian people aged 15–60 concerning leaving Bulgaria and living or working in another country in 2001 and 2006.
- C The chart below compares reasons why Bulgarians aged 15–60 decided to leave Bulgaria in 2001 and 2006.

Emigration intentions, Bulgarians aged 15–60, 2001 & 2006



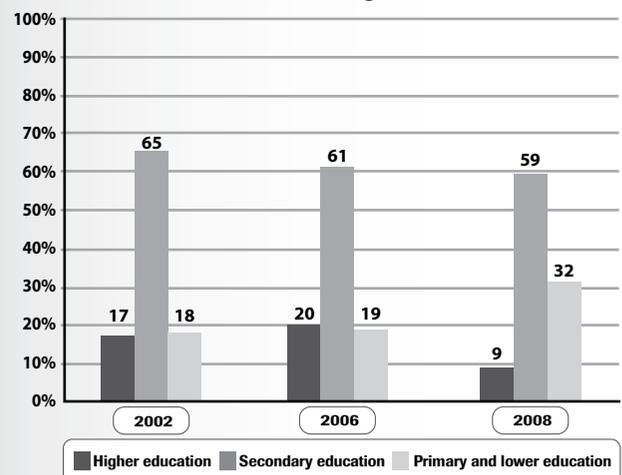
- 2 Answer these questions about the chart.
- 1 What did most Bulgarians aged 15–60 plan to do in both years?
 - 2 Which categories were higher in 2006 than in 2001?
 - 3 What was the lowest category in 2001?
 - 4 What happened in the category of people intending to live abroad permanently?
 - 5 Which categories were higher in 2001 than in 2006?

- 3 Look at this Writing task and decide which of the statements below are correct or not. Write Yes or No.

The chart below gives information about the level of education of Bulgarian people who wanted to go and live in another country in 2002, 2006 and 2008.

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

Level of education of Bulgarians planning to leave Bulgaria



- 1 The figure for people with higher education level fell in both 2006 and 2008.
 - 2 One of the categories was the highest in every year.
 - 3 Two of the categories rose in 2006.
 - 4 One of the categories was lower in 2008 than in 2002.
 - 5 The figure for people with primary and lower education rose each year.
 - 6 The figure for secondary education was a lot lower in 2008 than in 2006.
- 4 Now write your answer for the Writing task in Exercise 3.

Grammar

Making comparisons

- 1 This email is from Krishna, who has gone to live abroad. Complete the sentences with the comparative or superlative form of the adjective or adverb in brackets.

✉

Hi Neha,

Well, I've been here for a month now and things are fine. Of course, everything here is different from what I'm used to, and I'm finding some things (1) *easier* (easy) to deal with than others.

The course is (2) (demanding) than I expected and I'm having to work (3) (hard) than I ever have before. (4) (difficult) aspect of the course is the amount of work we have to do. Last week I had to write five essays – that's (5) (tiring) thing I've ever done! The best aspect of the course is the other students. They're (6) (friendly) people I've ever met and because of them I'm (7) (stressed) now than I was the first week of the course.

Lots of things have changed for me in comparison with my life at home. I have to travel (8) (far) to college, a lot of things are (9) (expensive) and the weather is a lot (10) (bad)! The city is (11) (big) than anywhere I've lived before and life is (12) (fast) here. I've never been (13) (busy) than I am now but this is (14) (exciting) thing I've ever done and I'm really pleased that I'm here!

I'll write to you (15) (regular) in future.

Love,
 Krishna



- 2 Complete the first sentence with the comparative or superlative form of the word in brackets. Then complete the second sentence so that it has a similar meaning to the first sentence.

- 1 a The town I come from is a lot *smaller* (small) than this one.
 b This town is *bigger* than the one I come from.
- 2 a Money is a problem because life here is (expensive) than life at home.
 b Money is a problem because life at home is than life here.
- 3 a I am (old) person in my class.
 b The other people in my class are than me.
- 4 a The transport system here is (good) than the one at home.
 b The transport system at home is than the one here.
- 5 a People here speak (slow) than people at home.
 b People at home speak than people here.
- 6 a Moving to another country is (difficult) thing you can do!
 b Nothing is than moving to another country.