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Module I. University Studies Lesson 1. Higher Education Today

Aims

- learn the vocabulary related to higher education;
- be able to introduce myself in different situations;
- be able to speak about different systems of higher education.

*Education is
the key to
success*

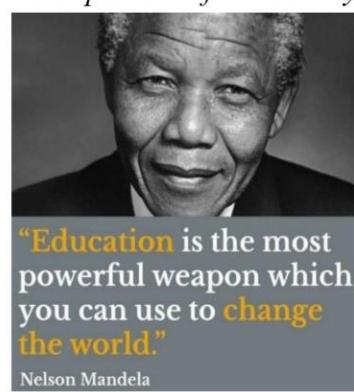


I. Expand the idea

Higher education (also called post-secondary or tertiary education) is an optional final stage of formal learning that occurs after completion of secondary education. Share your opinion on the questions below.

- What role does higher education play today?
- What ideas and quotations below are you ready to support?

Tertiary education establishments are acknowledged as key players in promoting and facilitating progress. Their role is to contribute to human development and provide graduates with a safe and prosperous career path. Our modern world is full of various challenges and opportunities and post-secondary education gives you a chance to enhance your potential in dealing with them.



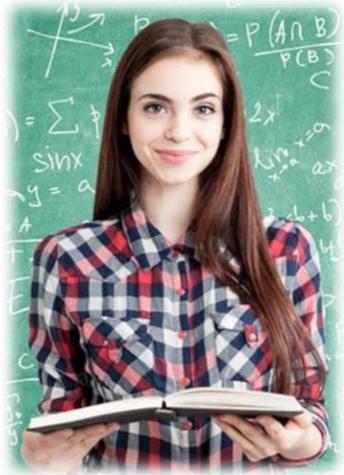
"Higher education is a business that doesn't know it's going out of business."

- Mark Cuban -

Availability of knowledge that puts any information at your fingertips diminishes the value of classical higher education. Besides, studies show that the type of college students attend and, in some cases, even majors they choose have very little to do with their overall success later in life.

II. Enlarge your vocabulary

1. Meet full-time students: **Alice** and **Dustin**. Can you predict where they are from and what they major in?



2. Read their **self-presentations** and check how close your predictions were.

Hello, everybody!

My name's Alice Wilton. I'm 21 years old. I belong to a little town to the north from London, Ilkley. But I've called Leeds home for the past three years already as I'm currently pursuing a bachelor's degree in computer science at the University of Leeds.

I enjoy travelling and studying new cultures and languages. I can speak Spanish and French. When I'm home, I love to bake and go on photo walks.

But my real passion is science. I love thinking outside the box and learning something new with cutting-edge technology, so my short-term goal is to graduate from the university and apply for a postgraduate course at MIT, the US.

Hi!

I'm Dustin Reed. I've just turned 20. I'm from a great state of New Jersey. But NYC is my home now as after a gap year I've enrolled in marketing and communication department at New York University and major in online marketing. It's my first year, so I'm a freshman, and it's great!

I'm a keen guitar-player and obsessed with music. In my free time I like hanging out with friends. Our campus is so international that I've already picked up some Italian and Chinese.

But I've always been interested in sales, so post-college, I'm planning to get an apprenticeship at a local marketing company and become a marketing director one day.

3. Let's find out what you remember about Alice and Dustin. Group the facts (1-14) below according to the person.

1. I'm a freshman.
2. I love thinking outside the box.
3. I'm a full-time student.
4. I've already picked up some Chinese.
5. I'm obsessed with music.
6. I like learning something with cutting-edge technology.
7. My hobby is to go on photo walks.
8. I'm pursuing a bachelor's degree in computer science (B.Sc.).

Dustin

9. My short-term goal is to graduate from the uni.
10. I've recently enrolled in marketing and communication department.
11. Post-college I want to get an apprenticeship at a local marketing company.
12. I took a gap-year.
13. I like hanging out with friends.
14. My short-term goal is to apply for a postgraduate course.

Alice

4. These are some **student profiles** below. Can you help Alice and Dustin to complete them? Use the information from the presentations in Task 2 if it is necessary.

STUDENT PROFILE	
First Name	
Last Name	
Gender	(male/female)
Age	
Nationality	
Higher Education Institution	
Academic Load	(full-time/part-time)
Academic Interests	
Major in	
Skills	
Languages	
Short-term Goals	
Long-term Goals	
Hobbies & Interests	

STUDENT PROFILE	
First Name	
Last Name	
Gender	(male/female)
Age	
Nationality	
Higher Education Institution	
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Academic Interests	
Major in	
Skills	
Languages	
Short-term Goals	
Long-term Goals	
Hobbies & Interests	

5. Both Alice and Dustin have chosen to do full-time undergraduate courses at universities. But there are other ways to get education and professional training. To find out more about them match the options on the left with the appropriate definitions.

1. undergraduate course	a) a way of studying in which lectures are broadcast or lessons are conducted by post or via the Internet without in-person interaction with a teacher
2. postgraduate course	b) is a period of supervised work which gives the opportunity to get work experience while studying; may be paid or not
3. vocational course/training	c) is a paid period of training that allows you to learn particular skills; can last between one and four years
4. intensive course	d) provides job-specific technical training for work in a specific career; can range from hand trades to retail to tourism management
5. distance learning	e) an approach to education that combines online interaction with traditional place-based classroom methods
6. online course	f) studying for a degree but having not yet achieved it
7. apprenticeship	g) fast-paced courses which give a lot of information quickly and in a short time
8. blended learning	h) having achieved a degree and now studying for a higher qualification
9. work placement	i) similar to distance learning, but done 100 % via the Internet, and often involving in-person interaction with a teacher online

6. Look at the situations below. All these people would like to get profound knowledge. What kind of course can you recommend each of them to **enroll on**? Use the options in the box.

full/part-time course	undergraduate course	work placement
vocational training	postgraduate course	distance learning
online course	apprenticeship	blended learning



a) **Jane** is a housewife with two kids. It might be rather a challenge to study and take care of her family at the same time. But she is really committed and ready to try. Some remote course would suit her perfectly.



b) **Steven** is a technician in a small IT company. He is quite ambitious and wants to improve his current qualification. He needs extra flexibility and is ready to study in the evenings and take weekend classes.



c) **James** is employed in the United Kingdom and considers a possibility to study at the workplace and get a degree.



d) **Sarah** has just finished school with flying colours. She is dreaming to become a web designer and wants to take a course in 3D modeling.



e) **Ben** is about to graduate with B.Sc. degree in applied maths. He has already carried out some researches on Big Data and would like to go on working in this field.

7. Share your opinion on the following questions with the group.

- a) What are the reasons people choose a particular type of training?
- b) What challenges can people have with different courses?
- c) Which types of training are more popular today among young / middle aged / elderly people in Belarus?
- d) Do you consider any of the options for you in the future apart from doing undergraduate course?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she introduces herself to her new colleagues. Consider the following questions first.

- a) Do you think self-introduction is an important skill?
- b) When do we introduce ourselves, in what situations?
- c) What do we start with?
- d) What personal information do we present?



2. Watch the episode. How does Anna introduce herself? What phrases does she use? Why does her self-introduction go wrong?

3. There is a table of phrases that can be used at every stage of self-introduction. Which ones would you use in the following situations: at your friend's party; at a student meeting with the teaching staff; on the first day at your summer job; at an evening part-time IT course?

Table of Useful Phrases

Greeting	Formal	Informal	Note! ‘Good night’ is normally an equivalent for ‘goodbye.’ You say it when you are leaving instead of when you are greeting someone. If you are introducing yourself at night-time, you would say ‘good evening’
	- Hello. - Good morning/ afternoon/evening	- Hi. - Hey. - What’s up	
	Semi-formal		
	- Hello, I don’t think we’ve met. You must be ‘name’. - Nice to meet you!		
Your name	- I am (I’m) ‘name’. - Call me ‘name’.	- <i>On the phone:</i> My name’s ‘name’. - <i>In a large auditorium:</i> This is ‘name’	
Age (optional)	- I’m ‘number’ years old. - I’m in my early/mid/late ‘decade’		
Location (where you are from/live)	- I’m from ‘place’. - I’m ‘nationality’. - I come from ‘faraway place’. - I’ve been living ‘place’ for ‘period of time’	- I was born and raised in ‘place’. - I grew up in ‘place’. - I live in ‘place’.	
Position	- I’m a first/... -year student at ‘university’. - I’m currently taking a course in ‘major subject’. - I work in ‘general area’ as ‘position’. - I work at/for ‘company name’ in ‘department’. - I’m a ‘position’ at/for ‘company name’		Note! You take a course <u>in</u> math (a theoretical subject) but <u>on</u> drawing (a practical one)
Qualification	- I major in ‘academic area’. - I’m about to graduate. - I’m a ‘subject’ graduate/postgraduate. - I have B.Sc./B.A. degree in ‘academic area’. - I have completed a ‘number’-hour course in/on ‘subject’		
Family (optional)	- I have a ‘family member’. - I’m from a family of ‘number’	- I’m one of ‘number’ siblings. - I’m an only child	
Hobbies (optional)	- I really like/enjoy ‘hobby’. - I’m a big fan of ‘hobby’.	- I’m a keen ‘noun’	

4. Alice and Dustin are at different places for the first time. Fill in the gaps in their self-introductions. Address their presentations and the table above if it is necessary.

Alice is at the student office seeing a student allocation board of her Uni
Good _____ everyone! My name _____ and I _____ -year-old undergraduate from _____. I _____ computer science and I'm about to _____ this year. I would like to continue studying and apply for _____ course in MIT, the US.

Dustin is at his friend's birthday party where he is meeting some new guys
Hey! You _____ Tom's friends. I'm _____ from _____. I'm _____ at _____ University taking a course _____. I'm a big fan _____ and a keen _____. I enjoy _____ with friends in my free time.

5. Fill out the card below to make your student profile.

 STUDENT PROFILE
First Name _____ Last Name _____ Gender _____ (male/female) Age _____ Nationality _____ Higher Education Institution _____
Academic Load _____ (full-time/part-time) Academic Interests _____ Major in _____ Skills _____ Languages _____ Short-term Goals _____ Long-term Goals _____ Hobbies & Interests _____ _____ _____

6. Choose one of the following situations where you most likely can find yourself in the future and make a self-introduction to your groupmate.

a) at a staff meeting at work



b) at a business lunch



c) at a party



IV. Develop your communication skills

1. According to the world university rankings, more than half of the world's top 200 universities are located either in the US or the UK. What makes the **higher education systems** of these two countries so special and differs them from a Belarusian one? Choose the values from the box below that, in your opinion, describe each system best.

independence	creativity	fundamentality	ambition
tolerance	inclusiveness	competitiveness	full coverage

2. Look at the abbreviations and words below related to higher education.

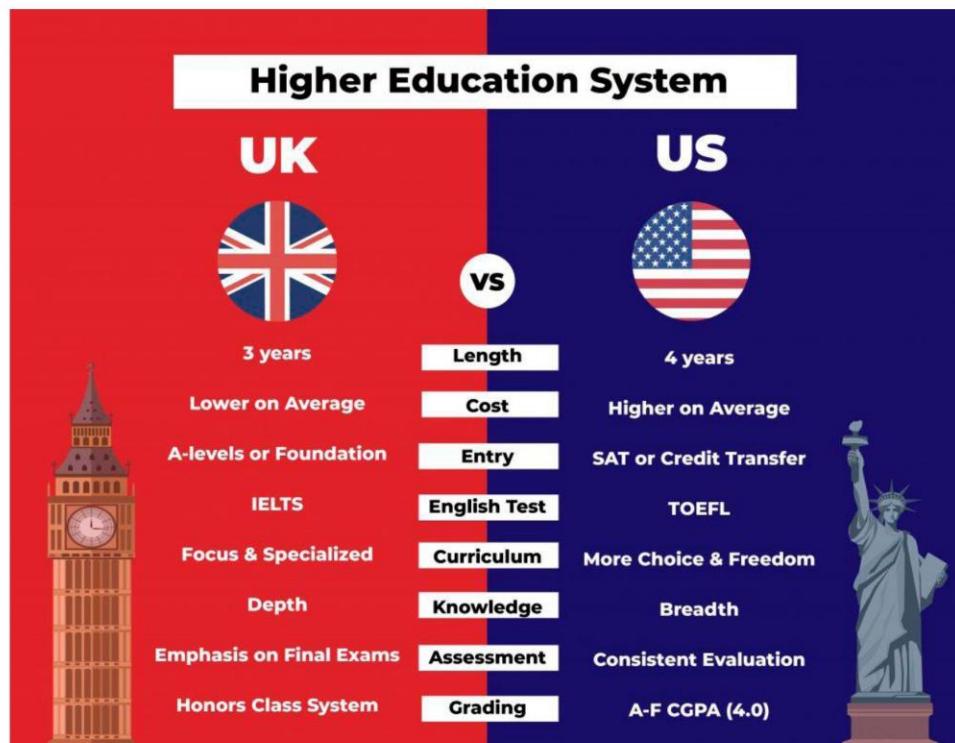
- What do you think the letters stand for and the words mean?
- When can they play a part in student's education process?
- What are the closest equivalents in Belarus?

SAT	A-level	B.A./B.Sc.	M.A./M.Sc.
Ph.D.	credit	tuition fee	scholarship

3. Watch the episode about the US system of higher education. What are its main features? Answer the questions below.

What is the US Higher Education system like, and what values does it state? <i>(choose from the options on the right)</i>	independence creativity inclusiveness	full coverage tolerance ambition competitiveness
What years of studying do the following names correspond to? <i>(put the options on the right into the correct order)</i>	junior freshman	senior sophomore
How long does it take to get bachelor's and master's degrees respectively? <i>(choose from the options on the right)</i>	Bachelor's degree: 1, 2, 3, 4 years Master's degree: 1, 2, 3, 4 years	
What does an academic year include, and how long does it last? <i>(add necessary information on the right)</i>	The academic year runs for _____ months with _____ per year.	
What are students expected to get in order to complete an undergraduate degree? <i>(choose from the options on the right)</i>	academic courses academic credits academic degrees	

4. The table below compares the UK and the US systems of higher education. Watch the video again. What additional information is given in the table? Discuss the two systems with a groupmate.



5. What are the main features of Belarusian higher education system? Use the information in the text and your background knowledge to illustrate them.

Higher Education System in the Republic of Belarus through comparison with the UK and the US

In the Republic of Belarus, **fundamentality** is the main feature of higher education. You can acquire deep knowledge in all fields, but the country is mostly known for its strong scientific schools in physics, mathematics, and natural science. Our community can also be proud of famous graduates and their works.

Levels of higher education and length of study

Perhaps the most important difference of the Belarusian higher education system is the levels and the amount of time it takes to finish your degree programme.



A **three-level system** of tertiary education acts in Belarus. Training on the first degree level provides students with the expertise, qualification, and **Specialist's Diploma** ('Diplomirovannyj Specialist') and generally lasts four years (except for five years in medical and arts higher education institutions (HEIs)).

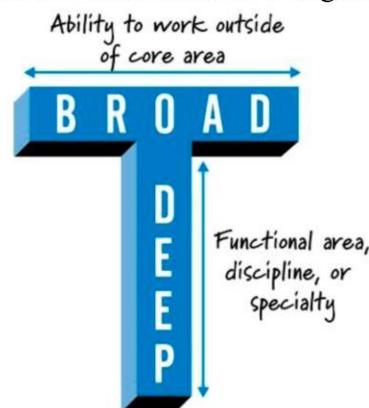
Training on the second degree level is fulfilled by two types of programmes: research and professionally oriented, confirmed by a **Master's Degree Diploma** ('Magistr'), and lasts from one to two years depending on the speciality.

Graduates of HEIs also have the possibility to proceed to the third level (postgraduate education). Postgraduate three-year civil courses ('aspirantura'), military courses ('adjunktura'), medical probation period ('ordinatura') are confirmed with a **Researcher's Diploma**, Belarusian Candidate of Science degree ('Kandidat Nauk'), as well as an internationally recognised Ph.D. degree; postdoctoral course ('doktorantura') that leads to the degree of a **full Doctor of Science** ('Doctor Nauk').

In this connection, it is interesting to note that degree programmes in the US take about one year longer than programmes in the UK. So, in the UK Bachelor's degree requires three years of studying whereas in the US it's four years. Master's degrees are one and two years respectively and Doctoral degrees are three and from five to seven years.

University organisation and approach to studying

All HEIs in our Belarus are made up of **faculties** according to the **specialities** they provide. Whereas many universities in the UK are made up of 'colleges' that are dedicated to a specific subject and have quite a lot of autonomy from each other. By contrast, in the US, you apply to the larger university and for the first year



or more, you take courses from a variety of fields and only declare a major at the end of the first year. American universities have different ‘schools’, or departments, which house a number of related **majors**. For this reason, the general emphasis of higher education in the US is **breadth** or getting a range of knowledge from a variety of different subjects which resembles the Belarusian system. Meanwhile, in the UK, the emphasis is more on **depth**, getting a very thorough understanding of your chosen subject.



Whereas the academic year in Britain’s universities consists of trimesters, which usually run from the beginning of October to the end of June or the beginning of July.

Assignments and grades

Because the US system emphasises breadth, courses require weekly or even biweekly readings as well as other **assignments** such as small writing projects, major research papers, and oral presentations throughout the course. On the contrary, in the UK, most schools are much more lecture-based, with only occasional assignments throughout the semester. In some cases, there may be no actual required assignments and instead your entire grade may be based on one **final exam**. In the US, your grade will be based on your **performance** on a variety of assignments, with a final exam making up only a percentage of your **total grade**.

Concerning the Belarusian system of high education, it embraces the features of both British and American ones. So, on some subjects, students are assessed according to their **participation** throughout the course whilst the success in other subjects depends on the **final credit** or exam mark.



The US differentiates between in-state **tuition fees** and out-of-state ones, as well as between private and public universities. Public out-of-state institutions are much more **affordable** than private in-state ones that can cost up to 50,000 dollars per year. In

Course of study

An academic year in Belarus is divided into **two terms** starting on the 1st of September with shorter winter and longer summer holidays. Most universities in the US begin their studies in mid to late August and last for **two semesters** as well with a rather lengthy break beginning in mid-December.



Cost of study

It is well acknowledged that the cost of education in the US and the UK is far from cheap, but in the United States is generally higher. Universities in England may charge up to 9000 pounds (approximately 14,300 dollars) per year for citizens of the UK and the EU. Fees for international students can be significantly higher.

order to help students to cover the cost of tuition in both countries, **loans** are available through the government with favourable terms and interest rates.

What concerns Belarus higher education is provided by public (state) and private (non-state) HEIs. In public ones, students with high grades in Centralised Testing (typically three subjects) are admitted on a **cost-free basis** and granted a **scholarship**, whereas, in private HEIs, all students pay tuition fees which don't vary much from university to university and are generally more affordable comparing to similar institutions in the UK and the US.

6. Can you agree or disagree with the ideas below? Support your point of view with facts and details from the text above.

- a) Ambition and competitiveness characterise mainly Belarusian system of higher education.
- b) Tertiary education in our country consists of two levels.
- c) Our HEIs are made up of colleges which are devoted to particular specialities.
- d) An academic year in HEIs does not differ from country to country.
- e) In Belarus there is a unique system of student's progress assessment.
- f) Any applicant can enter a HEI in our country for free and receive a scholarship.

7. Many questions about higher education are always topical. Some of them are listed below. Share your point of view on these questions with the group.

- a) Have you ever studied abroad? Would you like to? Which country, the UK or the US, would you choose and why?
- b) Has HE in Belarus changed in the last 20 years? How could HE in our country be improved? Is there anything that you wouldn't like to alter?
- c) What is your attitude to the dilemma – a generalist or a specialist?

*8. Try to list **the advantages of getting higher education in Belarus** comparing with the UK and the US. Use the table in Task 5 and the text above to describe similarities and differences between three systems of higher education. Share your ideas with your groupmate.*

*9. A university education can help to prepare you for life and increase your career prospects, while giving you a few years inside the social, engaging environment of a higher education institution. A university education is also time-consuming and expensive. Share your experience and try to weigh all its **pros and cons**. Some ideas below may help you.*

Pros	Cons
<p>It develops skills</p> <p>Studying at uni is a great way to develop your knowledge in the field you aspire to become established in. Also, extra transferable skills including research, time management and computer skills can enhance your employability in a competitive job market</p>	<p>It's expensive</p> <p>Tuition fees are high, and finance is a big aspect to take into consideration. Student loans may not always be the solution. You may also need money for accommodation and living expenses. University is an investment in your future, but it is not always guaranteed to pay off</p>
<p>It gives social benefits</p> <p>University social lifestyle offers a chance to mingle with people from different backgrounds building rapport with them. Also, you'll have an opportunity to develop new interests and explore a range of hobbies and sports</p>	<p>You have an intensive workload</p> <p>You will be responsible for your own workload and must ensure you are fully committed to your programme. And as a full-time student, be ready to dedicate a portion of your time in which you are not in lessons towards the studies</p>
<p>You gain independence</p> <p>If you attend a university away from your hometown, you will gain maturity living on your own and will be obligated to pay for all living expenses while managing your finances responsibly as an adult</p>	<p>You may lack practical experience</p> <p>While reading a degree, you will learn plenty of theory in the subject you are studying but you may not get the opportunity to gain any hands-on experience</p>

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Fill in the gaps in the dialogue using the words and word combinations from the box below.

B.A.	degree	B.Sc.	facilities	Ph.D.
gap year	majored	master's	minor	stands for
are funded	transfer	apprenticeships		terminology

Lars: Tina, I'm trying to fill out this job application, and they want to know about my educational history. It's a little confusing because I don't understand the (1) _____ they are using. I don't really know much about the American educational system.

Tina: In America, all students basically study the same thing until they are around 18. After high school, they have the choice to have a (2) _____ or to go to college.

Lars: What is the difference between a college and a university?

Tina: In the U.S., there isn't a big difference between the two ones. Colleges tend to be smaller schools, and universities are usually larger schools with more (3) _____. However, we often use these words interchangeably.

Lars: Can Americans do (4) _____ to prepare themselves for their future careers? Many people do that kind of job training in my country.

Tina: That's not very common in the United States. Americans usually learn on the job; however, some junior colleges offer shorter, more practical career training programmes.

Lars: What are junior colleges?

Tina: Colleges and universities in the United States are extremely expensive. Even schools which (5) _____ by the government can cost thousands of dollars a year. Most states have created junior colleges, which are inexpensive schools where students can complete the first two years of their education. Afterwards, students can (6) _____ to a four-year college or university to complete their bachelor's (7) _____. And, as I mentioned, they also provide career training and continuing education courses.

Lars: What does (8) _____ mean? Is that the same thing as a bachelor's?

Tina: That (9) _____ Bachelor of Science. You also often hear the abbreviation (10) _____, which is short for Bachelor of Arts. For example, I (11) _____ in chemistry, so I have a Bachelor of Science; but my brother studied philosophy, so he has a Bachelor of Arts.

Lars: I thought you studied German literature.

Tina: That was my (12) _____ – my secondary field of study.

Lars: What about after you finish your bachelor's?

Tina: Students can continue studying and receive a (13) _____, which usually requires an additional two years of study. The highest degree is called a (14) _____, which is another word for doctorate.

2. Based on the passage below, answer the following questions.

- a) What did James major in?
- b) What was James' secondary area of study at Harvard?
- c) What field does James plan to get his doctorate in?

My name's James. I studied at a local junior college for two years, then I transferred to Harvard University. I received a B.Sc. in biology from Harvard and immediately got a job working for a large pharmaceutical company. I didn't like my job, so I quit and went back to school. I had minored in philosophy at Harvard, and I had had some great professors there, so I decided to go back to school and get a master's in ethics. When I complete my master's in June, I am going to go on and get my Ph.D. in bioethics.

3. Use the information from Section IV of the lesson and your background knowledge to fill in the table below.

Aspect	Higher education system		
	Country		
	Belarus	UK	US
Levels of higher education and length of study			
University organisation and approach to studying			
Course of study			
Assignments and grades			
Cost of study			

4. Get ready to speak on the following topics.

- levels of higher education and length of study in Belarus, the UK and the US;
- university organisation in Belarus, the UK and the US;
- course of study in Belarus, the UK and the US;
- assignments and grades in Belarus, the UK and the US;
- cost of study in Belarus, the UK and the US.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

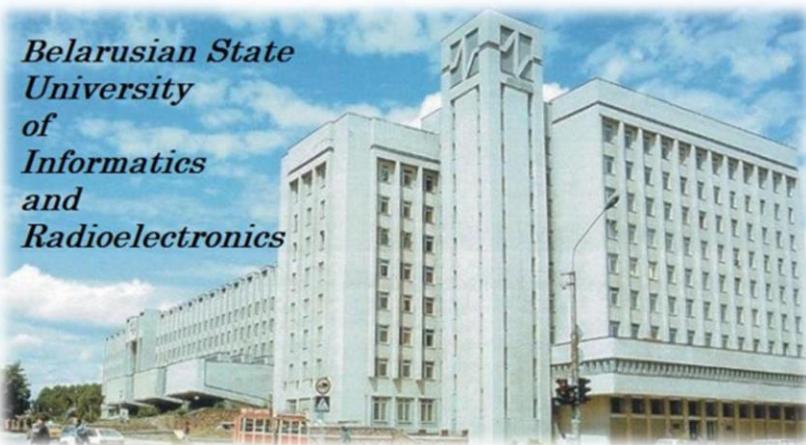
<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can define the role of high education today				I
2. I can speak about types of courses				II
3. I can speak about different levels of high education				II/IV
4. I can introduce myself in different situations				III
5. I can list the main characteristics of high education in Belarus				IV
6. I can list the main characteristics of high education in the UK				IV
7. I can list the main characteristics of high education in the US				IV
8. I feel confident about using related vocabulary				II/IV

2

Aims

Module I. University Studies Lesson 2. My University

- learn the vocabulary related to university life;
- be able to make and respond to polite requests in different situations;
- be able to speak about my university.



I. Expand the idea

The people below are all the alumni of Belarusian State University of Informatics and Radioelectronics and we can be proud of them for their achievements.

- a) Do you recognise any of them?
- b) Do you support their ideas about education at BSUIR?
- c) Are you proud to be a student of this university?



“Our company gladly hires the graduates of BSUIR as they are highly qualified in computer science and IT.”

*Vladimir Shiripov
Chief of the Board of IZOVAC Ltd. (graduated in 1973)*



“Today BSUIR trains specialists that can be taken into projects straight after graduation.”

*Sergey Levteev
CEO, Chief of the Board of IBA, Minsk (graduated in 1977)*



“BSUIR as any uni teaches to find information. Besides, it gives a good basis in tech subjects and develops logical thinking.”

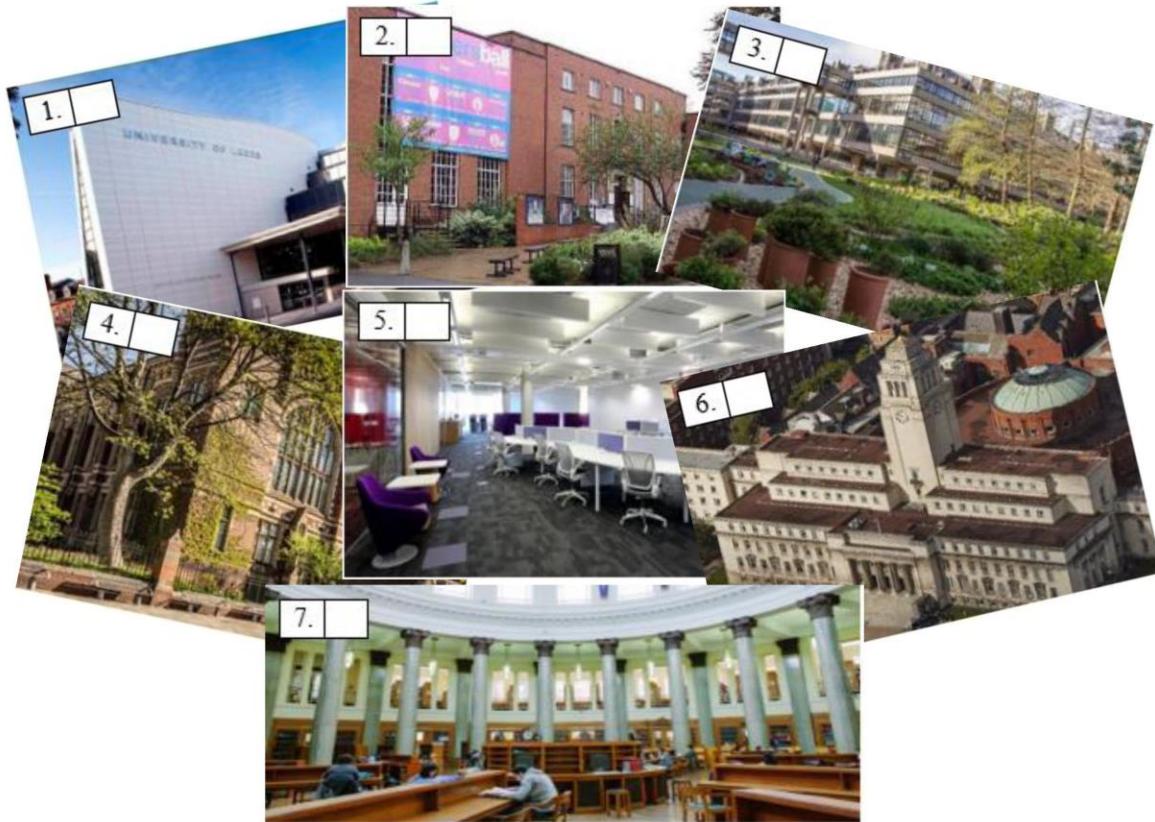
*Luba Pashkovskaya
CEO & co-founder of Verv (graduated in 2008)*

II. Enlarge your vocabulary

1. Emily, a fourth-year Environmental Science student, and George, a third-year student studying Justice and Criminology, are good Alice's friends. They think that the University of Leeds is a great place to get tertiary education. They have prepared **a virtual campus tour** to show you around. There are the main places of the Uni in the pictures below. Can you guess what their features are? Use the prompts from the table. Share your ideas in pairs. Then watch the video and check them.



Buildings	Features
1) The Ziff building 2) Student Union 3) Sustainable Garden 4) The Great Hall 5) The Laidlaw Library 6) The Parkinson Building 7) The Brotherton Library	a) a landmark and logo of the Uni, there is a plethora of things going on there; b) the fourth largest research library in the UK; c) it accommodates students' needs and satisfies enquiries; d) thus Leeds gets its nickname as a Red Brick University; e) there's always stuff for everyone and place to catch up with friends; f) a state-of-the-art library; collaborative space; highly sustainable with solar panels; R&R; g) it helps to promote biodiversity and get involved



2. Emily and George are speaking about their alma mater with such love! But do you fully understand what exactly they mean? Look through their words from the video you have already watched and try to choose the best options for the underlined expressions. Share your ideas in pairs. Then watch the video again and check them.

Emily calls the Great Hall ‘one of the oldest buildings that they have on campus’.

- ‘**on campus**’ means:
- a) around, in the city;
 - b) on the university territory.

George presents the Laidlaw Library as a state-of-the-art one with collaborative spaces to work with friends.

- ‘**state-of-the-art**’ means:
- a) modern, up to date;
 - b) artistically built.

- ‘**collaborative**’ means:
- a) cooperative, shared;
 - b) huge, immersive.

George adds that the Laidlaw Library is highly sustainable, powered with solar panels.

- ‘**sustainable**’ means:
- a) stable, with good power supply;
 - b) causing no harm to the environment.

George also mentions that, if you’re looking for some R&R, Laidlaw has it all as there is a lovely coffee shop there.

- ‘**R&R**’ means:
- a) room and rest;
 - b) rest and relaxation.

Emily says that Sustainability Garden helps to promote the biodiversity.

- ‘**to promote the biodiversity**’ means:
- a) to help various species to survive;
 - b) to provide a variety of species.

George explains that inside the Parkinson building there is a plethora of things going on all the time.

- ‘**a plethora of**’ means:
- a) many, plenty of;
 - b) a regular number.

Emily claims that their Student Union is a real great place to catch up with friends.

- ‘**to catch up with friends**’ means:
- a) to compete with friends;
 - b) to socialise with friends.

3. We spend the best years of our youth studying. Explain what **BSUIR** means to you and share your opinion with the group. The following prompts in the boxes and questions below may help to structure your ideas.

- a) What are a landmark and logo of your University?
- b) What places do you go more/less often and why?
- c) Where do you usually have lunch?
- d) Are there any R&R areas? What are they like?
- e) Where do you catch up with friends?
- f) What is your favourite place on campus?
- g) What makes BSUIR so special for you?

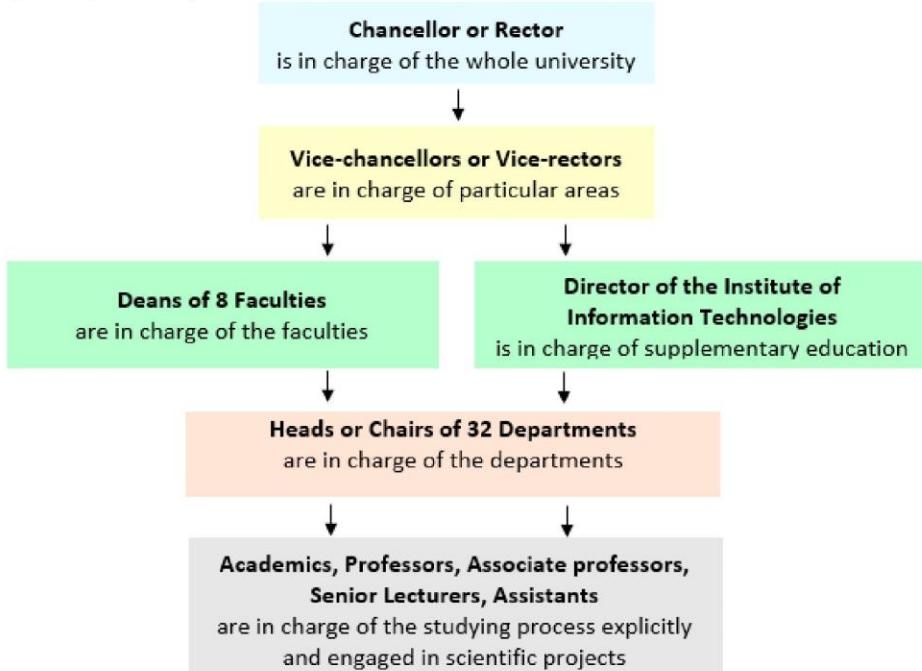
*lecture theatre
canteen
reading hall
computer lab
business incubator
gym
science lab*

The emblem: The blue colour emphasises the University academic activities. It inspires reflection, aspiration for cognition and scientific work. The elements of the emblem are:



- a sinusoid and radio signals which show that BSUIR trains experts in radioelectronics;
- the globe which symbolises University activities throughout the world;
- an open book which reflects that the University belongs to the system of education, it is a symbol of rich culture and a source of wisdom;
- a cornflower which is a traditional symbol of Belarus.

4. Are you familiar with **the structure of BSUIR**? The flowchart below illustrates it. Who is the Rector (Chancellor) now? Can you name any Vice-rectors? Who is the dean of your faculty? Can you name your most prominent lecturers?



5. Bayram Polat is a student from Turkey who would like to get B.Sc. in engineering abroad. Try to persuade him to **enroll on a course** at BSUIR. Use the prompts in the box.



- affordable tuition fees that allow...
- state-of-the art facilities such as ... that promote...
- experienced teaching staff which includes...
- convenient infrastructure that provides...
- collaborative atmosphere which ensures...
- a plethora of things going on all the time which can...
- R&R areas which help...
- a choice of sport activities which can...

6. Share your opinion about your University in pairs and then with the group discussing the questions below.

- a) Why did you choose BSUIR to get tertiary education?
- b) What do you expect to obtain studying here?
- c) What is it like to be a student of BSUIR?
- d) What university facilities do you find the most state-of-the-art?
- e) Can the IT business incubator give a good chance for students' start-ups?
- f) Are there any university traditions that you are already familiar with?

III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she is making requests. Consider the following questions first.

- a) Do you think making requests is an important skill?
- b) When do we request anything, in what situations? What do we start with?
- c) What do we do to sound polite?



Fred, I have a request. Sam, I hear your "request" and shall decline.

2. Watch the episode. What does Anna ask for? How does she do it? What phrases does she use? Does she get what she needs straight away?

3. There is a table of phrases that can be used for making polite requests and asking for favours in different situations and for responding. Pay attention that just using the word 'please' is not enough to sound polite.

Table of Useful Phrases

<i>Polite requests</i>	<i>Polite responses</i>
- Could you please ‘verb’?	- Certainly.
- Would you mind ‘verb+ing’? - Do you mind ‘verb+ing’?	Note! If you want to agree with ‘Would/Do you mind’ request, say ‘No’ or use ‘Yes’ to disagree.
- When you get a chance, can you ‘verb’? - If you’re available, could you kindly ‘verb’? - Do you think you could help me with ‘verb+ing’? - Would you be able to help me with ‘verb+ing’? - Would it be possible to ‘verb’? - Is there any way you could ‘verb’? - Would you be open to ‘noun/noun phrase’ / ‘verb+ing’?	- No, not at all. - Yes, I’m afraid I do. - Sure, I can do that. - I’d like to, but... - Of course, I can. - Yes, I’d be happy to. - Sure, no problem. - Yes, I’d be glad to. - Yes, I would

4. Alice and Dustin are in different situations where they have to make some requests. Fill in the gaps in the dialogues below. Address the table above if it is necessary.

Alice is asking her friend, Olivia, for help before an exam.	Dustin is asking his roomie, Jacob, to tidy the place.
<p>– Olivia, I know that it’s a hectic time for you too, but _____ help me? – Yeh, I’m pretty busy, but what’s up? – Our exam on information theory! It’s next week and I’ve lost my notes! _____ help me with it? – Well, I really don’t know how I can help? – _____ lending me your notes? – Actually, _____! I’m using them right now. – I see, then _____ give them to make a copy? – If it doesn’t take long, _____. – Fantastic. And _____ joining me the day before to revise it together? – Deal!</p>	<p>– Jacob, I know that it’s not your strong suit, but _____ tidying the room occasionally? – Really, but what’s wrong? – Oh, look at this mess! _____ cleaning up the space? – _____. – And _____ take away all your stuff? – Sure, _____. – And the toilet is clogged again. _____ giving me some help with it? – Of course, _____. – Great! And _____ turn off the TV? I’m trying to study. – Well, _____. It’s the latest news. – Right, then _____ turning it down? – Certainly.</p>

5. There are some examples of typical everyday requests below. How would you make them sound more polite? Try to offer as many options as possible. Work in pairs. Take it in turns to make and accept or decline requests.

Person 1	Person 2
a) Open the window. b) Say that again. c) Make me a cup of coffee. d) Help me with my bags. e) Give me a lift to the airport	a) Call me back in five minutes. b) Lend me some money. c) Turn the music down. d) Give me some water. e) Tell me the time

6. Choose one of the following situations where you may find yourself in the future and make some requests related to it. Work in pairs or groups of three.

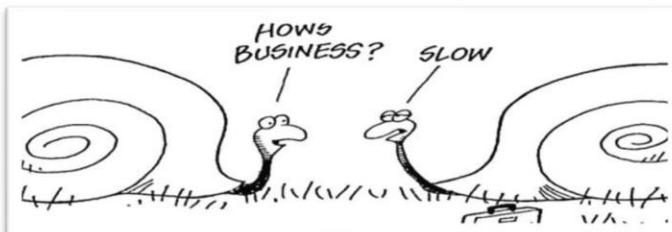
- a) You have really noisy neighbours. Try to talk to them and solve the problem.



- b) You are ordering some fragile equipment. Discuss all your requirements with a delivery company.



- c) You are carrying out a project but your colleagues don't keep up with the work. Talk to them about it.



IV. Develop your communication skills

1. Bayram Polat, a student from Turkey, has decided to enroll on an engineering course at BSUIR. He is looking through **the University website** but a bit confused about where to find the information he needs. Help him and address to the right sections of the site which are listed in the box on the right.

Required Information

- a) institution framework;
- b) facilities for studying;
- c) obligatory courses;
- d) living amenities;
- e) recreation.

Website Sections

- State-of-the-art lab equipment*
- Extracurricular activities*
- University infrastructure*
- Compulsory subjects*
- Dormitory conditions*

2. Bayram's English is not very good yet, nor does he speak Russian. So, he has faced difficulties with understanding some information about BSUIR. Try to help him and explain the meaning of the words that he highlighted. Choose from the options given. Pay attention that more than one option can be correct.

1. The University tries to **implement** innovative ideas, creating competitive high-tech products in the spheres of computer science and electronics.

- *gain*
- *realise*
- *apply*

2. Belarusian State University of Informatics and Radioelectronics strives to achieve academic excellence heading towards future with confidence and **dignity**.

- *honour*
- *influence*
- *virtue*

3. Students **acquire** profound knowledge in electronics, cybernetics, computing, etc.

- *promote*
- *receive*
- *obtain*

4. **Obligatory** classes make up the majority of curriculum.

- *compulsory*
- *free*
- *available*

5. Students take part in various international **exchange programmes**, fulfill scientific research contracts, receive grants, and work placements in the world top IT companies.

- *studying abroad*
- *work experience*
- *apprenticeship*

6. Sport also occupies a **crucial** part in University life.

- *essential*
- *inevitable*
- *vital*

7. Students **are engaged in** athletics, soccer, basketball, volleyball, handball, swimming, freestyle wrestling, bodybuilding, shaping, and other sport activities.

- *participate in*
- *contribute to*
- *take part in*

8. The strength of gained **academic expertise** is combined with the breadth of disciplines the University covers.

- *scientific knowledge*
- *expert supervision*
- *powerful impact*

9. It provides **a wealth of** opportunities and has a real impact on the country in economic and societal ways.

- *numerous*
- *mainly*
- *a plethora of*

3. Think that you know everything about BSUIR? Take this **quiz** and find out. For some questions there can be more than one correct answer.

Quiz ‘My BSUIR’

1. When was the University founded?	a) in 1952 b) in 1964 c) in 1976
2. How many education buildings does the University framework comprise?	a) 6 b) 7 c) 8
3. How many faculties are there?	a) 8 b) 9 c) 10
4. What forms of learning are available at the Uni?	a) full-time c) blended b) part-time d) distance
5. What languages are used as a medium of teaching?	a) Russian c) Belarusian b) English d) Chinese
6. How many dorms are there at students' disposal?	a) 3 b) 4 c) 5
7. What are the facilities for going in for sports at the Uni?	a) a swimming pool b) a fitness centre c) a ski depot d) a summer camp

4. Read about your **alma mater**, BSUIR, and check your answers in the quiz.

Belarusian State University of Informatics and Radioelectronics

A unique blend of traditions and vibrant life

Our mission is to train engineers and scientists capable of generating and implementing innovative ideas, creating competitive high-tech products in the spheres of computer science and electronics.

Being founded in 1964 as Minsk Radio Engineering Institute, Belarusian State University of Informatics and Radioelectronics strives to achieve academic excellence heading towards the future with confidence and dignity.



KEY AREAS OF TRAINING

Computer Engineering
Software Engineering and Technologies
Cyber Security and Information Security
Electronic Economy and Marketing
Artificial Intelligence
Radio Electronics and Radio Informatics
Infocommunication Technologies
Nanotechnology and Nanoengineering
Big DATA
Internet of Things
Cloud Computing
Medical Electronics
Game Design

and Development (R&D) Department. More than 16,000 students including international undergraduate and postgraduate ones coming from different countries of Asia, Africa, the Middle East, Latin America, the European Union, and the CIS receive education in the form of full-time, part-time, or distance learning.



descriptive geometry, technical drawing, and social sciences. Later they acquire profound knowledge in electronics, cybernetics, computing machinery, etc. Special attention is given to such subjects as impulse technique, analog and digital computers.

Four **foreign languages** are taught at the University. Two departments teach English, French, German and Spanish to students and post-graduates with an emphasis on acquiring profession-oriented language skills. Optional courses and languages are

Today, the University has become a large national **research and educational centre** possessing a great workforce, scientific and training environment, state-of-the-art laboratory equipment, and extensive infrastructure. It is the leading IT university, core institution in information technologies among the CIS countries.

Today the University **framework** includes 8 faculties, 32 departments, 49 specialities, the Institute of Information Technologies, the Research

BSUIR

FACULTY OF

Computer-Aided Design
Computer Systems and Networks
Information Technologies and Control
Radioengineering and Electronics
Infocommunications
Engineering and Economics
Military Faculty
Pre-University Preparation and Occupational Guidance

FACULTY OF

Computer Technology
Continuing Education and Retraining

INSTITUTE OF INFORMATION TECHNOLOGIES

The highly qualified **teaching staff** consists of academicians, Corresponding members of the Belarusian Academy of Sciences, foreign Academies of Sciences, professors, doctors, associate professors, senior lecturers, and assistants.

Different **subjects** are taught at the University depending on the faculty and the course. First-year students study physics, higher mathematics, descriptive geometry, technical drawing, and social sciences. Later they acquire profound knowledge in electronics, cybernetics, computing machinery, etc. Special attention is given to such subjects as impulse technique, analog and digital computers.



available in the Language Training Centre. Several specialities at the University are also available in English.

Lectures, seminars, laboratory works, and practical classes which attendance is obligatory make up the majority of the **curriculum**. Students are usually assessed at the end of each semester through a pass-fail system, written and oral examinations, and through their coursework projects.



The University offers excellent facilities for studying, research and recreation. University **facilities** at the students' disposal include a number of computer classes and modern engineering laboratories. A local computer net, including more than 4,000 computers with Wi-Fi access, connects all eight education buildings. A video conferencing

centre and lecture theatres are equipped with up-to-date multimedia means. There is a large library with nine reading halls, including three electronic ones with Internet access. Students from other cities lodge in four dormitories with all modern amenities.

BSUIR today is a large **scientific organisation** with 34 R&D labs, 8 scientific centres, and an IT business incubator that cooperate with more than 100 science organisations and educational institutions from more than 40 countries. The University staff and students take part in various international exchange programmes, fulfill scientific research contracts, receive grants and work placements in the world's top IT companies. The University presents its latest developments at Belarusian national expositions, as well as at world-famous fairs and exhibitions.



Sport also occupies a crucial part of University life. The University teams regularly win the leading positions of student sports and compete at a national level. Students are engaged in athletics, soccer, basketball, volleyball, handball, swimming, freestyle wrestling, bodybuilding, shaping, and other sports activities. There are all the necessary facilities available like a swimming pool, a fitness centre, open playgrounds, a ski depot, and a summer camp at the Braslav Lakes.

University life is not only about classes and exams. The Students' Trade Union and the Student Council offer a plethora of extracurricular activities for students. The Student Club organises forums, contests, tournaments, festivals, discos, and other social events for recreation.





The strength of gained academic expertise combined with the breadth of disciplines the University covers provides a wealth of **opportunities** and has a real impact on the country in economic and societal ways. The alumni of the University work successfully in the most science-intensive fields of the national economy and provide sustainable development of Belarus.

5. Alice has been looking through the places for her **postgraduate course** and has come across the information about BSUIR. According to the official website, it is a great option. Look at the facts that Alice has gathered and say whether they are correct.

- a) The University strives to prepare highly qualified specialists in the field of computer science and electronics.
- b) State-of-the-art study facilities and programmes in IT, radio electronics, infocommunications and digital economy are offered by the University.
- c) There are 10 faculties and 32 departments at the University.
- d) The academic staff includes doctors and associate professors only.
- e) The students are free to choose what courses to take each year of studying.
- f) English as a medium of teaching is available for all specialities.
- g) R&D laboratories carry out joint international research projects.
- h) Student's life is full of cultural and sports activities.
- i) There are a plethora of prospects at the disposal of the university alumni.



6. Alice still has some questions about BSUIR. Answer them as fully as possible. Back up your responses with the information from the text. Share your point of view with the group.

- a) How do you understand the main academic goal of BSUIR?
- b) What makes the University a leading IT education institution?
- c) Why do international students apply for a degree there?
- d) What are the faculties at BSUIR?
- e) What subjects make up the curriculum of a first-year student?
- f) How can students develop their scientific and business ideas?
- g) What is University sport life like?
- h) How can students enrich their creativity?

7. A group of international students has just arrived at BSUIR. It is their **freshers' week** and you have been asked to make a **University tour** for them. Start with the history of the uni, do not forget to mention its framework and facilities, describe the future prospects of the University alumni.

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. The facts below quite fully describe university life at Leeds. Fill in the gaps in the sentences using the words from the box.

collaborative	chancellor	expertise	implement
facilities	alumni	catch up	dorms

- a) The _____ is in charge of the University.
- b) The University preserves the _____ and rights of students from all backgrounds.
- c) Participation in various international projects promotes a(n) _____ atmosphere.
- d) The University scientific labs are known for gained academic _____ throughout the world.
- e) The University provides a wealth of _____ for studying and recreation.
- f) The Student Union helps students _____ their projects in practice.
- g) There are several _____ for nonresidents of Leeds on campus.
- h) There are a plethora of R&R areas to _____ with friends.
- i) The University _____ never find any difficulty in getting well-paid jobs.

2. There are some tips from Alice how to become a successful online learner. Look them through and answer the following questions.

- a) What can help you to stay motivated while studying online?
- b) What should your workspace be like?
- c) When can you catch up with friends?
- d) Why is it essential to take a break from work?
- e) How can you collaborate with your group mates?

Becoming an Online Learner

Studying partly or entirely online is very different from attending face-to-face classes on campus. We all have routines that break up our days, weeks and months. Without our normal study routines of coming into campus for classes, catching up with friends and perhaps having lunch or a coffee, we can find ourselves drifting and feeling less motivated.

Your workspace

It's essential to create a space that allows you to focus on your work as much as possible. Make sure you have a comfortable and dedicated workspace.

Getting down to work

You need to be realistic about how much studying you can do in a day and maintain other activities such as exercise and socialising. Assess when you are at your

most productive and when your best times to work are: are you sharpest in the early morning or do you come alive in the evening? Use those study times to the full.

Maintaining focus

It can be harder to focus when you're studying on your own and you might find yourself losing focus more easily than usual. But, having small aims and targets can help you to keep motivated. Taking a break from work is really important to help you to maintain focus and for your health and wellbeing.

Connecting with others

Whether you are an extrovert or introvert, it is important that you maintain regular contact with your group mates. It's likely that your lecturer will arrange online meetings for you to collaborate with others on the same subject, so look out for announcements.

3. Here there are the definitions or synonyms of the key words from this lesson. Check yourself and find these words in the word grid below.

1. Involving two or more people working together for a special purpose.
2. Able to continue over a period of time.
3. Infrastructure.
4. Necessary, needed or important.
5. Students who have left a uni after graduation.
6. A big room to carry out lectures.
7. A place to carry out experiments.
8. A building at a uni where students live.
9. An occasion when a professor and a group of students meet to study and discuss something.
10. Compulsory.
11. To get or buy something.
12. To encourage people to like or do something.
13. The buildings and the land of a university.
14. To judge the amount, value, quality, or importance of something.
15. A place at a uni where food/drinks are sold.
16. The subjects studied at a uni and what each subject includes.

4. Get ready to speak on the following topics.

- the mission of BSUIR and core areas of training;
- the University framework;
- the teaching staff of BSUIR;
- subjects being studied and the University curriculum;
- University facilities at the students' disposal;
- BSUIR as a scientific organisation;
- the role of sport and extracurricular activities in the University life.

f	r	a	m	e	w	o	r	k	t	o	l	a	b
x	e	g	a	c	q	u	i	r	e	b	i	s	s
t	z	e	s	s	e	n	t	i	a	l	w	s	u
c	o	l	l	a	b	o	r	a	t	i	v	e	s
u	h	s	a	n	r	r	l	u	k	g	m	s	t
r	w	c	a	m	p	u	s	q	f	a	r	s	a
r	a	v	p	b	p	r	o	m	o	t	e	o	i
i	q	g	w	n	f	d	g	r	d	o	r	m	n
c	n	r	c	a	n	t	e	e	n	r	q	g	a
u	r	d	i	l	g	b	w	g	v	y	i	f	b
l	e	c	t	u	r	e	p	d	o	f	a	g	l
u	v	q	f	m	h	a	t	h	e	a	t	r	e
m	r	w	a	n	v	d	i	g	n	i	t	y	m
d	s	e	m	i	n	a	r	m	w	t	q	d	r

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

Skills	Options			Section of the lesson for revision
	Yes	No	Not sure	
1. I can speak about university framework				II/IV
2. I can speak about university facilities				II/IV
3. I can make polite requests in different situations				III
4. I can respond to requests in different situation				III
5. I can speak about university teaching stuff				IV
6. I can speak about university courses and curriculum				IV
7. I can describe university extracurricular activities				IV
8. I feel confident about using related vocabulary				II/IV

Module I. University Studies

Lesson 3. Student Life

3

Aims

- learn the vocabulary related to student life;
- be able to make introductions in different situations;
- be able to speak about my activities as a student.



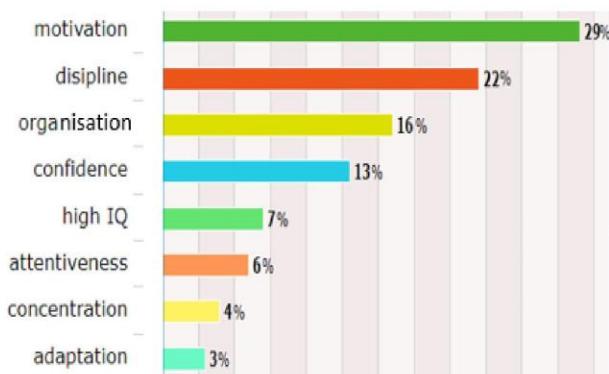
I. Expand the idea

Student life is hard to define. It means different things to different people. Your reasons for studying and your life situation will have a big impact on what features of university life are most relevant to you.



Students report that their life at university is some of the most stimulating, busy, challenging, empowering, amazing, chaotic, fascinating time of their lives. It is certainly a time to have new experiences, meet new people, gain new perspectives and learn. Share your opinion on the questions below.

- What is student life for you?
- What does it include?
- What makes student life successful? The chart on the right shows how a group of British students responded to this question. Do you agree with the findings of the survey?



*It
won't be*

*easy,
but it will
be worth it.*

II. Enlarge your vocabulary

1. A common myth is that the best students are those who get the best grades. True, good students tend to get good grades, but there is a lot more in it. Below there are some **personal traits** and **skills** needed for university success. Which of them are the most important? Rank them in order of importance. Share your opinion with the group.

Good Students Are Self-Motivated

Self-motivated students have clear reasons for being at university. In contrast, those at risk of **dropping out of college** often show a lack of interest. They have no internal motivation, so they don't **put much effort into education**.



Good Students Are Goal-Driven

The ability to set goals is one of the key qualities of a good student. Having both short-term and long-term goals will help you to achieve something. Good students **persist in pursuing their goal**. They don't face one obstacle and give up. They **eliminate distractions** and **focus on fulfilling their objectives**.



Good Students Manage Their Time Well

A common time management problem among university students is underestimating the time tasks will take. Even if students have their priorities straight, they'll still **get behind schedule** if they don't **allow enough time for each task**. Stay organised and develop useful daily routine habits.

Good Students Are Adaptable

Good students develop a broad study toolkit so that they can adapt to different situations. Using the same methods to learn English vocabulary and **to meet a deadline** on physics probably won't be very helpful. Also, good students have specific techniques to study **to pass an exam**.





Good Students Ask Questions

Any good student realises they can be smart and still not know all the answers. Rather than just ignoring gaps which eventually leads to **falling behind the group with studies**, good students aren't afraid to ask questions. So, they develop critical thinking and become excellent **in the long run**.

2. There are some **typical mistakes** that students, especially freshmen, make. Can you guess what these problems **can lead to**? Fill in the gaps in the situations below with the phrases from the box.

pursuing	keep up with	eliminate	skipping
meet	get behind	fulfilling	dropping out of
passing	fall behind	allof	put effort into

- a) Poor adaptation may prevent students from (1) _____ exams in the long run.
- b) Low self-motivation may be the reason why students don't (2) _____ education.
- c) Students that don't ask questions may often (3) _____ the group with studies.
- d) Students won't reach success if facing obstacles, they give up without trying to persist in (4) _____ their goal.
- e) Time management problem makes students (5) _____ schedule.
- f) Bad students can't (6) _____ distractions and focus on (7) _____ their objectives.
- g) Students start (8) _____ classes and may not (9) _____ the workload.
- h) Bad students don't (10) _____ enough time for each task and as a result can't (11) _____ some essential deadlines.
- i) Lack of interest in studies can lead to risk of (12) _____ university.

**"MY ADVICE IS
TO NEVER DO
TOMORROW
WHAT
YOU CAN
DO TODAY."**

CHARLES DICKENS

3. Have you got any ideas how to **avoid the problems** described above? Share your tips with the group.

E.g.: In my opinion, to pass an exam it's vital not to skip classes and take notes.

4. Would you like to find out **what kind of student you are**? First, get the answers to the questions below from your groupmate. Work in pairs. Then consider if your groupmate is a good student or not, and whether the daily routine influences it.

- a) Do you always get to university in time?
- b) Do you always do your homework the same evening you get it?

- c) Do you always do well in tests?
- d) Do you get on well with every University professor?
- e) Do you always sit at the front in class?

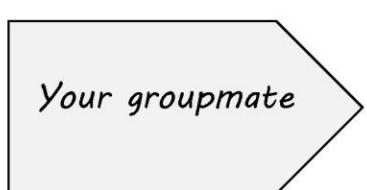
5. Now listen to the professor giving students a quiz about their study skills. Answer all the questions honestly and you will find out whether you are **a successful student**.

- a) Do you match all the characteristics perfectly or still have anything to work at?
- b) Are there any obstacles on your way to success? How can you overcome them?

6. Here there are some ways how to be **a better student**. Match the ideas with appropriate explanations. Choose three that you consider the most important.

Ideas	Explanations
1. Love what you're doing	a) Your professors will appreciate it as it shows you are interested to learn from them. Also, never skip classes, as it can create a gap in your knowledge, and you can start falling behind the group with studies
2. Set your goals	b) It really helps to keep up with the workload as you can review some of the material later. It is not necessary that you should write down all the words you see or hear, just highlight the important points
3. Be punctual	c) The moment you get down to study, be sure of what you want to achieve and persist in pursuing your goal. Your goals will keep you going and help to focus on fulfilling them
4. Participate in activities	d) Be organised, that is one way to allot time for every task. List down the activities that you need to do to meet a deadline. Your to-do list will serve as your reminder and help you to keep track of your progress
5. Make a to-do list	e) Health is wealth, and it's true. So, prioritise your health, as if you are healthy, you can study well. Hence, be physically, emotionally, and mentally fit, and you'll pass the exams
6. Take good care of your health	f) When you choose a course at university, be sure that you really want it, so you won't regret it in the long run. Studying can be boring, but when you love the subject, you put much more effort into studies
7. Listen and take down notes	g) Do not just stay in the classroom; be involved in some extracurricular activities. If you excel in your academics, try to do the same with the non-academic activities. This will also increase your social capability

7. There are some typical situations below. What can you **recommend** in each of them?



- a) is always late for classes;
- b) is not sure what he wants to reach through studying;
- c) is a horrible procrastinator;
- d) doesn't exercise at all;
- e) thinks that extracurricular activities are useless;
- f) doesn't know how to revise material.

8. Ever wondered what it is like to be a student in another country? Four students from around the world give us a look into their lives. What do you have in common? Also, pay attention to the underlined words dreaded by all students around the world.

 <p>Bastiaan Spijkman is a Financial Economics student at Radboud Uni in Nijmegen, the Netherlands.</p> <p>Studying: ‘I have around 20–25 hours a week including one or two lectures but it can vary. Near the end of the trimester is <u>crunch time</u> as everybody is studying for exams. Most people start university at the age of 17–18 and take 4 to 6 years to finish their degree. And the best thing is being able to enjoy a quality education for a relatively low cost.’</p> <p>Accommodation: ‘We’ve got hostels rented out by non-profit organisations or converted houses owned by individuals.’</p> <p>Fun: ‘My free time is spent going to bars, exercising, or hanging out with friends.’</p>	 <p>İşil Defterli studies Industrial Engineering at Kadir Has University in Istanbul, Turkey.</p> <p>Studying: ‘Weekly I study 10–12 hours having around 20 hours of lectures.’ The students are all over 18. İşil says, ‘Students here like to do things at the last moment, but they work hard to meet a <u>deadline</u>.’ İşil adds, ‘University is free for me because I have a scholarship but it’s like a loan, I have to pay it back.’</p> <p>Accommodation: ‘I live with my parents. But generally, students try to live close to the uni.’</p> <p>Fun: ‘In Istanbul there are a plethora of places to have fun day or night. There are even prices for students at some places.’</p>
 <p>Emma Hill studies art at Montana State University in Bozeman, Montana, the US.</p> <p>Studying: Emma says, ‘Art is a fairly demanding field, I take four or five classes which meet two or three times a week and spend close to 40 hours a week on homework, going to classes and studying. I try to apply myself to my <u>workload</u>, although I am a horrible procrastinator.’ Emma adds, ‘Students in the US range from age 18 to 40 plus. Studying is expensive, but you can get scholarships either from the university or from government grants.’</p> <p>Accommodation: ‘I live on campus and it is pretty normal for the first two years, but then students tend to move off campus.’</p> <p>Fun: ‘I really enjoy being a college student. Most of my free time is spent hanging out with friends or going out to a movie. Also, I volunteer at a student centre.’</p>	 <p>Lars Eggset reads North America studies at the University of Oslo, Norway.</p> <p>Studying: ‘I spend 8–10 hours a week on college work. The number of lectures per week varies. The student age is from 19 to 70, but most are in the 20s. Most students really <u>cram</u>, especially before the exams. Tuition for Norwegians is cheap, lucky we! All students are granted a scholarship and a low-interest loan.’</p> <p>Accommodation: ‘I share an apartment with my girlfriend, which is usual for many students. Other alternative is to rent a student apartment.’</p> <p>Fun: ‘Recreation in Norway is very diverse. In my free time I do downhill as well as cross country skiing, mountain biking, and other sports. I also have a part time job as a teacher. Nightlife in Oslo is vibrant, and a lot of students hang out.’</p>

9. What is your new student life like? Use the prompts below and describe your **daily routine**.

Studying
Accommodation
Leisure



III. Enrich your speech

1. You are going to watch a BBC video episode about Anna where she is making suggestions. Consider the following questions first.

- a) Do you think making suggestions is an important skill?
- b) When do we suggest anything, in what situations?
What do we start with?
- c) What do we do to sound polite?



2. Watch the episode. What does Anna suggest? How does she do it? What phrases does she use? Does she really help this time?

3. There is a table of phrases that can be used as sentence starters for brainstorming conversations and problem solving as well in casual and more professional situations.

Table of Useful Phrases

	<p>Note! To brainstorm the problem someone can say: ‘Does anyone have some ideas to throw out?’ To throw out ideas means to express ideas</p>	
Informal	<ul style="list-style-type: none">- Let’s ‘verb’. E.g.: Let’s try that new Italian restaurant tonight.- How about ‘noun/noun phrase’ or ‘verb+ing’. E.g.: How about a movie on Friday night? How about driving to the lake for a getaway?	
Formal	<ul style="list-style-type: none">- Shall we ‘verb’. E.g.: Shall we reschedule for next week?- Why don’t we/you ‘verb’. E.g.: Why don’t we book the hotel in advance? Why don’t you check in with the accounting department first to get an update?- We/You could/should ‘verb’.	<p>Note! ‘Why don’t you’ is a good way to ask somebody to do something as a suggestion, not a command</p>
		<p>Note! ‘We/You could’ is used to indicate one</p>

	<p>E.g.: We could postpone a product launch until next week. You should reschedule the meeting for next week</p>	<u>idea</u> among many; 'We/You should' indicates <u>the best idea</u> among many
	<p>- Have you thought about/tried/considered '<u>verb+ing</u>'. E.g.: <i>Have you considered working with a new firm recently?</i></p>	Note! 'Have you tried / considered / thought about' and 'Would you consider' are used when you feel that somebody <u>isn't making the best choice</u>
	<p>- Would you consider '<u>verb+ing</u>'. E.g.: <i>Would you consider getting a second option?</i></p>	
	<p>- I have an idea. I suggest '<u>verb+ing</u>'. E.g.: <i>I suggest giving him a call</i></p>	
	<p>- I'd like to throw out an idea but <u>hear me out</u>. - This is a little outside the box, but what if we '<u>verb</u>'</p>	Note! 'To hear somebody out' means to offer a strange or surprising idea and be listened

4. Alice and Dustin are at different situation. Help them to suggest related ideas. Fill in the gaps in the conversations below. Address the table above if it is necessary.

Alice is catching up with friends and they are making dinner plans	Dustin and two more students are given a new academic project
<p>- _____ everyone! _____ try that new pizza place down the street. - Oh, no! We had pizza just yesterday. _____ booking a table at a new restaurant down the street? - Yeah, but it must be over the top, too expensive. I've got an idea! It's a bit crazy but _____. _____ that party on campus tonight? - Great idea! There will be some food as well. _____ get some drinks on the way? - Awesome! _____ go there right now!</p>	<p>- Ok, as it's an absolutely new project for us, does anyone have some _____? - First of all, _____ set our goals. - That's right. Then, _____ schedule our work? - Good idea. _____ breaking the work into some stages? - That's the best choice. I'm all for this! - _____ a deadline then? - Oh, it's already been set – in a fortnight. - Really? _____ get started today? - All right, the sooner the better!</p>

5. Choose one of the following situations where you most likely can find yourself in the future and make some suggestions on the topic related to the situation. Join in groups of three or four.

- a) You're going to organise a surprise party for your friend. Consider the place, decoration, food and drinks, entertainment, guest list, presents.
- b) You want to develop a studying plan with your groupmates to get ready for a difficult exam. Consider the goals, stages, materials, everyone's participation, set the deadline.
- c) You should plan a business trip with your co-workers. Consider the schedule, transportation, accommodation, extra activities.
- d) Your firm has to delay the launch of a new product. Consider the expanses, the terms, possible ways out, set everyone's responsibilities.
- e) You would like to organise a fund-raising campaign for a local charity organisation. Consider the events to attract people's attention, the ways to gain money, the ways to get publicity and so on.

IV. Develop your communication skills

*1. No matter what or where you are studying there are two very important aspects of tertiary education: **academic life** and **student social life**. Achieving a balance between these two spheres of life can be challenging. Have you got any ideas how to make the most of student life? There are some survival tips below, choose those ones that you consider the best. Which ones do you practise in your daily routine? Share your ideas with the group.*



1. Cut back your sleep schedule from nine to seven hours a day.
 2. Ration the time you spend with friends and relatives.
 3. Dedicate yourself 100 % to what you do.
 4. Don't deprive yourself with the time spent with your loved ones.
 5. Find some sort of physical activity.
 6. Try not to have a heavily crowded schedule.
 7. Share some tasks and materials with your groupmates.
 8. If you can't attend the lecture, don't hesitate to ask for class notes and assignments.
 9. Find a reading group to divide huge books into manageable chunks.
 10. Make schedule.
 11. Find a way to get help.
- 2. Watch the video devoted to **finding a balance** between academic life and student social life. Which of the tips that you have just discussed are mentioned there?*

3. Watch the video once again and answer the following questions.

a) Look at the diagram on the right representing college life. Do you really need to choose from the two vortices while sacrificing the third one?

b) Will you feel the burnouts if you sleep seven hours a day instead of nine?

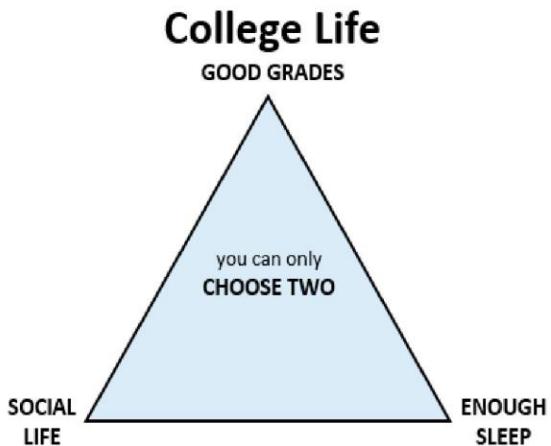
c) What is the best way to ration the time you spend with your friends and family?

d) What can depriving yourself of the time spent with your loved ones lead to?

e) Why is it important to find some sort of physical activity?

f) What will a heavily crowded schedule result in?

g) How can collaboration with your groupmates help you to study?



4. College is a very stimulating environment full of wonderful opportunities for both social and learning activities. The choice is wide. Try to differentiate the options listed below into two categories: those that make **academic life** and those that belong to student **social life**.

<i>Academic life</i>	<i>Student social life</i>

student council	workload	seminars	available activities
course coordinator	schedule	lectures	university newspaper
faculty ball	tutorials	exams	group monitor
youth centre	assignments	volunteer	sports teams
compulsory classes	deadline	assessment	student clubs
student placement	assistance		extracurricular opportunities

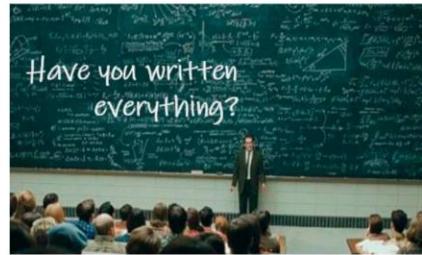
5. Finding your balance may be the most difficult if you are a first-year student, because college provides so many more choices and so much less structure than school. While an ideal balance may be hard to find, **wise use of time** can help. Here are some tips on making the most of your precious time as a student.

How to Balance Your Life at University

Academic life

Employ a wise approach to studying

Being a student isn't just about showing up to **compulsory classes** or making an appearance in lectures, seminars, and tutorials every couple of weeks. Try to attend all your classes (no matter how early in the morning they are **scheduled**), keep up with the **workload** (including course readings before each class), and don't leave **assignments** or exam study until the very last day. If you need to miss a class or don't think you can meet an assessment **deadline**, it's best to have a chat with your lecturer or at least your group monitor so that they can provide assistance, but remember to do this ahead of time, not within hours of a due date or compulsory class.



Take advantage of work experience programmes

Many of the **skills** you'll need once you graduate aren't taught in a lecture theatre, that is why many students seek out **work experience** while they are still studying. Not only does this look great on your **résumé** and help you to make industry contacts,

but it can also give you a better idea of the type of work you want (or don't want) to do. If your course doesn't include a work-based programme, have a chat with your course coordinator for **assistance**. They may be able to put you in touch with industry contacts that are willing to provide **work placement** for students.

Student social life

Where to begin

Ways to get involved differ from faculty to faculty and from university to university, but a good place to start is your **student council** or **youth centre**. Get in touch with them to get more information about how you can volunteer, or who you can contact to join some of the other **student-run projects** and **extracurricular activities**.



What the opportunities are

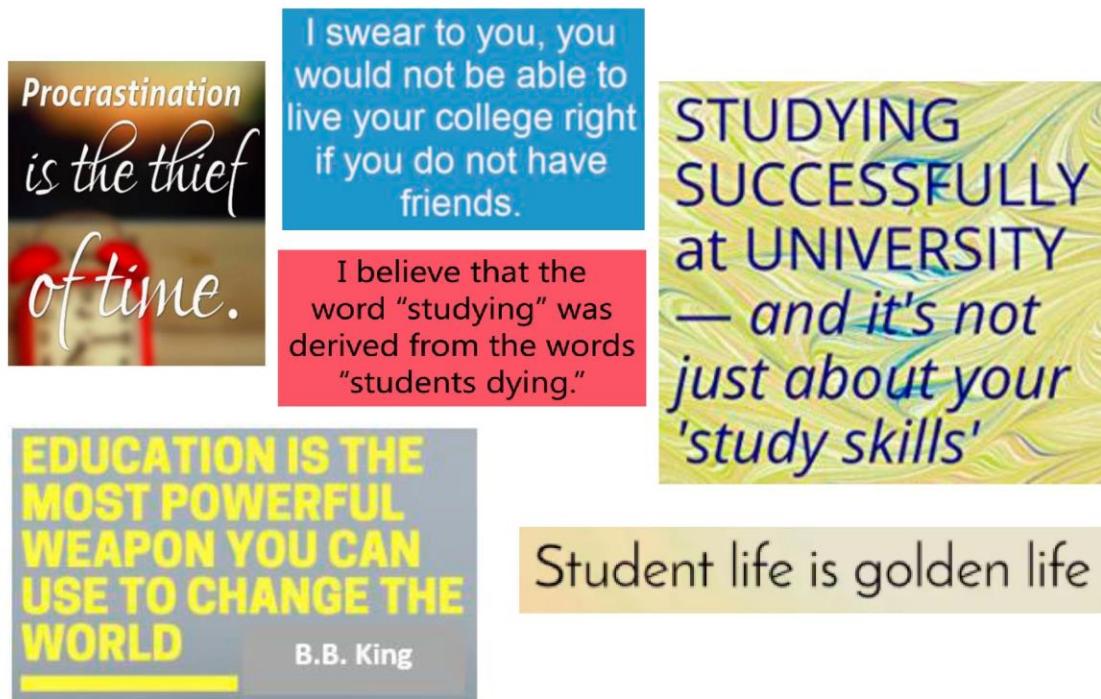
Graduating students often regret not getting involved in student social life. While this doesn't mean you have to set up your own club or chair a society, you might want to consider submitting an article to the university newspaper, **volunteering** to show new students around campus, signing up to help to organise the faculty ball (or

at least buying a ticket) or perhaps **joining** one of student clubs or sports teams. Often you just have to ask around or keep an eye out for the posters hanging around campus to see what activities are available. There's more to student life than sitting in lectures, so look for opportunities to **get involved** from day one.

6. How would you finish the following statements? Address the text once again if it is necessary.

- a) My academic life is accompanied with _____.
- b) Work experience programmes can help me _____.
- c) My student social life can be full of _____.
- d) There are a plethora of extracurricular activities available such as _____.

7. There are some **quotes** and **sayings** below related to student life. Do you agree or disagree with them? Share your point of view with the groupmate.



8. There are some pictures of the activities available at BSUIR. Do you recognise them? What is the main goal of each of them? How can they enrich student life? The options in the box may help you to express your ideas. Match them with the pictures first. Then describe the main features of each of them.

1. 2. 3.

- a) creativity boost
- b) festive events
- c) performance
- d) scientific research
- e) physical development
- f) competitive spirit
- g) teamwork
- h) self-governing skills
- i) information support
- j) volunteering
- k) cultural life
- l) talent show

4. 5. 6.

9. Share your opinion about your student life discussing the questions below. Work in groups of three or four.

- a) What is your academic life like?
- b) Do you always show up to compulsory classes?
- c) Do you keep up with your workload and manage to meet important deadlines?
- d) Do you consider getting any work experience while you are studying?
- e) Have you already joined any student clubs or been involved in any extracurricular activities?
- f) What would you like to participate in and why? What are you good at?
- g) Why is it so important to keep up with the studies and devote time to your hobbies and interests?

V. Assess your progress

Do the following tasks to assess your progress on the lesson. Then check your answers. The keys are provided at the end of the book.

1. Match the expressions related to student life in column 1 with their opposites in column 2.

1. to drop out of college	a) to persist in studying
2. to keep up with workload	b) to fail an exam
3. to pass an exam	c) to fall behind the group with studies
4. to hang out with friends	d) to meet a deadline
5. to get behind schedule	e) to enroll on a course

2. Use the expressions from the previous task and fill in the gaps in the situations below.

1. Nobody can ____ studying if they are not motivated enough.
2. It's getting more and more irritating as Mike even doesn't try to ____ a deadline and is always begging for help.
3. As she ____ her exam, she will have a retake in a week.
4. If he doesn't need a diploma, the best thing for him to do is to ____ of college and find a job.
5. He is so busy as a group monitor that he never ____ with us.
6. At first Bayram hesitated, but finally decided to ____ a B.Sc. course at BSUIR.
7. If you keep skipping classes, you'll definitely ____ the group with studies.
8. I was so delighted to ____ my first exam at university.
9. It's not always easy to ____ with the group as they are all really smart.
10. Time management skills are essential if you don't want to ____ schedule.

3. There are some personal tips from Alice how to balance academic life and student social life. Look them through and answer the following questions.

- a) What is the most difficult part of university life?
- b) What should you keep in mind while budgeting your time?
- c) What can help you to eliminate distractions in your studying?
- d) What symptoms indicate that you need some more sleep?
- e) What sleeping routine is the most productive?

Striking a Balance between Academic and Social Life

One of the most challenging aspects of the university experience is striking the right balance between your studies and social life. Properly managing your time allows you to get the most out of studying, focusing on academics when necessary, while also providing breaks to refresh and recharge with new friends. Learning to balance work and play is also a valuable skill that you will need long after you earn your degree. Here are some helpful tips for a successful year.

Budget your time

Just as you budget expenses such as rent, food and entertainment, budgeting your time can help you to plan your days to find time for studying and socialising with new friends. You might even realise you have more free time than you thought for extracurricular activities! Keep in mind that your time budget should allow for flexibility – there is no guarantee that your assignment will take exactly four hours or that you won't want to hang out with your friends a bit more during the week.

Set actionable goals

Setting goals will give you a direction and destination for your academic and social life and will help to focus on fulfilling your objectives. This will help you to control how you spend your time, identify priorities throughout the year, and eliminate distractions. For example, one goal could be to meet one new friend per semester. Another could be to complete all your necessary workload for the week by Sunday. You will feel a sense of accomplishment as you start checking off goals from your list. Be sure to celebrate each time you reach a goal, such as treating yourself to ice cream or purchasing something new from your favourite shop.

Maintain good health

When you feel healthy and energised, you will be able to make the most of your time studying. Getting the right amount of sleep for your body is crucial at uni. Doctors recommend sleeping between 7–9 hours per night to be fully functional the next day. People who don't get enough sleep are more likely to be irritable and less likely to be alert. Try going to bed and waking up at the same time each day, even at weekends. Keeping your body on a regular schedule means you'll have an easier time getting to sleep and waking up ready to tackle all the tasks ahead. Maintaining a healthy diet is also essential to staying healthy, especially during the winter months.

Attending university can be stressful, so finding the right balance between getting your work done and having fun can help to ease some of the anxiety. Apply these tips to your daily routine to help you to stay on the right track for a successful year!

4. Get ready to speak on the following topics.

- personal traits and skills needed for university success;
- ways to be a better student;
- my daily routine as a student;
- the main characteristics of academic life and my workload;
- the main characteristics of student social life and my extracurricular activities;
- how to reach the balance between academic and social life at university.

VI. Evaluate your achievement

Reflect on the value of the lesson. Answer the questions and fill in the table below. Address the given sections of the lesson for revision any time you need.

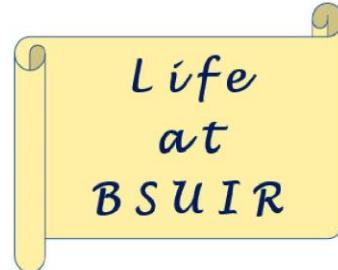
1. What new have you learnt in class?
2. What information do you find the most topical?
3. What were the challenges for you and what did you do to move through them?
4. Would you like to learn any extra information on the topic?

<i>Skills</i>	<i>Options</i>			<i>Section of the lesson for revision</i>
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	
1. I can explain what student life means to me				I
2. I can speak about personal traits and skills needed for university success				II
2. I can explain how to be a better student				II
3. I can speak about my daily routine				II
4. I can make suggestions in formal situations				III
5. I can make suggestions in informal situations				III
6. I can list the main characteristics of academic life				IV
7. I can list the main characteristics of student social life				IV
8. I can explain how to reach the balance between social and learning activities				IV
9. I feel confident about using related vocabulary				II/IV

Module I. University Studies Final Project

For a final project you are offered to make a virtual university tour. Follow the requirements below.

1. You are supposed to cover such issues as:
 - the role of high education today;
 - the advantages of getting tertiary education in Belarus;
 - BSUIR mission;
 - the structure of BSUIR;
 - academic life at BSUIR;
 - student social life at BSUIR;
2. The language of the project is English.
3. Your virtual tour should not surpass a four-minute time limit.



The examples of similar presentations from students of different universities around the world are available on the links below.

1. <https://youtu.be/n9EUqIoBJXA>



2. <https://youtu.be/w1CZ-JaLYHY>



3. https://youtu.be/_Nq4Z5i7lcs



4. <https://youtu.be/1k05rRtM2U4>



5. <https://youtu.be/f5dkuV5992E>



**The best projects will be honoured to be placed
on our university official website!**

Wordlist

Module I. University Studies

Lesson 1. Higher Education Today

A-level <i>n</i>	living expenses <i>col, pl</i>
affordable <i>adj</i>	loan <i>n</i>
apply to (university/company) <i>v</i>	major (in) <i>n v</i>
apprenticeship <i>n</i>	maturity <i>n</i>
aspire <i>n</i>	Master of Arts (M.A.) <i>col</i>
assignment <i>n</i>	Master of Science (M.Sc.) <i>col</i>
Bachelor of Arts (B.A.) <i>col</i>	mingle with <i>v</i>
enroll on (a course) <i>v</i>	minor (in) <i>n v</i>
blended learning <i>n</i>	obsessed (with) <i>adj</i>
Bachelor of Science (B.Sc.) <i>col</i>	occur <i>v</i>
Centralised Testing (CT) <i>col</i>	on a cost-free basis <i>col</i>
contribute to <i>v</i>	online course <i>col</i>
credit <i>n</i>	part-time <i>adj</i>
cutting-edge <i>n</i>	postgraduate (course) <i>n, adj</i>
dilemma <i>n</i>	prosperous <i>adj</i>
diminish <i>v</i>	pursue (a degree) <i>v</i>
distance learning <i>col</i>	receive (a scholarship) <i>v</i>
Doctor of Philosophy (Ph.D.) <i>col</i>	semester <i>n</i>
enhance <i>v</i>	Scholastic Aptitude/Assessment
facilitate <i>v</i>	Test (SAT) <i>n</i>
faculty <i>n</i>	senior <i>n</i>
first-year student <i>col</i>	scholarship <i>n</i>
freshman <i>n</i>	sophomore <i>n</i>
full-time <i>adj</i>	term <i>n</i>
gap year <i>n</i>	tertiary education <i>col</i>
gender <i>n</i>	think outside the box <i>col</i>
graduate (from university) <i>n, v</i>	topical <i>adj</i>
graduation <i>n</i>	tuition fees <i>n</i>
grant (a scholarship) <i>n, v</i>	undergraduate (course) <i>n</i>
hands-on <i>adj</i>	upon the results <i>col</i>
higher education establishment <i>col</i>	vary <i>v</i>
inclusiveness <i>n</i>	vocational training <i>col</i>
intensive course <i>col</i>	workload <i>n</i>
junior <i>n</i>	work placement <i>col</i>

Lesson 2. My University

academic/academician <i>n</i>	examination card <i>col</i>
academic excellence <i>col</i>	exchange programme <i>col</i>
acquire <i>v</i>	expertise <i>n</i>
alumnus (alumni <i>pl</i>) <i>n</i>	extracurricular <i>adj</i>
amenities <i>n, pl</i>	facilities <i>n, pl</i>
a plethora of <i>n</i>	framework <i>n</i>
applicant <i>n</i>	gym <i>n</i>
assistant professor <i>col</i>	implement <i>v</i>

associate professor <i>col</i>	lab <i>n</i>
at the disposal <i>col</i>	lecture theatre <i>col</i>
a wealth of <i>n</i>	medium of teaching <i>col</i>
be engaged in <i>v</i>	obligatory <i>adj</i>
be in charge <i>v</i>	on campus <i>col</i>
biodiversity <i>n</i>	pass-fail system <i>col</i>
BSUIR <i>n</i>	promote <i>v</i>
business incubator <i>col</i>	qualification <i>n</i>
canteen <i>n</i>	qualify for <i>v</i>
catch up with <i>v</i>	question card <i>col</i>
chancellor <i>n</i>	reading hall <i>n</i>
collaborative <i>adj</i>	rector <i>n</i>
compulsory <i>adj</i>	rest and relaxation (R&R) <i>col</i>
crucial <i>adj</i>	societal <i>adj</i>
curriculum <i>n</i>	speciality <i>n</i>
dean <i>n</i>	state-of-the-art <i>adj</i>
department chairman <i>col</i>	strive for <i>v</i>
dignity <i>n</i>	sustainable <i>adj</i>
dormitory/dorm <i>n</i>	vibrant <i>adj</i>

Lesson 3. Student Life

allot (enough time) for <i>v</i>	in the long run <i>col</i>
assistance <i>n</i>	keep the balance <i>col</i>
boost <i>n, v</i>	keep track <i>v</i>
burnout <i>n</i>	keep up with <i>v</i>
chaotic <i>adj</i>	long-term (goal) <i>adj</i>
chunk <i>n</i>	meet a deadline <i>col</i>
confidence <i>n</i>	non-negotiable <i>adj</i>
course coordinator <i>col</i>	obstacle <i>n</i>
cram <i>v</i>	off campus <i>n</i>
crunch time <i>col</i>	pass (an exam) <i>v</i>
cut back <i>v</i>	persist in <i>v</i>
dedicate <i>v</i>	procrastination <i>n</i>
drop out of (college) <i>v</i>	procrastinator <i>n</i>
eliminate (destructions) <i>v</i>	pursue (one's goal) <i>v</i>
empowering <i>adj</i>	put effort into (education) <i>col</i>
excel in <i>v</i>	sacrifice <i>v</i>
fail (an exam) <i>v</i>	seek <i>v</i>
fall behind (the group) with (studies) <i>v</i>	seminar <i>n</i>
fascinating <i>adj</i>	set (one's goals) <i>v</i>
focus on <i>v</i>	short-term (goal) <i>adj</i>
fulfill (one's objectives) <i>v</i>	skip (classes) <i>v</i>
get behind (schedule) <i>v</i>	student council <i>col</i>
get involved <i>col</i>	student placement <i>col</i>
give up <i>v</i>	survey <i>n</i>
group monitor <i>col</i>	to-do list <i>col</i>
hang out with (friends) <i>v</i>	tutorial <i>n</i>
hesitate <i>v</i>	underestimate <i>v</i>

Answer Key
Module I. University Studies
Lesson 1. Higher Education Today

V. Assess your progress

1. Fill in the gaps:

- | | | |
|--------------------|---------------|--------------|
| 1. terminology | 6. transfer | 11. majored |
| 2. gap year | 7. degree | 12. minor |
| 3. facilities | 8. B.Sc. | 13. master's |
| 4. apprenticeships | 9. stands for | 14. Ph.D. |
| 5. are funded | 10. B.A. | |

2. Answer the questions:

- a) biology; b) philosophy; c) bioethics.

3. Fill in the table. Sample answers:

Aspect	Higher Education System		
	Belarus	UK	US
Levels of high education and length of study	Specialist: 4 years Magistr: 1 – 2 years Candidate of Science: 3 years	Bachelor: 3 years Master: 1 year Ph.D. 3 years	Bachelor: 4 years Master: 2 years Ph.D.: 5 – 7 years or longer
University organisation and approach to studying	- HEIs are made up of faculties which provide different specialities; - fundamentality	- HEIs are made up of ‘colleges’ which are dedicated to a specific subject; - depth	- HEIs have different ‘schools’, or departments, which house a number of related majors; - breadth
Course of study	An academic year is divided into two terms	An academic year is divided into two semesters as well with a rather lengthy break beginning in mid-December	An academic year consists of three terms, which usually run from the beginning of October to the end of June or the beginning of July
Assignments and grades	On some subjects, students are assessed according to their participation in the course, on the others, on the final credit or exam mark	Based mostly on the final exam	Based on overall performance on all assignments
Cost of study	Lower than moderate	Moderate	High

Lesson 2. My University

V. Assess your progress

1. Fill in the gaps in the sentences:

- a) chancellor; d) expertise; g) dorms;
b) dignity; e) facilities; h) catch up;
c) collaborative; f) implement; i) alumni.

2. Answer the questions. Sample answers:

- a) Routines that break up our days, weeks, and months.
b) It should be comfortable and dedicated.
c) When you are less productive.
d) It helps you to maintain focus and is good for your health and wellbeing.
e) Your lecturer will arrange online meetings.

3. The words in the word grid:

- | | |
|--------------------|----------------|
| 1) collaborative | 9) seminar |
| 2) sustainable | 10) obligatory |
| 3) framework | 11) acquire |
| 4) essential | 12) promote |
| 5) alumni | 13) campus |
| 6) lecture theatre | 14) assess |
| 7) lab | 15) canteen |
| 8) dorm | 16) curriculum |

f	r	a	m	e	w	o	r	k	o	l	a	b
		a	c	q	u	i	r	e	b	s	s	
	e	s	s	e	n	t	i	a	l	s	u	
c	o	l	l	a	b	o	r	a	t	i	v	e
u									g	s	t	
r	c	a	m	p	u	s		a	s	a		
r				p	r	o	m	o	t	e	i	
i							d	o	r	m	n	
c		c	a	n	t	e	e	n	r		a	
u		l					y			b		
l	e	c	t	u	r	e					l	
u			m		t	h	e	a	t	r	e	
m			n	d	i	g	n	i	t	y		
	s	e	m	i	n	a	r					

Lesson 3. Student Life

V. Assess your progress

1. Match the expressions:

1. – e); 2. – c); 3. – b); 4. – a); 5. – d)

2. Fill in the gaps:

- | | |
|----------------|-----------------|
| a) persist in; | f) enroll on; |
| b) meet; | g) fall behind; |
| c) has failed; | h) pass; |
| d) drop out; | i) keep up; |
| e) hangs out; | j) get behind. |

3. Answer the following questions. Sample answers:

- a) It is striking the right balance between your studies and social life.
- b) Your time budget should allow for flexibility.
- c) Setting goals will give you a direction and destination for your academic and social life.
- d) People who don't get enough sleep are more likely to be irritable and less likely to be alert.
- e) Going to bed and waking up at the same time each day and having 7-9-hour sleep are the best recommendations.