

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ  
Учреждение образования  
«Витебский государственный технологический университет»

**UNIVERSITY STUDIES**

**ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)**

Пособие для студентов специальности  
1-40 05 01 «Информационные системы и технологии»

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Пособие предназначено для студентов, магистрантов, аспирантов, а также широкого круга лиц, для которых английский язык необходим как средство общения в профессионально-ориентированной сфере.

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## ПРЕДИСЛОВИЕ

Данное пособие предназначено для студентов специальности 1-40 05 01 «Информационные системы и технологии (по направлениям)», а также всех заинтересованных в изучении и применении английского языка в профессионально ориентированной среде.

Цель пособия – формирование у студентов иноязычной коммуникативной компетенции, необходимой для получения соответствующего высшего профессионального образования в учреждении высшего образования при изучении дисциплины «Иностранный (английский) язык», а также обеспечение свободным нормативным и функционально-адекватным владением всеми видами речевой деятельности на английском языке в рамках заявленных устных тем и расширение кругозора будущих специалистов.

Данное пособие призвано решать следующие задачи:

- 1) формирование и совершенствование лексико-грамматических навыков говорения по изучаемым профильным темам;
- 2) систематизация лингвистических и экстралингвистических знаний, необходимых для продуктивного функционирования в профессиональной сфере;
- 3) развитие навыков использования современных информационно-коммуникационных технологий.

Пособие построено на аутентичном материале современных, относящихся к сфере языкового образования в профессионально ориентированной среде источников; охватывает наиболее актуальные темы, необходимые для работы в реальных условиях современного делового мира; обеспечивает возможность применения полученных знаний, умений и навыков на практике, так как тематическое поле и собственно языковое наполнение юнитов модулей задают многообразие ситуаций, максимально приближенных к условиям современного образовательного процесса в учреждении высшего образования; способствует развитию как профильных, так и универсальных компетенций обучаемых, как то: умение учиться самостоятельно, осуществлять и организовывать коммуникацию, принимать решения, проектировать свою деятельность и оценивать результативность достижений.

Каждый тематический блок сопровождается серией упражнений, рассчитанных на последовательное развитие лексико-грамматических навыков, обеспечивающих прочное закрепление вводимого языкового материала. Пособие содержит упражнения, направленные на формирование и совершенствование навыков аналитико-синтетической деятельности обучающихся. Представлены задания творческого характера. В пособии приведены двуязычные упражнения, что позволяет использовать потенциал родного языка для интенсификации усвоения иностранного.

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Витебский государственный технологический университет

## Unit 1. GOING TO UNIVERSITY



### Getting acquainted

1. Did you think about what you wanted your university experience to be? 2. Why did you choose this university? 3. Did you want to make a good impression on your groupmates when you met them for the first time? 4. Did you manage to remember all their names? 5. Were you worried about starting Uni? 6. Do you have any *wow*\* and *pow*\*\* from your first-hand Uni experience to share with future students? 7. What are your ideas for Welcome Week\*\*\* for new students starting out at your university?

### **Our diversity is our strength, isn't it?**

Understanding diversity begins with understanding how you see yourself, your place in the world and your own uniqueness.



*Get to know the others better by listening attentively to their answers:*

1. I am here now because ....
2. If I could change anything about myself, I ....
3. I often feel comfortable around people who are ....
4. The first / The last thing on My Bucket List is ....
5. If I could snap my fingers and instantly make the world better, I would ....
6. If people have to choose between work and family, they should ....
7. If I won a lot of money, I would ....
8. The most important thing in life is ....
9. The latest achievement I am proud of is ....
10. My greatest expectations after graduation are ....

\*\*\*



**Introduce** one of your groupmates to the teacher mentioning the information you have just learnt. Say how much you have in common and how different you are.

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\* *wow* – something that was awesome;

\*\* *bow* – something that makes you sad;

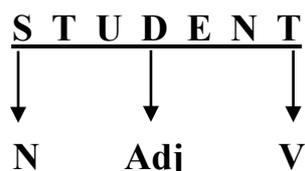
\*\*\* *Welcome Week* is the main induction and orientation period for new students.

## What does it take to be a STUDENT?

1. Complete the following definition with your idea:

*A student is someone who ...*

2. Give all possible associations with the word STUDENT, using nouns (N), adjectives (Adj) and verbs (V).



3. Share your opinion with your groupmates, exemplify your answer:

It's great

It's challenging

It's fun

It's fearful

It's cool

*Your idea*

... to be a STUDENT

## Establishing Classroom Ground Rules



Discuss the rules you are expected to observe. How do you find them?

1. Be active! Perform and demonstrate your abilities and talent.
2. Mind progress of your own. Beat your own record from day to day.
3. Try again and again. Failure is part of success.
4. Be cooperative if there are any problems.
5. Feel free to ask questions or ask for help.
6. Show respect to everyone around you.
7. Be well-prepared with your home assignment.
8. Use positive language for positive outcomes.
9. Handle praise and constructive criticism properly.
10. Practice, practice, practice ... regularly.

\*\*\*

*P.S. Learn to enjoy every single moment of your studies!*

## CHOOSING A UNIVERSITY

### Let's find out more about the university that's right for you

#### A. Academics

1. What subjects are you interested in?
2. What do you really love learning about?
3. What courses did you take in high school?
4. Would you like to learn more about those subjects at university?
5. How strict are university entry requirements?
6. Do you want to get work experience (co-op) while studying?
7. Are you able to conduct research during your studies?
8. Can English help you to be a top student?
9. How much scholarship money can you get?
10. How much is tuition?

#### Discuss with your groupmates



Studying subjects that interest you makes university life a lot easier and definitely more enjoyable. While knowing your interests can make it easier when selecting courses, many times it's not as easy to pinpoint what you want to study.

#### Have your say

Do you agree that studying something that interests you will make it easier to get to class, study, complete assignments, pay attention in class or during labs, manage your time, and get good marks? Justify your choice.



#### **Are you up to a CHALLENGE?**

There is no better feeling than sitting in your first class of a new course and getting that warm feeling of belonging, realizing that you chose right. It could take a week, a month, or rarely, even longer. But when it clicks, it clicks.

Studying can be interesting, fun, tough, and even challenging, but it should never be the primary source of your unhappiness or regret.

#### **What does the word CHALLENGE mean? Share your guesses.**



*Support the statement with your arguments.*

*A challenge is an opportunity for progress. Once we succeed in overcoming it, we can rise up to a higher level of progress.*

**Give the definition by arranging the parts of it below in the correct order:**

***A challenge is ...***

- a) and therefore
- b) great mental, physical or emotional effort
- c) in order to be done successfully
- d) something that needs
- e) tests a person's ability
- f) the situation of being faced with

### **Vocabulary Section**

**1. Read the following sentences. Find the expression which is repeated in all the sentences below. Guess its meaning. Make up sentences of your own.**

1. I like to think that our love of reading will rub off on our children.  
2. Johnny's enthusiasm for fishing began to rub off, and the other children wanted fishing poles too.  
3. I don't think that luck rubs off.  
4. His enthusiasm rubs off on everyone around him.  
5. I'll sit by Ann. She has been lucky all evening. Maybe it'll rub off on me.  
6. My father had a strong contempt for science which rubbed off on me.  
7. I am deeply convinced that some of his mother's genius might rub off on him.

**2. Read the text. What question is the speaker answering? What issue is the speaker tackling?**

*When I was in my final year of secondary school, I was invited to a university open day. At this point in my life, I did not plan on going to university, but for some reason I went along. A man called Mr. Peters gave a speech that day that really changed my life. In fact, it wasn't the speech but the man who gave it. He was so enthusiastic about education and, in particular, this university, that by the end of the day I had already decided I would apply to study there.*

*On that first day, I listened to his speech and then followed him around the campus as he gave a guided tour of the facilities. Finally, I got a chance to have a conversation with him and he was just as charming in person as he had been when speaking in front of a crowd. There was something magnetic about this person. The way he talked was just inspiring.*

*The following year, I got to study at that university and I met him several times. In my second year, I actually got to take some of his classes and again he was tremendously influential on me. He taught me so many*

valuable lessons. I don't mean that I just remembered the interesting things he taught, but rather he taught me how to learn. He preached the importance of questioning sources and asking why something was written. All these years later, I still try to follow his advice.

I can hardly overstate the importance of Mr. Peters on my life, even though I have not spoken to him for a very long time. He was the reason that I went to university and therefore he is partly responsible for everything that came after that. I would simply not be the person I am today without him.

- **Analyze and explain the structure of the text.**
  1. Do you think the author is good at paragraphing it?
  2. Are the stages of the writer's thinking visible to you?
  3. What connectives between and within paragraphs did the writer use to unify this piece of writing?
- **Unveil the author's idea to the others in the shortest way.**

**It is advisable not to repeat "influence" over and over, so it is worth trying to find words or phrases that have similar meanings. We could, for example, say:**

1. Mr. Stevens had a great **impact** on my life. 2. My teacher's lessons **affected** me so much that they changed the course of my life. 3. What he said to me that day had a big **effect** on me. 4. She was a **significant** force in my life. 5. For several years, he **guided** me and helped me to become a better person. 6. My professor **influenced** me greatly. 7. She was a major **influence** in my life. 8. I cannot overstate how **influential** she was on my career.

### **3. How could you describe an *INFLUENTIAL* person in general?**

#### **4. Decode** the word in italics by using:

**A)** descriptive **adjectives** starting with each letter in the word as you can to mention possible qualities influencers usually possess (*I-inspiring*, etc.);

**B)** **verbs** denoting the actions influencers usually perform (*I-inform*, etc.).

**I – N – F – L – U – E – N – T – I – A – L**

### **5. Describe someone who has had an important influence on your life / who has influenced you / who has guided you in your life.**

**You should say:**

- who the person is;
- how long you have known him/her;
- what qualities this person has

**and explain why they have had such an influence on you.**

## Is choosing a university a daunting challenge?



If something is **daunting** ['dɔ:ntɪŋ], it makes you worried because it is difficult or frightening = *обескураживающий, пугающий*.

### 25 Questions Every Student Should Be Able to Answer

#### Questions & Answers Marathon



*Long speeches are **daunting** – rather like mountains – and they are easy to get lost in, for both listeners and speakers.*

1. What is something everyone should know about you?
2. What do you need from your teacher more than anything else?
3. What does success in the classroom mean to you? Define it.
4. What do you know about how people learn?
5. What's the most creative thing you've ever done?
6. What does it mean to understand something?
7. When was the last time you've solved a problem?
8. What is your proudest moment?
9. Are you a picky reader? What are your strengths as a reader?
10. What is your personal philosophy?
11. Do you prefer to text or phone the closest people?
12. Where (or 'who') do you want to 'be' in ten years?
13. What are your best habits as a thinker? Least helpful?
14. What's most important to you in life?
15. What role does learning play in your life?
16. Where does your inner drive come from?
17. Who are your heroes or role models?
18. Why are you really into IT?
19. What are you good at that nobody knows?
20. What do teachers sometimes misunderstand about you as a learner?
21. What does it mean to 'study'?
22. Do you think of yourself as 'smart'? What does 'smart' mean?
23. How do you respond to complex texts, media, tasks, projects, etc.?
24. What do you value (as a person, as a student, etc.)?
25. Which challenge is the most difficult, mental, physical or emotional? Why?

\*\*\*



**Pin down** why choosing the right university can be a daunting process. Focus on some of the crucial aspects as well as other equally important, but less obvious, issues of choosing the right university.

## B. Location

1. Where is your university located? 2. How far is it away from your home? 3. Is it easy to get home? 4. Do you have to move away from your family and friends? 5. Describe your university campus. Does it look like a busy urban campus or more of a park-like setting? 6. Where can you hang out with friends outside the lectures, study or work on group projects, grab a bite or drink, attend events, use the athletics or recreation facilities, and more? 7. How well connected is the university to the rest of the city?

**Discuss and complete the chart with your desk mate.**

<u>If you live...</u>	<u>Advantages</u>	<u>Disadvantages</u>
<b>with your family</b>	<i>You can save money.</i>	<i>That's true, but you have no privacy.</i>
<b>with a roommate</b>		
<b>alone</b>		

**Read the text, study the active vocabulary and choose the pros and cons of living in the city.**

*Hi! My name is Alice and I live in a tiny flat in Minsk, the capital of Belarus.*

*I chose to live here because there is never a dull moment in a city like Minsk. I'm an IT-student and **the hustle and bustle** of so many people in one area is the inspiration for some of my mobile applications.*

*Another advantage of city life is having everything you need so **close at hand**. Living beside the Underground station means I don't need a car to get around, which saves me money. Also, there are shopping centres, cafes, music venues, art galleries and museums everywhere.*

*Of course, Minsk, like any large city, has its problems, too. The people here don't chat on the Tube or the bus and there is much less **community spirit** than in the country, where my parents live. In fact, they don't understand how I can put up with the constant noise and **traffic congestion**.*

*However, I see that as a small price to pay. I'm **in my element** here in the heart of this fine city.*

**How much do you have in common with Alice?**

**Ask 7 questions to learn more about Alice.**

Use the word combinations below as the core elements to retell Alice's story.

Expression	Meaning	Translation
<b>hustle and bustle</b>	noise, movement and activity	шум и суета
<b>close at hand</b>	near by	близко, под рукой, рукой подать
<b>community spirit</b>	friendliness and understanding among the people in a particular area	КОЛЛЕКТИВНЫЙ ДУХ
<b>traffic congestion</b>	the state of being full or blocked, especially with traffic	затор
<b>to be in one's element</b>	to be happy because you are doing what you like or can do and feel best	БЫТЬ В СВОЕЙ ТАРЕЛКЕ, В СВОЕЙ СТИХИИ



**Discrepancy** – [di'skrepənsi] – a difference between two things that should be the same = расхождение, несоответствие: *There is a slight discrepancy between the two statements.*

Read the following report of your foreign partner. There are some discrepancies in bold in it. Analyze them and justify your choice. Make up questions to re-ask your partner in order to clarify what is meant.

### Report: World IT Trade Fair

Our exhibition stand at the World IT Trade Fair in Munich was very successful again this year, attracting visitors from all over **Munich**. Although this was **our first appearance** at the Fair, our people did a great job and handed out **nearly eleven** brochures.

We met a group of Austrian business people at the hotel, where we were staying, and arranged a formal meeting with them by the **pool**. They were very interested in our products and said they would email us as soon as they got back to **Australia**.

Apparently, next year the Fair is being held outside Europe for the first time – **Paris** here we come!

**Read another report of your foreign partner. There are seven discrepancies in it. Spot them.**



**Report: Korean negotiations**

We held our first meeting with the Koreans two months ago at their headquarters in Osaka. Since then we've had 12 weeks of rough negotiations. There were some cultural difficulties at first. Of course, we've never done business in the Middle East before.

They were very positive about our products, although they weren't happy with the design, performance, price and maintenance costs. Initially, they were demanding a discount on orders of over 10,000 units of 17%, but we finally managed to beat them down to 18.

We haven't heard anything from them so far, but the email they sent this morning looks promising – an initial order of a dozen units.



**Read Vivien's monologue, spot the discrepancies in its Russian translation, choose and underline the words and word combinations you think are easy to remember and which are useful to describe life in the city and in the country.**

<p><b>A.</b> As the district I'm living in now is right in the centre of town, it's very convenient for schools and for work. It's also good for shopping, although there aren't many all-night or twenty-four-hour shops close by. I've lived in better places in this respect – although I have to say that Hungary is better than England, where there aren't usually any 24-hour shops anywhere. Maybe there are a few in the centre of London, but they are the exception rather than the rule. But even if there are just a few 24-hour shops, if you want to go shopping in the daytime, for clothes or books or things like that, it's perfect.</p>	<p>Район, в котором я живу сейчас, находится в самом центре города, и это очень удобно для занятий и работы. С магазинами тоже нет проблем, хотя рядом нет ночных или круглосуточных торговых точек. Мне довелось пожить и в лучших местах в этом отношении, хотя, надо сказать, Венгрия лучше Англии, где обычно не найдешь дежурных магазинов вообще. Может быть, в центре Лондона они и есть, но это скорее исключение, чем правило. А ведь так удобно, когда рядом есть хотя бы несколько круглосуточных магазинов, даже если вы хотите купить одежду, книги или что-то еще в дневное время.</p>
<p><b>B.</b> We have a park just around the corner which is very nice. It's just been completely renovated. They</p>	<p>Рядом, за углом есть парк. Недавно его привели в порядок. Вскопали землю, посадили траву, разбили</p>

<p>dug up the whole park and put down new lawns, new grass, planted trees and built a playground for children and a dog toilet. We've got a cinema right opposite us. Actually, there are three within five minutes walking distance, which means we have a good choice of films.</p>	<p>газоны, построили детскую площадку и туалет для собак. Прямо напротив есть кинотеатр. Вообще-то, их поблизости целых три, в пяти минутах ходьбы, а это значит, у нас большой выбор фильмов.</p>
<p><b>C.</b> The air is a problem. I have to say, the air quality is awful. I never go out onto the balcony of our flat, because you just get a big blast of smoke and fumes from lorries going past below. As a result, I've developed a cough, which is known as the Budapest chest. Almost everyone I know here who comes from abroad has developed some sort of cough, as a result of breathing in all the traffic fumes. I think the pollution in Budapest is much worse than in London, or at least it feels like it. Certainly, my lungs feel it. I think it comes from these old-style cars that don't run on lead-free petrol.</p>	<p><b>C</b> воздухом проблема. Надо сказать, что воздух в городе ужасно плохой. Я никогда не выхожу на балкон нашей квартиры, потому что в нос тебе ударяет дым и гарь грузовиков, которые едут прямо под балконом. Из-за грязного воздуха у меня теперь кашель, известный под названием «будапештский бронхит». Почти у всех моих знакомых, которые приехали из-за границы, развился кашель из-за того, что они вдыхают очень много выхлопных газов. Поэтому, воздух в Будапеште загрязнен гораздо сильнее, чем в Лондоне, по крайней мере, у меня такое ощущение. Во всяком случае, мои легкие это точно чувствуют. Наверное, это из-за старых машин, которые используют бензин со свинцом.</p>
<p><b>D.</b> I don't know how much pollution comes from factories, but where I lived in South London it seemed like the air was much cleaner. Although, saying that, whenever I came back from my parents' house in the country, I could immediately smell the pollution in London when I got off the tube. I got this smell of oily tar in the back of my throat, and thought "Back in London!"</p>	<p>Я не знаю, насколько загрязняют воздух фабрики, но в Южном Лондоне, где я жила, воздух был намного чище. Хотя, надо сказать, что, когда я возвращалась в Лондон из родительского дома в деревне, то сразу чувствовала разницу в воздухе, как только выходила из метро. В горле першило от гари, и я говорила себе: «Вот ты и снова в Лондоне!»</p>

<p><b>E.</b> The area where I live is also not good from the point of view of noise, especially in the morning, as every morning at six o'clock, a rubbish van comes to take away the rubbish from the hotel opposite.... every day at six o'clock.... and they crash around. They're only there for about ten minutes, but that's enough to wake me up. And at night, there's always people walking past, singing and shouting, because there are a couple of all- night bars down the road. This can also be a bit irritating sometimes.</p>	<p>С точки зрения шума, мой район тоже не очень хорош, особенно по утрам, потому что каждый день в шесть часов утра приезжает мусорная машина, чтобы вывести мусор из гостиницы... каждое утро... а грохот какой стоит! Машина приезжает всего-то минут на десять, но этого вполне для меня достаточно. А по ночам всегда разговаривают, кричат и поют люди, потому что неподалеку есть два ночных бара. И это иногда очень раздражает.</p>
<p><b>F.</b> A lot of traffic goes down the road outside our house. I've heard they're hoping to make it into a pedestrian precinct and ban all cars from using it, which would be wonderful. I think it would increase the value of the flat by, I don't know, ten times. I'd certainly prefer to live somewhere where there was no traffic going past. At the moment, people use it as a short-cut, particularly in the morning when there's rush-hour traffic, and as it's a very narrow street with cars parked on both sides of the road, people have to walk in the road, and then the cars start using their horns and shouting at people, and getting angry and stressed out. So, all these things together don't make for a very peaceful life.</p>	<p>По дороге, рядом с домом, всегда идет поток машин. Я слышала, что появилась надежда на то, что улицу сделают пешеходной. Это было бы великолепно! Ценность квартиры, я думаю, возросла бы раз в десять. Конечно, я бы предпочла жить подальше от большого движения. Но пока наша улица используется как короткий путь, особенно по утрам, в час пик. Улица узкая, по обочинам стоят машины, людям приходится идти по дороге, водители сигналият, ругаются с пешеходами, злятся, психуют. Все это не способствует мирной жизни.</p>
<p><b>G.</b> Two years ago, before I came here, I lived in London in an area called Brixton. I lived in a similar kind of situation to here. I was in a flat with three other people, for six or seven years. Different people came and went, different flatmates. Sometimes it was all girls, and</p>	<p>Два года назад, до того, как приехать сюда, я жила в Лондоне в районе Брикстон. Там была примерно такая же ситуация. Я жила в квартире лет шесть или семь, где жили три человека. Жильцы менялись. Иногда это были только девушки, иногда и</p>

<p>sometimes there was a mixture of girls and boys. It was a really cheap flat, but it was also very noisy, as it was right by an intersection where five roads met, so there was always traffic going past and the house used to shake. It was also on the route ambulances used on the way to hospital, so there were all these sirens going past.</p>	<p>девушки, и юноши. Квартира была очень дешевой и очень шумной. Она находилась прямо у пересечения пяти дорог, и постоянно сотрясалась от транспорта. Кроме того, одна из дорог вела в больницу, и мимо всегда гоняли скорые с сиреной.</p>
<p><b>H.</b> My parents live in the country, so I've lived in both the heart of the city and in the depths of the country side, and I know the differences. The country is really nice... It's really nice to go to the country for a break, but on the other hand I do get bored if I'm there for a long time, and miss things like being able to go out and go to the cinema, meet friends, and things like that. It was my ideal really when I lived in London, because I had all of that but I could also go home to my parents and take a breath of fresh air, and just relax and do nothing for a while. Of course, the town is much better for work and for going out, although with the pace of modern life I think all of the people there get really stressed out and nervous, so it would be good if everybody had the opportunity to get out.</p>	<p>Мои родители живут в деревне, поэтому я жила и в деревне, и в центре города, и я хорошо знаю разницу. В деревне очень хорошо... Хорошо поехать туда на отдых, но, с другой стороны, мне становится скучно, если я нахожусь там долго; мне хочется куда-нибудь пойти, посмотреть кино, встретиться с друзьями или еще что-нибудь. В Лондоне у меня была идеальная ситуация, потому что я могла наслаждаться городской жизнью и в то же время могла поехать к родителям отдохнуть, расслабиться, подышать свежим воздухом. Разумеется, город лучше для работы и для развлечения, хотя, мне кажется, современный ритм жизни делает всех горожан нервными и издерганными, поэтому было бы неплохо, если бы каждый имел возможность отдохнуть от города.</p>

*Discuss all the pros and cons mentioned in the text.*

***Living in the city***

<b>pros</b>	<b>cons</b>
...	...

### C. Finances

1. Being a student do you have any money problems? 2. Do you have any experience setting and sticking to a budget and handling money in general? 3. Do you have financial support from your family? 4. Are you able to live withing your budget? 5. What new expenses do you have as a student? 6. Do they include tuition and fees, books and supplies, room and board or housing and food bills? 7. How can you juggle your budget? 8. Can money problems keep you from concentrating on your studies? 9. Are you good at taking control of your personal finances? 10. How can cash-strapped students stretch their tight budgets?

#### Have your say



How important is it to you to live in a nice place, or drive a nice car, or wear nice clothes, or eat in nice restaurants? How important in comparison to your educational goals?

### **MONEY MANAGEMENT QUIZ**

*Circle the most accurate answer to describe your financial behaviour and habits.*

#### **1. Money comes in and your first thought is...**

- A. Time to go shopping!
- B. I enjoy a meal out then make sure I keep on top of my spending.
- C. Nothing will go to waste! I make sure I have a budget I can stick to.



#### **2. The money you have hasn't lasted as long as you thought it would. You...**

- A. Don't really mind. You know your parents will help you out if things get really rough.
- B. Avoid going out for a while. You know that's where most of your money ends up going...
- C. Get a job as soon as you can. You can't believe you ended up in this situation!

#### **3. Your friends want to go on holiday during your next break in a couple of months. You don't really have the money. You:**

- A. Beg your parents for some money.
- B. Get a part time job ASAP and try to save as much as you can.
- C. Say no. There's no point in struggling for months just for a few days of fun (right?!).

**4. You're sticking to your new year resolutions this year. You decide to get into better shape by...**

A. Getting new workout clothes and sign up to the closest gym (no matter how expensive). You want to make sure you will actually go and this is the motivation you need.

B. Doing your research to see which is the closest gym with reasonable prices and what you get included (free classes? Sign me up!). You don't want to spend too much.

C. Working out at home! Why pay for a gym membership when you can exercise outside or at home for free?

**5. When you go food shopping, you...**

A. Don't really do that too often. It's easier to order in!

B. Go to the nearest supermarket with a general idea of what you need. You'll figure the rest out when you get there.

C. Carefully write a shopping list. You also have compared prices in different supermarkets so you know where to find all the best deals.

**6. It's your friend's birthday! You...**

A. Buy them something rather expensive, but you know they'll definitely like it. It's a one-off occasion!

B. Take them out for a nice meal and drinks. You've both wanted to try out that new restaurant for so long!

C. Talk to your group of friends about buying something together. You'll all only need to put in a couple of pounds so you save a bit of money.

**Did you get mostly ...**

**As?** You might think you're great with money, but you're really not... You live life to the fullest and do the first things that come to your mind, with no extra thought to how your finances are doing. You always struggle when your money inevitably runs out. Remember, your parents may not always be willing to step in!

**Bs?** You get worried when you run out of cash, but don't really think about it much until it's too late. Try to include small ways of saving money throughout the year, not only when you're running low!

**Cs?** You're extremely good with your money. You have no problems with budgeting and saving for the future. That's great, but remember you should have fun while you're at university! At least every once in a while...

**Work in pairs. Discuss your answers and explain why you chose them. Do you agree with your personality description?**

## How do students manage their money?



*Read the text and comment on the issues that correspond to your observations. Which is true about you?*

There are no easy answers to money-related questions. Most students would like enough money to have and do what they want, low enough expenses that they don't have to try too hard to stay on budget, and enough financial freedom to choose activities without being swayed by financial concerns. Few college students live in that world, however. You will definitely have to make choices, it's important first to think about what really matters to you – and what you're willing to sacrifice for a while in order to reach your goals.

If you're a new university student you may not yet have money problems or issues – but most university students soon do.

Younger students are likely to confront money issues for several reasons:

- ✓ If you are living away from home for the first time, you may have less experience setting and sticking to a budget and handling money in general.
- ✓ Because you need more time for studying and other aspects of university life, you may have less time to work and make money.
- ✓ Even if you receive financial support from your family, your funds are not unlimited, and you'll need to learn to live within a budget.

Those students who have worked or started a family before going to university may have already learned to manage their money well but usually still confront some financial issues:

- ✓ Because you need more time for studying, you likely have less time to work and make money.
- ✓ You will have many new expenses including room and board or housing food bills, books and supplies, and so on.
- ✓ You are more likely to have to juggle a budget that may include a family, mortgage, and other established expenses.

Money issues can impact your academic success. Money problems are stressful and can keep you from concentrating on your studies. Spending too much may lead you to work more hours than you might otherwise, giving you less time to study. Worse yet, money problems cause many students to drop out of uni entirely. But it doesn't have to be this hard. Like other skills, financial skills can be learned, and they have lifelong value.

### Discuss with your groupmates and make up a list of:

- 1) *essential* student expenses: *rent, transport, food, books, ...;*
- 2) *non-essential* student expenses: *going out, travelling, hobbies, beauty expenses, ....*



## Talking Points



► *Work in pairs. Look at the activities below and discuss what students should or shouldn't do to manage their money properly.*

### SHOULD or SHOULDN'T?

*inquire about discounts*  
*calculate their weekly budget*  
*cook and have meals at home*  
*skip classes to earn money*  
*compare their income to their expenses*  
*live outside their means*  
*pay full price for everything they purchase*  
*estimate their outgoings*  
*use student budgeting apps*  
*control their spending*  
*use credit to buy what they can't afford*  
*categorize their expenses*  
*live within their budget*  
*save money*  
*determine wants versus needs*  
*pay their bills on time*  
*set financial goals*



► *Comment on TEN TOP TIPS on spending money wisely. Share your magic secrets (if you have any) how to manage money properly.*

1. Make a monthly budget – and try to stick to it!
2. If you overspend on something, don't just pretend it never happened! Make up the costs by not buying something else you had planned to.
3. When money comes in, split it into the number of weeks it's supposed to last you. This way you'll have an idea of the weekly budget.
4. Avoid borrowing money! Live within your budget.
5. Pay rent and bills (mobile phone, TV license) on time.
6. Never go shopping when you're hungry or angry, you'll end up with much more than you'd budgeted for.
7. Go shopping in places where they offer student discounts.
8. When you go out, take a limited amount of cash with you and leave your card at home. This will stop you from overspending.
9. Use apps to find the best prices for your shopping or dinner out.
10. Find fun things and activities to do for free when you are out of money.

## What is your MONEY PERSONALITY TYPE?

### 1. Match the money personality types to their descriptions.

You are \_\_\_\_\_ if:

- 1) making money comes naturally to you because work is the love of your life;
- 2) you always buy yourself something extraordinary since it's not like you to settle for the ordinary;
- 3) you are always aware that money is a necessary part of life, but you'd rather not get bogged down with it;
- 4) you are always saving for a rainy day, just in case;
- 5) you know how to enjoy life. Money is not going to get in the way of pure contentment you crave;
- 6) your savings provide for the people you love, especially if they find themselves in a pinch.



The Idealist



The Stockpiler



The Hedonist



The Celebrity



The Nurturer



The Conqueror

### 2. Describe how you manage money depending on your money personality type.

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**Give advice** to future students how to make the most of their first year at university. Cover the issues of choosing the right place for them to study. Dwell upon the following aspects: *academics, location and finances*. Exemplify your answer.

## CHOOSING A UNIVERSITY PROGRAM

Choosing a university program can be a daunting task. A big challenge is not knowing what to look for and how to properly distinguish between them.

*Put the following steps in the appropriate order, which will be helpful for applicants to decide what university program they should take.*

- ask questions during campus tours,
- attend Universities' Fair,
- create a list of your study interests,
- determine the program that is right for you,
- download detailed university brochures,
- envision what career you want to pursue in your life,
- highlight what the admission requirements are for each program,
- join university social media groups,
- make up a list of deciding factors, i.e., experiential learning opportunities, distance from your hometown, admission requirements, the city, university location, etc.,
- mingle in the students' community,
- narrow down your decision,
- outline your priorities,
- read attentively about one or more programs you are thinking about,
- refer to the admission charts,
- visit the campus,
- visualize yourself living there,
- visualize yourself studying in that place.

*Add to this algorithm some tips and tricks from your own experience to help find a program that's right for university applicants.*

### Scientifically Speaking



*Rank these factors influencing the selection of a university matter most from where you stand. Rank these with your partner. Change partners and share your rankings.*

1. **Economic factors** included relationship between university and labour markets, tuition, opportunities for finding job out of the university, and opportunities for getting a job inside the university.
2. **University-related factors** included facilities for students, university's academic reputation, teachers' academic reputation, customer centeredness, new and rare courses, availability of post-graduate education, workshop and laboratory, relationship with universities in

foreign countries, extra-curricular programs and the quality of students' life.

3. **Personal factors** included teacher and advisor counseling, personal interest to the university and parental influence, vicinity of the university, and the university's leniency towards religious matters and students' behaviour.
4. **Social factors** included university's moral reputation, security of the city in which university was established, welfare facilities around the university, welfare facilities within the university.

**Group these four sets of factors and their sub-categories ranking**

Factors influencing the selection of a university	Sub-categories of the factors influencing university choice among pre-university students
<b>1. Relationship with labour market</b>	Access to post-graduate education Facilities around the university Internet and library Customer centeredness
<b>2. University-related factors Facilities</b>	Opportunities for job outside university Rare courses Relationship with universities in other countries Security of the place Teacher's academic reputation
<b>3. Personal factors</b>	Tuition University's academic reputation Vicinity of the university Workshop and laboratory Teacher counseling
<b>4. Social factors</b>	Personal interest and parental influence Opportunities for job inside university Facilities inside the university Extra-curricular programs and life quality



**Choose one of the factors influencing university choice among pre-university students and explain why you consider it the most crucial or the least significant.**





## Active Vocabulary

These are all words used to describe someone who understands and learns new things easily.

**INTELLIGENT**, **CLEVER** and **SMART** are all common ways of referring to someone who learns new things quickly and easily.

**INTELLIGENT** is having or indicating a high or satisfactory degree of intelligence and mental capacity.

**SMART** is more common in US English, and **CLEVER** is more common in UK English. // *He seems like a very intelligent young man. I'm the cleverest kid in the class. She's incredibly smart and a great writer.*

Someone who is *intelligent* and learns quickly can be called **BRIGHT**. Bright is often used of children. // *Jacob was a very bright boy.*

Someone who is *intelligent* and quick to notice things is called **SHARP**. Sharp is usually an approving word. // *How can we stay mentally sharp as we age? She's sharp. She'll make a great investigator.*

Someone who is extremely *intelligent* is sometimes described as **BRILLIANT**. // *His father was a brilliant scholar.*

An *intelligent* person who has a special ability to do a particular thing very well can be described as **GIFTED** or **TALENTED**. Gifted usually implies that your ability is not one you have to work hard for but comes naturally. Talented can mean that you have worked hard to do a thing very well, or that your ability comes naturally. // *She is a gifted mathematician. It is a treat to see such talented youngsters perform.*

The adjective **INTELLECTUAL** can be used about someone who studies and understands complicated subjects and ideas. // *This course examines the most influential intellectual thinkers of modern times.*

The formal word **CEREBRAL** can be used to describe someone who is *intelligent* and serious, and who enjoys serious thinking. // *He is a cerebral man who seems ill-suited to the role of political hero.*

**WISE** can be used to describe someone who is *intelligent* as the result of experience. Wise is an approving word. // *He sought help from a wise old teacher.*

A **BRAINY** person is *intelligent*. This word is informal. // *The film was about a teenage heartthrob who fell for the awkward brainy girl in school.*

Someone who is **KNOWLEDGEABLE** knows a lot of things, generally or about a particular subject. // *Declan is very knowledgeable about insects.*

If you describe someone as **ASTUTE**, you mean that they understand situations well and know how to take advantage of them. // *His father had a reputation as an astute businessman.*

**Make sure you know what all these words mean. Illustrate your answer with the sentences of your own.**

bright  
brilliant  
knowledgeable  
intelligent  
gifted  
clever

astute  
smart  
talented  
sharp  
intellectual  
cerebral  
brainy

**Decide which words can fit into the following context. In some sentences more than one option is possible. Translate the sentences into English.**

1. Мой сосед очень хорошо разбирается в компьютерах.
2. Виктор очень умный мальчик.
3. Его отец был блестящим ученым.
4. Её отец имел репутацию проницательного бизнесмена.
5. Как мы можем сохранять острый ум с возрастом?
6. Он кажется очень умным молодым человеком.
7. Он обратился за помощью к мудрому старому учителю.
8. Она невероятно умная и отличный писатель.
9. Она одаренный математик.
10. У нее острый ум. Из нее получится отличный разработчик.
11. Приятно видеть выступление такой талантливой молодежи.
12. Фильм был о сердцеде-подростке, который влюбился в неуклюжую и умную девочку в школе.
13. Это умный человек, который, кажется, не подходит для роли политического героя.
14. Этот курс исследует самых влиятельных интеллектуальных мыслителей современности.
15. Я самый умный ребенок в классе.



**Which three words would you choose to describe your personality? Exemplify your answer.**

**GROWTH versus FIXED**



**Mindset** – a way of thinking about things (склад ума).

### What is YOUR MINDSET?

*Do you have a fixed or growth mindset? To find out, start by reading the following statements and decide which ones you agree with most:*



1. You're born with a certain amount of intelligence and it isn't something that can be changed.
2. No matter who you are, there isn't much you can do to improve your basic abilities and personality.
3. People are capable of changing who they are.
4. You can learn new things and improve your intelligence.
5. People either have particular talents, or they don't. You can't just acquire talent for things like music, writing, art, or athletics.
6. Studying, working hard, and practicing new skills are all ways to develop new talents and abilities.

▶ If you tend to agree most with statements 1, 2, and 5, then you probably have a more fixed mindset.

▶ If you agree most with statements 3, and 4, 6, however, then you probably tend to have a growth mindset.

*Could you explain why you agreed or disagreed with some of the statements above? What could your answers add to the description of your personality?*

### Growth Mindset Quotes

*Take a look at some quotes that encapsulate the growth mindset at its finest. This will help you get a real feel for exactly what it is meant by the term.*

“It does not matter how slowly you go so long as you do not stop.”  
(Confucius).

1. “The only thing that overcomes hard luck is hard work.”  
(Harry Golden).
2. “A person who never made a mistake never tried anything new.” (Albert Einstein).
3. “Dreams don't work unless you do.” (John C. Maxwell).
4. “Would you like me to give you a formula for success? It's quite simple, really. Double your rate of failure.” (Thomas Watson).

*Discuss and identify both terms based on the supposition that a*

*growth mindset is the opposite of a fixed mindset.*

**Complete the description of people with a growth and fixed mindset based on their actions and behaviors that display either of mindset types:**

A person with a **growth mindset** ... / A person with a **fixed mindset** ...

- avoids difficult tasks and challenges
- considers feedback and criticism carefully
- doesn't give up easily
- embraces difficult tasks and challenges
- gives up easily
- ignores feedback and criticism
- sees mistakes as bad things
- sees mistakes as opportunities for learning

**What type of mindset do you have? Reflect on what your mindset is currently by coming up with concrete examples of each of these behaviors from your own life.**

**Think outside the box and replace fixed-mindset phrases on the left with the right growth-mindset versions on the right.**

<b>Fixed Mindset</b>	<b>Growth Mindset</b>
This is too difficult for me	How can I make this more challenging so that the experience is worthwhile for me
I won't try to do this because I know I can't	There is no failure; there is only success or learning
This is too easy for me	I will need to work hard and find the right strategy to do this
I'm afraid I might make a mistake	It's ok if I'm not successful because I can learn from my efforts and try again



**Are you good at finding new ways of doing things, especially of solving problems? Say if any of the following phrases describe your first reaction to any assigned task and exemplify your answer.**

- *All things are difficult before they are easy.*
- *With effort and positive attitude, I can do anything.*
- *I will keep trying to fulfill the task.*
- *I can learn from my mistakes.*
- *I can ask somebody for assistance and guidance.*

## Talking Points



► *Work in pairs. Look through the questions below and discuss each other's dreams for your future?*

Are you going to get your degree by the time you're twenty-three? Will you start your own business before you turn forty? Would you like to be famous in the future?

*We all have dreams, but they won't become reality until we change them to goals. Here's how.*

### **Go for it!**

#### **1. Put on your thinking cap and gear your imagination.**

Every great dream begins with a dreamer. No dreamer is ever too small; no dream is ever too big. If you don't have a dream, how can you have a dream come true? At first, dreams seem impossible, then improbable, and eventually inevitable.

#### **2. Put your dreams on paper.**

Turn your dreams into goals. When you write a dream down, it will start to become a goal. Your path will be a lot clearer.

#### **3. Now list benefits.**

For example, Latoya Jones is going to study at the university as soon as she saves enough money. One benefit: She'll get the job she wants when she has her degree. When things get tough, Latoya will read her list and remember the benefits.

#### **4. Write down smaller goals.**

It's easier to reach a goal when you break it down into steps. Before Latoya applies, she's going to look at universities. She won't decide on a uni until she visits several of them.

#### **5. Act today.**

Will you watch a comedy before dinner tonight or read university catalog? After you know your smaller goals, it will be easier to make these small decisions every day.

*What else would you add to this list?*



► **Comment on Joseph Campbell's words:** *"A dream is your creative vision for your life in the future. A goal is what specifically you intend to make happen. Dreams and goals should be just out of your present reach but not out of sight. Dreams and goals are coming attractions in your life."*

## Vocabulary Section

**1. Complete the sentences with the words from the box below. Discuss their message with your groupmates.**

### Vocabulary Box

head (straight for the top)      pursue (a dream)  
deal with (problems)      face (barriers)  
believe in (what you can achieve)      have the potential (to do smth)  
persevere (with something)      keep pushing someone (to do smth)

1. If you ... .. yourself, you can achieve almost everything.
2. Are you able to ... .. criticism from your parents and teachers?
3. If you want to achieve something, you should not only dream but also ... your dream.
4. If you find your course tricky at first, do not give up. You'd better ... and come through the final.
5. If you strongly wish to win the contest, nothing will stop you. Move on and ... straight ... the top.
6. Has anybody encouraged you to try new things by keeping ... you too hard?
7. If a person ... .. themselves, they are often successful.
8. You need to keep your priorities if you want to ... your dream.
9. Every student ... the biggest challenge of his university studies in their first year.
10. University teachers always ... their students to do better.
11. Graduating from the university is one of the biggest challenges young people ....
12. You have the ... to become a highly-skilled and demanded specialist.
13. We sometimes have to ... .. a lot of unnecessary criticism.
14. If you ... with your studies, you will achieve a lot.
15. It's clear you are moving in the right direction. If you like to reach the top, ... .. it.

**2. Ask 8 questions with the words from the Vocabulary Box to find out if your groupmates are able to make their dreams come true. Say if you are ready to work as long as it may take to turn your dream into a reality. Compare your answer with how long your friends are you going to work to realize their visions and dreams.**

**3. Look at the sentence beginnings (1–10) and match them with the endings (a – j). Check if you understand the underlined phrases.**

1. My mother's luck must have <b>rubbed off on me</b> ,	a) you mustn't be afraid of them.
2. It's important to <b>face challenges</b> , but	b) I can achieve it.
3. It's quite a <b>daunting challenge</b> , but hopefully	c) I finally managed to achieve.
4. I like to <b>set achievable goals</b> ,	d) I'd like to thank my family and my colleagues.
5. I <b>couldn't have done it without help</b> , so	e) I've wanted to do this since I was a child.
6. If I succeed, it will <b>make my dream come true</b> , because	f) if you are a positive person, it will be easier.
7. It's important to <b>have the right attitude</b> , because	g) it's something very difficult.
8. She usually <b>rises to the challenge</b> , even if	h) so, before starting, I always think about my objectives.
9. If you <b>set to the challenge</b> willingly,	i) you believe that your ambitions should never be limited.
10. It was a <b>burning ambition</b> , which	j) for I passed all my entrance exams with flying colours.

*What goals do you have a) on this course, b) in your studies, c) in your career, d) in your personal life? What challenges do you think you will face?*

**4. Translate the sentences into English:** 1. Я предпочитаю ставить достижимые цели и всегда обозначаю круг задач для себя, чтобы получить желаемый результат. 2. Он всегда благодарен людям и судьбе за те трудности, которые ему приходится преодолевать, потому что так он становится намного более опытным и востребованным. 3. О каких вызовах современности вы говорите? Я всегда готов встретить трудности во всеоружии. 4. Это было обескураживающее задание, но я справился с ним, потому что мои амбиции подогревали меня. 5. Его английский слегка подзабылся\*, так как он не пользуется им уже целую вечность. Наконец сбылась его мечта работать в Италии, и английский ему практически не нужен. 6. Мой друг, когда работает в команде над общим проектом, всегда заражает остальных своим энтузиазмом. 7. Справиться с трудностями помогает правильное отношение к ним. Оптимистичным реалистам практически всегда удается решать проблемы наиболее эффективно.

\* His English is a bit **rusty**. If a skill you had is **rusty**, it is not as good as it was because you have not practised it: *My Italian is a bit rusty these days.*

**Comment on the following observation and recommendation.**

**EAT THE ELEPHANT ONE BITE AT A TIME**

BIG tasks never get done; they sit on your to-do list like large elephants, glaring at you every time you sit down to get to work done. Break every BIG job down into bite sized chunks so you eat that elephant one bite at a time.

***What would you tell yourself in a difficult situation?***

- you're going to take a big test;
- you're stuck in traffic;
- you have a roommate you don't like;
- you're going to compete in a sports event;
- you're having an argument with a friend or relative;
- you forgot something important;
- you are a fresher at the university.

**A group of university veterans share some important info they wish they'd known as freshers**

**THINK ABOUT WHAT YOU WANT TO DO  
AFTER UNIVERSITY**

You might not have a clue what you want to do after uni – and that's completely fine. But it's worth at least having a think about your options and coming up with a general plan as something to aim for.

Having an end goal in sight will help a lot on days when you're lacking motivation and drive as a student – it reminds you that the hard work really is worth it.

Whether it's taking time out to travel the world, setting up your own business or doing an internship, it's important to see the bigger picture as graduation will come round much sooner than you think.

To follow this advice first-year students should always remember:

- The first year of university does count.
- University attendance is important even in first year.
- Get involved in extracurricular activities.



## FRESHERS



While reading the text on the left answer the questions on the right. Ask at least one questions more in each part.

### Reading with attending commenting / commentaries

When they first arrive at college, first year university students are called 'freshers'. A fresher's life can be exciting but terrifying for the first week.

Often freshers live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers feel very homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a 'freshers' fair' during which they try to persuade the new students to join their society. The freshers are told that it is important for them to come into contact with many opinions and activities during their time at university, but the choice can be a bit overwhelming!

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how difficult it is to change from a school community to one of many thousands.

*What are first year university students called? Are you a fresher? Why do you think a fresher's life can be exciting? What can frighten freshers for the first week?*

*What are the places of living for students who come from another place? Are all freshers always homesick for the first week around? What can help freshers to get rid of loneliness? What are the possible places for them to make new friends? Do you know what feeling lonely or abandoned is?*

*What is a 'freshers' fair'? What are the best ways to welcome students to join different societies and clubs? Which sources of information do you prefer? Do you think that it's better for a fresher to try more than to stay in the shade? Why the choice of the activity you like can be overwhelming?*

*Where can be freshers often seen on the day the lectures start? What is the best alternative of the maps for modern students? Why do freshers have a worried look on their faces at the beginning of their first academic year at the university? What is the difference between school communities and university ones?*

<p>They also learn a new way of studying. Lectures are often interactive nowadays. Attending lectures can be optional for students. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the groups. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress.</p>	<p><i>What are the ways of studying for university students? What does an interactive lecture mean? Do you like being involved in some interactions during the lecture? What is a tutor's job? Is it valuable for students to listen to their tutor's and groupmates critical remarks on the written paper? Why should students discuss their personal achievements and progress with their tutor?</i></p>
<p>After four or more years (depending on the type of course and the university) students take their finals.</p>	<p><i>What should students demonstrate during their finals? What are the best ways for them to be well-prepared?</i></p>

**Many people think that students have an easy life. Read about Melanie's and Kevin's typical day. Read the texts and complete with go, have and get.**

### **Melanie, from Plymouth, South West England**



'I ... to university in Bristol, so I don't live at home. Every day I ... up at 7.30 and I ... a shower. I don't have much time for breakfast, so I ... a coffee in a café before classes start. I ... lunch at university and then I ... to my afternoon classes. I ... shopping on my way home, so I ... home late. I do some housework and study in the evening and then I ... to bed at 11.30. I'm very tired at night!'

### **Daniel, from Newcastle, North East England**

'I ... to Newcastle University, so I live at home. My mum wakes me up every morning and we ... breakfast together. Then I ... dressed. I ... to university by bus. I ... to classes in the morning and then I ... home for lunch. My mum is a good cook and we ... lunch together. In the afternoon, I study for an hour or two and then I watch TV. I ... a bath after dinner. I'm quite relaxed when I ... to bed.'



**Whose day seems easier? Why?**

## SECRETS OF A HAPPY DAILY ROUTINE



**From waking up to winding down, try these simple changes to maximize your wellbeing throughout the day**

*Read all the recommendations one by one and discuss in groups if they are worth following and how easy they are to follow. Justify your choice.*

### **A. Swap your morning coffee for an afternoon cuppa (= a cup of tea)**

Caffeine is a powerful stimulant: it speeds up thinking, boosts motivation and lifts mood. Within 10 minutes of your early-morning hit, caffeine sets to work on your brain by blocking adenosine, a naturally calming hormone. At this time of day, adenosine levels are naturally low, while the morning “wake-up” hormone, cortisol, is almost at maximum. A strong coffee or tea on top of that doesn’t make you more alert – it simply throws a few matches on to an already raging bonfire, promoting anxiety and jitteriness. You’re better off waiting a few hours until cortisol has waned and adenosine started to rise – then you can reap the full benefit of caffeine’s boost. Better yet, get out into daylight to boost levels of wake-up hormones. Try stretching, yoga, or gentle exercise – these all increase your heart rate, and improve blood flow to the parts of your brain that are still “asleep”.



### **B. Don’t hit snooze (= a button on an alarm clock)**



The most effective alarms are noisy, triggering a primal fear response in an area deep in the brain called the amygdala. Your heart rate soars as cortisol and adrenaline stream through the body. Hitting the snooze button only makes matters worse.

When the alarm shocks you awake after 10-15 minutes, you go through the same biological torment. Over time, this can lower your mood and affect your physical health: years of this contributes to the clogging of blood vessels, which can in turn increase the risk of heart problems.

### **C. Know your body clock**

Everyone has a different body clock timetable (chronotype) that controls when they naturally wake, eat, work, play and sleep. A small proportion of us (14%) are primed to fire on all cylinders as soon as the sun rises (“morning larks”). Nearly a quarter of us are energised around sundown (“night owls”). The rest fly somewhere down the middle.



Larks generally do better than owls at school, live longer, and earn on average 5% more. But don't force yourself to be an early riser: night owls live by a strict nine-to-five work culture. Most of us should avoid doing anything important for the early part of the day, because in the first few minutes after waking, reaction times are slower and our ability to make good decisions is worse. For three-quarters of adults over 25, the brain hits primetime between 9am and noon; the body is primed for exercise between 2.30pm and 4pm; creativity peaks in the evening.

#### D. If you drive, aim for a chilled commute or school run



With 80% of motorists admitting to getting angry behind the wheel, road rage is endemic – and dangerous. Being isolated in a sound-proofed metal shell alters our mindset and makes us prone to make rash judgments, and worse. Keep photos of loved ones visible – this activates the thinking parts of the brain, helping you retain a sense of empathy. Play relaxing music to counteract the effect of fight-or-flight responses.

#### E. Personalise your workspace

Chaos is uncomfortable, but sterile, impersonal spaces are worse; they stifle creativity, while increasing anxiety and the risk of aches, pains and concentration difficulties. You'll be more at ease and productive around familiar items: photos, posters and trinkets. You also need somewhere to put your feet up. Prioritise having a relaxing "third space" – a comfortable area, with ample daylight and ideally some greenery – to unwind and reflect.



**Complete the story with the phrases below. What is it about? Do you have much in common with this person?**

*a lot of fun*  
*all over the world*  
*back in a bit*  
*can take a long time*

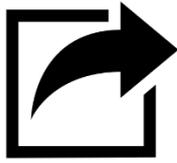
*have a full English breakfast*  
*typical morning*  
*on an empty stomach*  
*the rush hour*



My \_\_\_\_\_? Well, I never go out \_\_\_\_\_, so before class, I usually \_\_\_\_\_ – I love it. Getting to class \_\_\_\_\_ because it is \_\_\_\_\_. But when I get to class it's \_\_\_\_\_ because my classmates come from \_\_\_\_\_. Anyway, I must go into class right now, but I'll be \_\_\_\_\_.

**Share your secrets of creating an enjoyable daily routine.**

## Unit 3. MY UNIVERSITY



*The first year of university is a chance for young adults to have a fresh start, often in a new city, with a brand-new group of friends. Many are told it will be the best year of their life. But what might it be like? What could this first-year experience bring into students' lives?*

Anyway, they will have to **turn over a new leaf**. Here a 'leaf' means a page in a book, so 'to turn over a new leaf' means to begin a new page of our life. The sense is for someone to have a new beginning, to improve one's behaviour and start afresh, or at least to engage in more productive or satisfying behaviour.



For example, "My daughter was lazy during her first year at university, but this year she has turned over a new leaf. She hands her assignments in on time and takes copious notes in class, reviewing them nightly."

It can also be used for relationships, e.g., "Tom and Molly have decided to turn over a new leaf. They'll let the little things slide, and they'll never start a new day mad at each other."

'**To turn the page**' is also a figure of speech, but it doesn't mean exactly the same thing as 'to turn over a new leaf.' It means to put the past behind us and start a new phase of life. It may include a change in behaviour, but not necessarily an improvement, e.g., "When I quit my management job, I turned the page on years of frustration and sleepless nights."



**How many times have you turned over a new leaf in your life? When you find yourself in a rut or just not making progress on something what do you usually do? When it comes to turning the page do you ever take a break, pour tea for two and talk it out?**

### WHY SHOULD WE LEARN TO TAKE BABY STEPS?

This may be the simplest, yet the most effective strategy we can use to enjoy every single minute of our life and career, on the way to success. Take small steps by making one positive choice after another.

What is a **BABY STEP**? It's an act that makes a very small amount of progress towards achieving something:

*This is a baby step in that direction.*

*These small baby steps are an indication that the process is heading slowly and certainly in the right direction.*

*Naturally, if you want more than baby steps, take a risk and act.*



*Take a look at some quotes below that encapsulate the concept of baby steps. Do you personally agree that ‘taking baby steps’ strategy is useful in almost every area of life, and when trying to achieve any goal?*

Life is a series of baby steps.

Baby steps move mountains.

You are never too old to take baby steps.

We tend to forget that baby steps still move us forward.

Great things are done by a series of small things brought together.



**Read the text and decide if the following phrase could be the best title for it: “*Extraordinary results come from taking ordinary steps every day in the right direction*”.**

We’re all in a hurry, it seems. The pace of life has increased and rushing through our days – through our lives – has now become the norm. We want everything now; *happiness now, success now, health now, love now*. Not surprisingly, this is the way we approach our goals and life changes as well. Patience is hard to come by: we expect results *now*, and if we haven’t reached our goal yet, it must be because we’re not working hard enough or fast enough or we’re lazy and undisciplined.

Sometimes we don’t even take the first step because our dreams, goals, and desires seem so overwhelming, so intimidating, and so unachievable that we give up before we even start. Maybe we just need to try a different strategy. Do you remember this popular saying, “*Life is a marathon, not a sprint.*” That same philosophy can be applied when we’re attempting to make changes in our lives: it’s true of career advancement or building a business, educational goals, weight loss or fitness, organization, habits, and certainly when trying to build or change relationships.

This may be the simplest, yet the most effective strategy we can use, as consistency, and learning to build on small victories are the keys to success. Look around and think of the happiest and most successful people you know. Would you like to ask them if it is possible to achieve their level of life and work success by taking small steps, and making one positive choice after another?

### **Have your say**



#### ***Does achieving goals require taking small steps?***

Does a realistic, quickly-achievable, smaller portion of a larger objective let people see tangible progress, rather quickly, so they feel a sense of accomplishment and are encouraged to move forward? Does such a bite-size goal depend on people’s specific intention, time frame, motivation, their ability to make resolutions?

## ARE YOU GOOD AT MAKING NEW ACADEMIC YEAR RESOLUTIONS?

New academic year, new goals! Every September brings a perfect opportunity to set some new intentions for the upcoming academic year and to reflect on what you'd most like to accomplish. Here are some ideas for potential resolutions to make every academic year your most successful one.

Aim to pick three goals to focus on for this academic year!



### ***1. Try participating more in class***

Being an active participant in class is a great way to build strong relationships with your university teaching staff, which can be helpful later on when you need letters of recommendation for taking a job. It's also a great way to internalize what you've learned in class and from your homework, and gives you an opportunity to step outside of your comfort zone.

### ***2. Commit to getting more organized***

It can be easy to forget about upcoming assignments or time commitments without any tools to keep you on track. To keep on top of your busy schedule, try utilizing a planner or agenda, or use a calendar app on your phone. Soon you'll never miss another deadline or appointment again!

### ***3. Maintain a healthy lifestyle***

When you're balancing university studies, homework, extracurriculars health can start to feel like less and less of a priority. But, it's important to take care of yourself in order to maintain energy for all the facets of your life. Aim to exercise more, eat a more balanced diet, drink more water, and get a full night's sleep every night. Even adopting one healthy habit can make a huge difference!

### ***4. Read at least one book a month***

Reading regularly is key to developing your reading comprehension and writing skills, and building a strong vocabulary. Not only that, but once you get into the habit of reading often, it can be a great way to relax, and an awesome way to pick up new information. Pick books you personally find interesting – whether nonfiction or fiction – and aim to read one a month.

### ***5. Press pause on your social media***

While social media apps like Instagram and TikTok are fun, and a great way to connect with friends, they can stress students out, and cause them to compare their lives to others' in a way that is not always healthy. Try taking regular breaks from social media, commit to using it only at certain hours of the day, or participate in a digital detox to reset yourself and keep things in perspective.

## ***6. Practice self-care***

The life of a student can be stressful and busy. It's important to step back and make time for yourself. Aim to schedule regular self-care activities into your routine to take care of your mental health. Most of the best self-care activities are completely free, and don't need to take up a lot of time in your day. For example, starting a journal or setting aside time for hobbies are great ways to de-stress.

## ***7. Get a head start on your further goals***

It's never too late for you to get a jump start on your career objectives, and it can save you time later down the line when it's finally time to apply! Start looking into jobs you'd be interested in, brainstorm essay ideas, and tackle those standardized tests early, so you can have more peace of mind when you decide to apply for a job.

## ***8. Try something new***

It can be easy for us to get caught up in our routines, and be automatically drawn to things both familiar and comfortable to us. Step out of your comfort zone this year, and try something entirely new this year. For example, experiment with a new hobby, join a new club, volunteer somewhere new, or try making some new friends!

## ***9. Break a bad habit***

We all have habits we know we'd be better off without. Maybe you leave your homework to the last second, and stress yourself out trying to finish it in time. Maybe you stay up too late at night, and regularly end up feeling exhausted at school. Or, maybe you forget to leave yourself enough time in the morning to eat breakfast. Pick a bad habit to leave behind, and commit to breaking it in the new academic year.

## ***10. Build better study habits***

Developing good study habits is imperative to succeeding in school. Even small habit adjustments, like finding a good environment to study in regularly, being proactive about your studies to avoid cramming, and reviewing your class notes regularly, can help you keep yourself on track for success. Sometimes study habits aren't one size fits all, so work with your teachers and educators to figure out more habits that would work best for you.



**Discuss with your groupmates their choices and find those you have most / least in common. Debate the benefits of the goals you can achieve if you persevere in keeping the promises you made.**

## WHAT MAKES YOUR UNIVERSITY UNIQUE?

Universities have existed for nearly a thousand years and are hubs of research and of learning. They're where the present and future are created on the foundation of the past. But they can seem complex and confusing if you're not familiar with them. So how do they work?

**Study what 'alma mater' means and guess why people call the university they attended and from which they graduated their alma mater.**



**Alma mater (origin):** mid-17th century (in the general sense 'someone or something providing nourishment'); Latin, literally 'generous mother'.

**How many people call the university where you are a student their alma mater? Where and how can you find this information? Is it an impressive number of people? Do you think such information means a lot? Why? Should pre-students be informed about the history of the university? What facts do you believe are the most crucial for applicants?**

**What do you know about the university where you are a student? Use some general information about a university below, study the information on your university web-site and share the information about:**

- a) the admission requirements,*
- b) the types of university degrees you can earn,*
- c) the types of classes within degrees and programs,*
- d) the ways of teaching and learning.*

### **A. Applying/Admission**

At most universities, admission is competitive. That means you need to apply and be accepted based on your grades and perhaps interviews, portfolios, or personal essays depending on the program. Universities admit students based on certain criteria ("admission requirements") to ensure that the students they admit are well suited to succeed and graduate. The requirements for admission vary greatly by university and by type of program.

### **B. Types of University Degrees**

#### ***Undergraduate degrees***

These are what you study after completing high school and usually take three to five years to complete. Examples include Bachelor of Arts (BA), Bachelor of Science (BSc), and Bachelor of Environmental Studies (BES).

Once you finish, you can start your career or continue your education, perhaps with a professional or graduate degree.

### ***Professional degrees***

Medicine, law, pharmacy, optometry, teaching, social work are examples of professional degrees that require at least two or three years in an undergraduate program before applying.

### ***Graduate degrees***

There are two types of graduate degrees. A **Master's degree**, which you can complete after an undergraduate or professional degree, lets you really focus on a particular subject. These degrees usually take one to two years to complete. Examples include Master of Arts (MA) and Master of Business Administration (MBA). After you complete a master's degree, you can pursue a **doctoral degree** (also known as a Doctor of Philosophy or PhD). It's the most advanced degree you can earn and normally takes a further four years. It's highly specialized and can lead to careers in research or as a professor.

## **C. Different types of classes**

What are the different types of classes within degrees and programs? You may have to attend a combination of different types of classes when completing your studies at the university.

### ***Lectures***

A lecture is an oral and audio-visual presentation usually presented by the academic coordinator of a course (or a guest expert or specialist). The purpose of a lecture is to convey critical information and theories and students are expected to listen carefully and take notes. Lectures can be from 50 minutes to two hours in duration and anywhere from 20 to more than 400 students might attend. They are usually held in lecture theatres which are large rooms designed to cater for large numbers of students. Most courses have either two 50-minute lectures per week or one two-hour lecture per week. Most lectures are recorded and can be listened to later using the university e-learning platforms.

### ***Practicals***

These are 'hands on' classes where you are expected to participate as part of your assessment in a physical and practical manner. Some practicals can be up to five hours' duration.

### ***Laboratories***

Common in science courses, laboratory classes allow students to explore material allied to what they are learning in their theory classes but with a focus placed on the practical nature of the material being studied. Labs allow emphasis to be placed on the experimental nature of science and in

particular it provides an opportunity to explore the basis of the scientific method and how it guides us as we seek deeper understanding of the material in question.

### ***Tutorials***

Tutorials are small discussion groups led by a tutor or the course coordinator. Students are usually required to attend one tutorial per week for each course. Weekly assignments are often set and may involve a presentation to the group, a written exercise, or participation in group discussion. Attendance at tutorials is often compulsory and a roll is usually taken, especially where tutorial participation forms part of the course assessment.

### ***Seminars***

These are classes similar to tutorials that also give an overview of the most recent lecture. It allows for some discussion.

### ***Workshops***

These require more participation than tutorials and are task oriented. They are led by a tutor and are often graded.

### ***Small Group Discovery***

Small group discovery is embedded within many courses in your degree. It allows you to work with your classmates and an academic, for example on a specialised research topic as an extension of your standard course material.

### ***One-on-one / one-to-one tuition***

One-on-one tutoring helps students focus on a specific task or subject, and allows them to experience a different kind of learning to potentially reach new skill and confidence levels. It involves a teacher or a teaching assistant giving a student individual learning support. It could take place outside of normal classes, as additional teaching (after classes, summer school). Alternatively, it could replace other classes during university hours.

Your degree may also include ***placements, internships, work experience, and overseas exchange and study tours***. They help to learn how work is done not only in theory but also in practice.

### ***Facilitated learning***

Facilitated learning is where the students are encouraged to take more control of their learning process. The trainer's role becomes that of a facilitator and organizer providing resources and support to learners.

### ***Independent Study***

For an independent-study class, a student and a professor design a study program for the student that is separate from regular courses. Independent study often requires a research project or a lot of reading on a central theme as well as a series of papers or one major paper.

It's usually at the upper-division level. Students may be able to pursue an independent study as a capstone senior project, or to work through advanced material at their own pace.

In an independent study, students either complete a series of projects, assignments, and readings that are pre-agreed with a professor advisor or of their own design. They may meet weekly or monthly with that advisor, but students will complete the vast majority of the work on their own.

Students should bear in mind that, the more freedom and flexibility they get, the better they have to be at running a tight ship. It goes without saying that a high level of organization, discipline, and self-direction is essential to strike a happy medium.

### **D. Ways of teaching and learning**

Students come to class and teachers teach them at a time. All the students present in the class learn the same thing which is taught to them by their teachers. Students can remain in physical contact with their teachers and mentors so that they can ask questions directly to them and get satisfactory answers. Classrooms are teacher-centric. Chalk and talk methods are highly used. Students are expected to memorize the assignments. Students take their turns to recite what they have learnt. Teaching staff are the main source of knowledge. They prepare students for exams. Students learn to pass the exam and get good results. They can develop a friendship with their classmates and others. Students can grow their network and compete with others sharpening their soft skills. They have practical knowledge of various subjects in laboratories and fields using the equipment and all the facilities the university provides. Questioning, explaining, demonstration and collaboration techniques are used. Students are encouraged to quickly switch through various activities. Students take active participation in the classroom and learning. They are encouraged to ask questions on what they are taught. Interaction is the cornerstone concept in class.

E-learning often referred to as "Distance Learning" or "Online Learning" involves the umbrella term for any learning that takes place across distance and not in a traditional classroom. Online learning is a Digital Education. For digital generations who were born or raised in the digital era science has invented many gadgets such as smart phones, tablets, laptops etc. through which one can study subjects of one's choice. Students can learn and complete online education courses within their own timeframe. Students can learn through their own devices at anytime and anywhere through eLearning platforms. Students can interact with their teachers via social media, emails,

SMS, etc. They can remain in contact with their teachers and get benefits. Students can even study in hazardous situations like heavy rain, storm, physical damage of body, pandemic, or epidemic situations. It saves a lot of time for students.

### Campus and Facilities

Have a look at the words in the table. Do you know all of them? Choose the words which are familiar to you in one line (horizontally, vertically or diagonally) and make up a short story with them describing the premises where you are now.



<i>upbeat</i>	<i>leafy</i>	<i>suburban</i>	<i>sleepy</i>
<i>a cultural hotspot</i>	<i>vibrant</i>	<i>to get a real buzz</i>	<i>family-friendly</i>
<i>secluded</i>	<i>brilliant nightlife</i>	<i>amenities</i>	<i>facilities</i>
<i>cosy</i>	<i>traditional</i>	<i>modern</i>	<i>just a stone's throw from</i>

### Is the campus a great place for students?



Read the text, be sure you understand what the words in bold mean. Choose three grounds to compare this university campus with the one your university has got.

The campus provides a modern student-centred community. Everybody who comes here feels **upbeat** about spending here part of their life.

Based in the picturesque city centre, almost everything you'll need is either on campus or a short walk away. The university is like a self-contained city with a shopping centre and all the **amenities** you need.

A wonderful park with bike paths and jogging paths is just **a stone's throw from** the university. All the buildings and **facilities** – two libraries, a canteen, a sports centre – look really impressive and functional as they provide the best learning environment for the students.

The libraries provide access to numerous journals, print and electronic books, as well as databases and specialist collections. The expert staff are always on hand to help students navigate resources and support them with academic writing, statistical analysis, and referencing.

The University's Sports Centre contains a fully-equipped strength and conditioning training **facility** and a swimming pool. The Centre also offers a mix of fitness classes.

When students are not studying, there are plenty of activities and **amenities** for them to enjoy on campus. Some buildings have their own catering **facilities**, offering an array of food and drink options.

**Leafy** alleys make this place **cosy** and comfy. Walking there reminds you of a **secluded suburban** place to live in peace and quiet somewhere in a **sleepy** little town with **family-friendly** atmosphere. If you are a party animal and keen on going clubbing, you can enjoy a **brilliant nightlife** at weekend parties.

This place gives visitors the strongest possible foundation to help students achieve their aspirations. Whatever their chosen university program, they have access to the latest equipment and resources to support their studies. Over the past two decades, the University has invested a lot into the campus territory, with further plans to invest in additional facilities and refurbishments of existing buildings. **Traditional** elements and **modern** architectural design coexist peacefully. This mix of styles of different times makes the Uni with its campus one of a kind and it always seems trendy.

At the beginning of every academic year the campus looks like a **cultural hotspot**. The atmosphere is so **vibrant** that it may seem a great venue for **getting a real buzz** making new friends and enjoying live music.

There is one of the biggest live music venues at the heart of the campus. During the academic year students can relax in the daytime and enjoy their evening hang-outs. The University offers a variety of options to suit your needs and budget. It's a great place to enjoy your time here.

Every single thing sets an **upbeat** mood for starting a new life here!

### Stay in touch. Always in touch?

**Does it really surprise you that *in this day and age* technology is making people feel more alone rather than making them feel more connected? Why? Why not? Give some examples of other things that you think are surprising or shocking because they still happen *in this day and age*.**



If you talk about things happening *in this day and age* it means *nowadays* or *in the present time* but we usually use it when we're shocked or surprised by something.

**What do you enjoy most about the place where you're living now? Use the words below.**



**affluent** [ˈæfluːənt]

**chaotic** [keɪˈɒtɪk]

**compact** [kəmˈpækt]

**congested** [kənˈdʒestɪd]

**run-down** [ˌrʌn ˈdaʊn]

**secure** [sɪˈkjʊə(r)]

**spotless** [ˈspɒtləs]

**sprawling** [ˈsprɔːlɪŋ]

**vibrant** [ˈvaɪbrənt]

**well-run** [ˌwel ˈrʌn]



## Vocabulary Section

Complete the sentences with the words below.

congested  
run down

spotless  
sprawling

vibrant  
well-run

1. At rush hour the centre's really ... .
2. There was no rubbish anywhere. The city centre was completely ... .
3. It is a big ... city. It seems to go on for miles and miles.
4. The area is very ... , with many buildings in poor condition or completely derelict.
5. We have a very ... bus service. Over 98% of all buses arrive on time.
6. This city's nightlife is really ... , with lots of great disco bars and nightclubs.

Choose the best option to describe the places (1–6).

affluent  
chaotic  
cheap  
clean  
clear

compact  
congested  
dangerous  
deprived  
dull

expensive  
filthy  
polluted  
run-down  
safe

spotless  
sprawling  
vibrant  
well-kept  
well-run

1. There's nothing to do here.
2. Unemployment and poverty are big problems for the area.
3. There was a sports car parked in every driveway.
4. Copenhagen is one of Europe's smallest capital cities, but it packs a lot in!
5. Thanks to an inept and inefficient local council, the transport network is in a mess.
6. Graffiti covered every wall, and waste was piled high in the streets.

Answer the questions by responding to the speakers. Dwell upon the issues given below.



### 1. What is it like where you live?

**Christiane:** I live in a residential area of a busy town in the south of Spain. We have all the facilities you need – good public transport, a good shopping centre ... It's nice.

*cost of living*  
*pace of life*

*atmosphere*  
*pollution*

*overcrowding*  
*wealth*

## 2. Do you like living in the city?

**Andrea:** Yes, I do. I like going out with my friends and there are lots of lively bars and restaurants within walking distance of my apartment. I'm a bit of a culture vulture as well so it's great to have access to art exhibitions and that kind of thing.

*congestion*  
*amenities*

*suburbs*  
*outskirts*

*neighbourhood*  
*standard of living*

## 3. In your experience are city centres usually attractive places?

**Mary:** Some can be yes ... especially those with a historical interest ... but sometimes they're full of office blocks ... multi-story car parks ... and residents living in similar buildings ... it depends on the city, doesn't it?

*monuments*  
*crime rate*

*no-go areas*  
*filthy*

*affluent*  
*traffic jams*

## 4. What are the advantages of living in a city or big town?

**Carrie:** I think it's having access to local facilities really ... local shops as well as access to larger shopping malls in the city centre ... and if you're well-off you can afford to live in the suburbs away from the busy traffic ...

*transport infrastructure*  
*vibrant nightlife*  
*spotless streets*

*healthcare system*  
*unemployment*  
*commute*

## 5. What are some of the challenges facing towns and cities?

**Penny:** I suppose traffic congestion is a major problem ... and the growth in out-of-town supermarkets and retail parks mean lots of town centre shops are closing down ... plus a shortage of good quality housing ... I think these are the major challenges ...

*appalling traffic*  
*skyscrapers*

*sprawling*  
*well-run*

*run-down*  
*sense of community*



**Describe the place where your friend might like to live in. Share your idea with your friend. Find out how close you are to the point.**

## Unit 4. STUDENT LEISURE TIME

### Have your say

Hobbies are a resource that employers now use to determine personality type. Involvement in hobbies also shows that you're well-rounded, and the activities you participate in may well be a defining factor that compels them to choose you over your peers for a given position. Taking part in activities that look good on a resume or job application is a good strategy. Exemplify your choice.



### Discuss with your groupmates

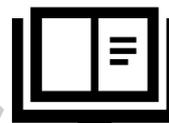


Take up a hobby or two to boost your employability and make you more attractive to prospective employers. Don't try to fake it. It's liable to backfire on you. Let's say you indicate you enjoy playing softball. When you're asked to join the company's softball team, and you're not so keen on softball ... well, you get the picture. Or if you say you like to skydive. When they ask how you prefer your parachute to be packed, what will you say? That's a disaster in the making. Choose hobbies that interest you and those you'll enjoy. Then, when you're asked about them, you can talk about them with a genuine passion and interest.

## HOBBIES THAT WILL MAKE UNIVERSITY STUDENTS MORE EMPLOYABLE

Fortunately, there are plenty of fun activities you can take part in that will make you more employable when you fill out your next job application.

*Read about some of them and decide which hobbies you could focus on to outshine the competition in your job interview.*



### 1. BLOGGING

Blogging demonstrates that you're organized, creative, and self-motivated. A blog also gives you a unique opportunity to show employers you're able to juggle commitments, manage your time effectively and get the job done. Plus, as a blogger, you have examples of your writing prowess to show off to prospective employers.

### 2. CREATIVE WRITING

Creative writing such as poetry and storytelling, are additional writing hobbies that demonstrate good communication skills, both verbal and written, and can highlight your strengths as a creative person. As with blogging, you will have written examples you can share with prospective employers.

### **3. VOLUNTEERING**

Volunteer activities tell employers you can work on a team, you care about others, and you may not be in it just for the money. Teamwork is an important skill that many employers seek. Volunteering is one of the best ways to meet new people, learn new skills and gain valuable experience you can use in a future career.

### **4. PHOTOGRAPHY**

This hobby indicates patience, an ability to concentrate for long periods, and great attention to detail. Photography can be an especially handy hobby to have if you want to meet other shutterbugs and talk about the latest gear, share your images and stories, swap tips and techniques and have fun with others who enjoy photography.

### **5. LEARNING A NEW LANGUAGE**

A new language will most definitely increase employability. More than that, however, the right language can be especially important for certain jobs. Being bilingual is often a plus for many employers.

### **6. SINGING AND/OR PLAYING AN INSTRUMENT**

These talents demonstrate creativity, especially if you've written your own music. These two hobbies also suggest discipline, dedication, focus, and some level of confidence since you're willing to perform in front of an audience.

### **7. ARTS AND CRAFTS**

Hobbies such as drawing, painting, pottery, quilting, knitting or sewing suggest that you love to experiment and try new things, you're able to come up with new and innovative ideas, and you're open-minded as well as creative.

### **8. COOKING AND BAKING**

Cooking and baking look especially good for someone who is pursuing a career where creativity and attention to detail are a plus, such as in engineering or design. These hobbies show future employers that you can stay focused, follow instructions, are resourceful, and above all, enjoy experimenting. Plus, who doesn't love to have a co-worker who brings in treats?!

### **9. STRATEGIC MIND GAMES**

If you enjoy strategy games such as chess, draughts and Sudoku, it says a lot about you. These types of activities indicate you are patient, cunning, analytical, logical and enjoy thinking strategically. Strategy games also indicate you don't hide from unexpected challenges or tire easily from repetitive tasks. These hobbies also often indicate a high level of intelligence.

## 10. HIGH-ENDURANCE ACTIVITIES

High-endurance activities such as cycling, running and swimming reflect traits of perseverance, drive and tenacity. Skydiving, bungee jumping, cliff jumping/base jumping, scuba diving, and mountain bike racing such as demonstrate that you like to take high, yet calculated, risks and don't mind pushing the boundaries.



*This list offers a wide array of hobby types. There should be one or two you'd enjoy. Perhaps you're already involved in some of these, and maybe, you see one or two others you want to try. Either way, you'll have hobbies to mention on your resume and talk about in an interview that will help you to find a job.*

- |   |                                    |
|---|------------------------------------|
| 1) blogging                             | 21) playing board games            |
| 2) bungee jumping                       | 22) playing computer games         |
| 3) cooking                              | 23) playing sports                 |
| 4) creating things with one's own hands | 24) playing the guitar             |
| 5) cycling                              | 25) playing the piano              |
| 6) dancing                              | 26) playing video game             |
| 7) designing websites                   | 27) pottery                        |
| 8) drawing                              | 28) reading                        |
| 9) embroidering                         | 29) roller-skating, roller-blading |
| 10) fishing                             | 30) sewing                         |
| 11) fixing things                       | 31) singing                        |
| 12) gardening                           | 32) skating                        |
| 13) hiking                              | 33) sketching                      |
| 14) inventing things                    | 34) skiing                         |
| 15) knitting                            | 35) sky-jumping                    |
| 16) learning new languages              | 36) thrill seeking                 |
| 17) listening to music                  | 37) travelling                     |
| 18) meeting new people                  | 38) walking                        |
| 19) painting                            | 39) watching / observing wildlife  |
| 20) photography                         | 40) water sports                   |
|   | 41) writing books / stories        |

**Ask your groupmates if they prefer to have their free time alone or with other people? Use the expressions below:**



*to hang around with friends; to go out for a meal every now and again; a really cool way of getting together; to escape everyday life; to walk through town; to sing in a choir; to be a fan of doing karate; to meet up; to explore lovely places; to be into music; I don't mind standing by myself but...; to have fun; to go out with friends; to feel sociable; to tend to prefer group activities; a bit of solitude; to be a social being.*

## Vocabulary Section



*It's like me to ...*  
*It's not like me to ...*  
*That's not like me / you / her / him*

We use these expressions to say that we are surprised by someone acting differently from normal.

*I don't know what to get Sheila for her birthday.*  
*That's not like you. You're normally full of ideas.*

---



*It's my cup of tea.*  
*It's not my cup of tea.*  
*... is more my cup of tea than ...*

If something is **your cup of tea**, it is the type of thing that you like.  
If something is **not your cup of tea**, it is not the type of thing that you like.

*English is my cup of tea*  
*Swimming is my cup of tea*  
*Rock isn't my cup of tea*  
*Horses are my cup of tea*  
*Comics are more my cup of tea than novels.*  
*Rock music is more cup of tea than pop.*

**Complete the sentences below with the suitable generic word or words to name the things people like.**

1. People who go to football matches, play sports, watch sports programmes like ....
2. People who go to museums, read historical books like ....
3. People who listen to heavy metal, listen to jazz, play classical music or play the drums like ....
4. People who play sports, go camping, go hiking like ....
5. People who read film magazines, watch old movies like ....
6. People who read newspapers, watch the TV news, listen to politicians like ....



\*\*\*

**What do you do in your free time? Do you think your hobbies have changed a bit since you were younger?**



### Looking for a flatmate

*Read the dialogue between David and Patrick and decide if they could be perfect flatmates.*

**Patrick:** So – tell me about your interests. What do you like doing in your free time?

**David:** Well, I'm really interested in history and politics. I like watching the news on TV and I really love reading history books.

**Patrick:** Oh... That's nice.

**David:** Yes... Are you interested in politics?

**Patrick:** Well, no, actually... I'm not really into politics... I mean I watch the news, but... Actually, I really love music. How about you?

**David:** Oh, yes. I quite enjoy going to concerts, and the opera...

**Patrick:** Right. Well, me – I really like listening to heavy metal. I like Dogface and the Broken Ankle Band.

**David:** Oh... really?

**Patrick:** Yes, and I really love playing the drums.

**David:** Ah, I see... not too loud, I hope. I don't really like noise.

**Patrick:** Noise?! It's music, man!

*How much do David and Patrick have in common?*

*Do extremes always meet?*



*Read out this dialogue with your deskmate in English.*

#### Step 1.

**Patrick:** So – Расскажи мне о твоих интересах. Что тебе нравится делать в твоё свободное время?

**David:** Well, I'm really interested in историей и политикой. I like watching the новости on TV and I really люблю reading history books.

**Patrick:** Oh... That's nice.

**David:** Yes... Are you интересуешься in politics?

**Patrick:** Well, no, actually... I'm not really into politics... I mean I watch the news, but... Actually, I really love музыку. How about you?

**David:** Oh, yes. I quite enjoy ходить на концерты, and the opera...

**Patrick:** Right. Well, me – I really like слушать heavy metal. I like Dogface and the Broken Ankle Band.

**David:** Oh... правда?

**Patrick:** Yes, and I really love играть на барабанах.

**David:** Ah, I see... not too loud, I hope. I don't really like шум.

**Patrick:** Noise?! It's music, man!

## Step 2.

**Patrick:** So – расскажи мне about твоих интересах. What do you любишь делать in your свободное время?

**David:** Well, I'm really interested in историей и политикой. Мне нравится смотреть the новости on TV and I really люблю reading исторические книги.

**Patrick:** Oh... That's nice.

**David:** Yes... Are you интересуешься in политикой?

**Patrick:** Well, no, actually... I'm not really into politics... I mean я смотрю новости, but... Actually, I really love музыку. А ты?

**David:** Oh, yes. I quite enjoy ходить на концерты, and the opera...

**Patrick:** Right. Well, me – I really like слушать heavy metal. I like Dogface and the Broken Ankle Band.

**David:** Oh... правда?

**Patrick:** Yes, and I really love играть на барабанах.

**David:** Ah, I see... не слишком громко, I hope. I don't really like шум.

**Polly:** Шум?! Это музыка, man!

## Step 3.

**Patrick:** Итак, расскажи мне о своих интересах. Чем ты любишь заниматься в свободное время?

**David:** Ну, я действительно интересуюсь историей и политикой. Я люблю смотреть новости по телевизору и очень люблю читать книги по истории.

**Patrick:** О... нормально.

**David:** Да... Ты интересуешься политикой?

**Patrick:** Ну, нет, вообще-то... Я не особо занимаюсь политикой... Я имею в виду, что смотрю новости, но... Вообще-то я очень люблю музыку. А ты?

**David:** О, да. Мне очень нравится ходить на концерты и в оперу...

**Patrick:** Понятно. Ну, а я – мне очень нравится слушать хэви-метал. Мне нравится Dogface и Broken Ankle Band.

**David:** О... правда?

**Patrick:** Да, и я очень люблю играть на барабанах.

**David:** А, понятно... надеюсь, не слишком громко. Я не очень люблю шум.

**Patrick:** Шум?! Это музыка, чел!



**Describe David's and Patrick's likes and dislikes.  
Could YOU be a good flatmate for David and Patrick?  
Why? Why not? Exemplify your answer.**

## CHOOSING A MUSICAL INSTRUMENT



**Read the article and do the tasks that follow.**

Many people would like to learn how to play a musical instrument, but they are put off by one big problem: what to play? Here are a few questions to help you decide.

### **What kind of music do you like?**

Many instruments are versatile, but some are more suited to certain types of music. Although there is some classical repertoire for the saxophone, for example, people associate it more with jazz, and it is not a permanent feature of many orchestras. Some instruments may lend themselves better than others to the music you like, so consider this before you start.

### **Do you want to play with other people?**

Think about your long-term future as a musician. If you want to play with other people, what sort of instrument would be most practical? The initial attraction of playing a dazzling solo instrument like trumpet, violin, flute or lead guitar might fade when you realise how many other people are competing with you to get the main part with the same instrument! If you want to play rock music, there will always be a demand for bass players or drummers, and if you fancy being part of an orchestra, the bassoon is a great bet to make sure you are always needed.

### **Where are you going to practise?**

Many people live in flats and practising the drums, for example, will drive your neighbours crazy. Think about where and when you are going to practise, as well as the patience of the people you live with or near. Electric versions of instruments like the piano, drums, guitar and even violin give you the option of playing into the night using headphones, while your housemates sleep in peace. Alternatively, you may need to consider going to a school or a community centre to practise.

### **How much money can you spend?**

This is quite a big factor. A lot of instruments can be purchased in different price ranges, for example, guitars. But this doesn't alter the fact that many, such as the piano, are always pretty expensive. If you can't afford your chosen instrument, will you be able to borrow someone else's or hire one?

### **Are there any physical limitations?**

Use your common sense, and don't let your perceived physical shortcomings put you off. Who says small skinny people can't play the tuba? It's true that some wind instruments require a lot of lung power? With the right coaching, everyone can develop the right technique.

### Still not sure?

Talk to people you know who already play instruments. They might even let you try theirs. It's also a good idea to find an experienced music teacher, preferably one who plays a few different instruments, who can give you some advice and push you in the right direction.

**If you find an instrument you love and that suits your needs, you'll find the time spent choosing was well worth it. Good luck with making your choice!**

### Task 1. What does the article state? Choose the correct answer.

Many people think about learning a musical instrument but don't because ...

- A \_\_\_ they haven't got enough time to practise.
- B \_\_\_ they don't know which instrument to choose.
- C \_\_\_ they can't afford a musical instrument.
- D \_\_\_ they think it will be too difficult.

### Task 2. Which five statements are true according to the article?

- A \_\_\_ If you play the saxophone, there might be fewer opportunities to play classical music.
- B \_\_\_ Playing a popular solo instrument is only for people who are really confident.
- C \_\_\_ Electric instruments are too noisy if you live too close to other people.
- D \_\_\_ Guitars start quite cheap and go up to very expensive.
- E \_\_\_ Before choosing an instrument you should consider the size and weight of the instrument.
- F \_\_\_ An experienced music teacher can give you valuable guidance.
- G \_\_\_ The best summary of the author's attitude is considering your choice of instrument will pay off in the future.

### Task 3. Match the words from the text to complete the sentences. Mind the synonyms in brackets.

1.	dazzling	Many people are _____ (discouraged by) not knowing which instrument to learn.
2.	can't afford	The initial attraction of playing a _____ (amazing, brilliant) solo instrument might fade when you realise how many other people play it as well.

3.	put off by	Playing the drums is _____ ( <b>a clever choice</b> ) if you want to play in a band.
4.	physical shortcomings	You can borrow or hire an instrument if you _____ ( <b>don't have enough money to buy</b> ) one.
5.	the right coaching	Even small, slim people can play the tuba, so don't let your perceived _____ ( <b>problems or limitations with your body</b> ) put you off.
6.	a good bet	Everyone can develop the right technique with _____ ( <b>someone teaching them to do it well</b> ).

### POUNDING ON THE DRUMS CAN LEAD TO ...



**to pound on** = to hit something many times using a lot of force = бить, колотить; *Someone was pounding on the door. The friends ran outside and looked up to see the baby pounding on drums.*

**Match the reasons (1-5) to the explanation (A-E).**

#### 5 Reasons Why Kids Should Play Drums

1. Drumming is an outlet for energy
2. Drumming can improve academic performance
3. Drumming gives kids something productive to do
4. Drumming is great exercise
5. Drumming builds confidence



**A.** Depending on their age and personality, kids have a lot of energy. Sitting them down with an iPad won't cut it, and sports aren't for everyone. Instead of running around the house while you're trying to make dinner, they could be channeling their energy into drumming. Admit it: it feels good to hit things, and it can even improve a bad mood by releasing endorphins. Parents of preteens, take note.

**B.** Rather than sit in front of a screen or be tempted by trouble, a regular activity like drumming provides a useful distraction after school. Because it requires focus and energy, it's also the perfect outlet to relieve stress and anxiety. Some go so far as to describe playing drums as meditative and good for mental health.

C. Some shy kids may find that playing a ‘loud’ instrument gives them a bigger voice (don’t forget to give them proper ear protection). But being able to work on a skill, break it down into manageable parts, and feel successful when you master it...that’s a confidence-builder in itself. Learning new rhythms and songs on the drums means overcoming obstacles and looking a challenge straight in the eye. Many drummers play with other musicians or meet other drummers, and feeling like you’re part of a community can help with social confidence as well.

D. This might sound like the best excuse ever, but research shows drumming to have a positive impact on cognitive development. Whether it’s listening skills, memory skills or fine motor skills, rhythm training comes with major benefits that can be applied in the classroom. You can even think of playing drums as learning a new language. Rock drumming can help children with better focus and social interaction at school. Learning rhythm theory teaches counting and fractions, too!

E. When you get moving on the kit, every practice becomes a cardio workout. According to CalorieLab, a 150-pound adult drums away an average of 200 calories per hour. There are dozens of studies that support drumming as a form of exercise. Whether you’re playing pop, funk, or rock, you’re increasing your heart rate and engaging your muscles while moving around the set. Bonus: Drummers develop coordination between limbs, which exercises the brain, too.

## THE HEALING POWER OF MUSIC

*Billy Joel, the famous American songwriter and performer, once said. “I think music in itself is healing. It’s an explosive expression of humanity. It’s something we are all touched by. No matter what culture we’re from, everyone loves music.”*



### Useful Vocabulary

Study the vocabulary, read the text and take the vocabulary quiz

**stir one’s imagination** – to stimulate one’s imagination

**down in the dumps** – sad or depressed

**over the moon** – extremely happy

**pump us up** – to motivate or excite

**touched** – emotionally affected

**in one’s own world** – not notice what is happening around you

**blast from the past** – something that reminds you of the past

**shoot the breeze** – to have a casual conversation

People are enamored with music. It touches our souls in profound ways that words alone cannot equal. It **stirs our imagination**, invigorates our bodies, and transforms our moods. It can lift us up or overwhelm us with emotion. It can make us feel **down in the dumps** or **over the moon**, it can **pump us up**, and it can calm us down.

Music is something we are all **touched** by. No matter what culture we're from, everyone loves music.

There is no doubt: people with brain injuries such as a stroke, for example, have had success with music therapy. It can activate their brain in alternative ways. Music gives people new chances to move and speak. Music can improve heart and breathing rates. Music is used to help people suffering from depression and sadness. Also, for children with developmental disabilities, music can be healing.

Here is a firsthand example of how healing music can be for the elderly. Like some people his age, Henry was suffering from dementia. He forgot things easily and has lost many of his mental abilities. In fact, Henry lived **in his own world**, often unresponsive to other people. But when he was given an iPod with his favourite **blasts from the past**, he instantly began to sing and sway to the music. His lifeless face became transformed with energy. His eyes came alive with emotion as he listened to music. While he was mostly mute for years, after listening to music he was suddenly able to **shoot the breeze** with the people around him. Music breathed life into his body and mind. Henry is restored to himself. He has remembered who he is and has reacquired his identity through the power of music.

### Vocabulary Quiz

**1. Are they different (D) or similar (S)?**

- a) sad or depressed / down in the dumps
- b) something that reminds you of the past / in one's own world

**2. Choose the correct option.**

- |                                 |                           |
|---------------------------------|---------------------------|
| a) <b>to motivate or excite</b> | b) <b>extremely happy</b> |
| stir one's imagination          | over the moon             |
| touched                         | down in the dumps         |
| shoot the breeze                | last night                |
| pump us up                      | jumped over               |

**3. Match the phrases with similar meaning.**

- |  |                              |
|--|------------------------------|
| a) not notice what is happening around you | b) to stir one's imagination |
| c) to stimulate one's imagination          | d) in one's own world        |

**4. Give the definition**

- |                                  |                         |
|----------------------------------|-------------------------|
| a) to have a casual conversation | b) emotionally affected |
|----------------------------------|-------------------------|

## Word-formation

Use the words given in **CAPITALS** to form a word that fits into the gap.

### **Music in Schools**

Primary schools in London are trying out an 1) ... (**AMBITION**) plan through which young children get an introduction to serious music. The idea comes from a group of 2) ... (**FAME**) musicians who are concerned about the survival of certain types of classical music.

They see the plan as one possible 3) ... (**SOLVE**) to the problem of declining audiences at classical concerts.

Their 4) ... (**ARGUE**) is that an interest in classical music should be developed in early childhood. They reject the idea that children are interested in serious music or 5) ... (**NECESSARY**) find it boring.

The group goes into a school and gives a live performance of a short classical piece and then this is followed by an 6) ... (**EXPLAIN**) of how the instruments work.

These sessions have proved so 7) ... (**SUCCESS**) that they have now become a regular feature in some schools.

### Talking Points

Nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. But despite this almost universal interest, many schools are having to do away with their music education programs. This is a mistake, with schools losing not only an enjoyable subject, but a subject that can enrich students' lives and education.



► **Work in pairs. Look through the possible benefits of music for students below and discuss why music education is so important.**

1. Musical training helps develop language and reasoning: Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on students' minds.
2. A mastery of memorization: Even when performing with sheet music, student musicians are constantly using their memory to perform. The skill of memorization can serve students well in education and beyond.
3. Students learn to improve their work: Learning music promotes craftsmanship, and students learn to want to create good work instead

- of mediocre work. This desire can be applied to all subjects of study.
4. Increased coordination: Students who practice with musical instruments can improve their hand-eye coordination. Just like playing sports, they can develop motor skills when playing music.
  5. A sense of achievement: Learning to play pieces of music on a new instrument can be a challenging, but achievable goal. Students who master even the smallest goal in music will be able to feel proud of their achievement.
  6. Students stay engaged in studies: An enjoyable subject like music can keep students interested and engaged in studies. Student musicians are likely to achieve in other subjects.
  7. Success in society: Music is the fabric of our society, and music can shape abilities and character. Students in band or orchestra are less likely to abuse substances over their lifetime. Musical education can greatly contribute to students' intellectual development as well.
  8. Emotional development: Students of music can be more emotionally developed, with empathy towards other cultures. They also tend to have higher self-esteem and are better at coping with anxiety.
  9. Students learn pattern recognition: Students can develop their math and pattern-recognition skills with the help of musical education. Playing music offers repetition in a fun format.
  10. Better exam scores: Students who have experience with music performance or appreciation score higher on math and languages.
  11. Fine-tuned auditory skills: Musicians can better detect meaningful, information-bearing elements in sounds. Students who practice music can have better auditory attention, and pick out predictable patterns from surrounding noise.
  12. Music builds imagination and intellectual curiosity: Music can help foster a positive attitude toward learning and curiosity. It develops the whole brain and a student's imagination.
  13. Music can be relaxing: Students can fight stress by learning to play music. Soothing music is especially helpful in helping students relax.
  14. Musical instruments can teach discipline: Students have to set time aside to practice and rise to the challenge of learning with discipline to

master playing their instrument.

15. Preparation for the creative economy: Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future.
16. Development in creative thinking: Students who study the arts can learn to think creatively. This kind of education can help them solve problems by thinking outside the box and realizing that there may be more than one right answer.
17. Music can develop spatial intelligence: Students who study music can improve the development of spatial intelligence, which allows them to perceive the world accurately and form mental pictures. Spatial intelligence is helpful for advanced mathematics and more.
18. Students can learn teamwork: Many musical education programs require teamwork as part of a band or orchestra. In these groups, students will learn how to work together and build camaraderie.
19. Responsible risk-taking: Performing a musical piece can bring fear and anxiety. Doing so teaches students how to take risks and deal with fear, which will help them become successful and reach their potential.
20. Better self-confidence: With encouragement from teachers and parents, students playing a musical instrument can build pride and confidence. Musical education is also likely to develop better communication for students.

**Match the musical attributes (1-7) and their descriptions (A-G).**

1. *Music Is Physical.*
2. *Music Is Emotional.*
3. *Music Is Engaging.*
4. *Music Permits Synchronization.*
5. *Music Is Social.*
6. *Music Is Persuasive.*
7. *Music Is Personal.*



**A.** Music can make associated media such as lyrics and films seem more compelling. When patients believe in their treatment, their attitude tends to remain positive.

**B.** Music encourages people to move with the beat. The more salient the beat, the more sweeping and emphatic the body movements. Physical exercise can

help improve circulation, brain health, and fine and gross motor function.

C. Music helps listeners synchronize rhythm (by tapping along) and melody (by singing along), addressing problems of timing, initiation and coordination in people with stroke, Parkinson's disease, and other brain disorders involving sensory and motor systems.

D. Music induces emotional states by initiating changes in the distribution of neurochemicals that can induce positive moods and heightened arousal, which may in turn increase the rate of change in the brain, speeding rehabilitation.

E. Musical activities can be collective experiences. Social isolation is a common consequence of many neurological disorders, and social support through music making helps in recovery, rehabilitation and coping.

F. Musical treatments are engrossing and rewarding, so patients are highly motivated to participate with enthusiasm, focus and dedication.

G. Neurological impairment can make people feel that they have lost touch with themselves. The personal nature of music can evoke memories and help individuals maintain a sense of identity.

### Have your say



**Comment on the possible ways music might benefit people's mind and brain and support the idea that *sometimes music is the only medicine the heart and soul need.***

**Develop the idea below. Apply the *PRESS method* while sharing your opinion.**

**Any time that my ignorance is challenged, my time is well spent.**

**Position.....I think that...**

**Reasoning.....because...**

**Example.....for example...**

**Summing up.....in conclusion...**

**Solution.....that's why...**

**Do you think that physical and emotional challenges can be as beneficial as mental ones?**

## Did you know?

Research shows gardening boosts mood. Scientists studying the effects of gardening found that participating in the activity twice a week can improve mental health. Studies have found that gardening activities such as digging, raking, and weeding are a beneficial form of exercise.



## GARDENING IS GOOD



*Read the information below and find the arguments to support the following opinion.*

Planting and growing things offers a lot more than fresh vegetables and flowers. Working in a nice outdoor space can boost your immune system, help you stay fit, and sharpen your mind – and that’s just for starters. There are more advantages.

### IT’S A FUN WORKOUT

It’s wonderful to get out in the garden on a beautiful day to give it a tidy. But if you find the idea of pottering around in a garden a bit dull, knowing it’s doing you good physically might make it more entertaining. Planting seeds, pulling up weeds, carrying bags of mulch, moving pots, pushing a lawnmower, and other gardening tasks actually provide a whole-body moderate-intensity workout. Whatever your age, it is an activity with a purpose – and one that might keep you in motion longer than traditional exercise.

### IT SHARPENS YOUR MIND

More than just good exercise for your body, gardening provides a workout for your brain.

### IT REDUCES YOUR RISK OF HEART DISEASE

Even though gardening may not involve high intensity cardio, it still provides heart-health benefits. In fact, gardening can contribute to reducing the risk of a heart attack or stroke and prolong life by 30 per cent. The benefits come from a combination of physical exercise and the stress reduction that ‘playing in the dirt’ provides.

### IT HELPS YOU CONTROL WEIGHT

Mitigating weight gain is a goal for many people, and gardening can help you achieve it. Gardeners have a significantly lower body mass index, as well as lower odds of being overweight or obese, than non-gardeners. The average weight difference? About five kilograms for women and seven for men.

## IT BOOSTS YOUR IMMUNE SYSTEM

Having dirt under your fingernails may be a sign of poor hygiene, but scientists say it could also be a mark of good health. Thanks to beneficial bacteria found in soil, gardening may bolster your immune system, helping you get sick less and fight off infections easier.

## IT INCREASES CO-ORDINATION AND STRENGTH

Hand and finger strength, flexibility and coordination are essential for everyday tasks like opening jars, carrying packages and picking up children. Gardening is a great way to hone and maintain those fine motor skills and muscles.

## IT NOURISHES YOUR SPIRIT

Call it the ‘gardening glow’ – working with plants provides stress relief and positive sensory stimulation.

### Do you share the following opinion?

*No two gardens are the same. No two days are the same in one garden. (Hugh Johnson)*



*Read the passage headed ‘Ready, get set, but know what you’re going for’. Listed below are paraphrases of the opinions of the three students about tertiary\* study.*

*Decide whose opinion each statement is:*

a) Michael Francis’s; b) Kylie Dance’s; c) Narelle Oxley’s.

### Ready, Get Set, but Know What You’re Going For

Being a member of a university’s chocolate club or campaigning in its local conservation group are not the only requirements necessary for adaptation to life on campus. This is the advice of 20-year-old Michael Francis, a second-year student, who, like other students, believes newcomers to tertiary life can make it if they follow their own rules.

Many would say Michael entered university the hard way – he didn’t get enough marks when he completed his Higher School Certificate, so he had to do it again. One year later Michael was accepted into the social science course at the University with the entry score which sufficed.

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\* **tertiary** [ˈtɜːʃəri] – education at university or college level – **высший (об образовании)**

‘It took me six months to adapt and feel confident about myself and I can honestly say it has taken others up to a year to fit in,’ Michael said. Michael felt that he matured fast at the technical college, where he was constantly surrounded by older people and required to do a lot of work on his own. Michael said that while he loved being at university, he had several criticisms about the university system in general. ‘Scholl-leavers need some sort of bridge between their last year at school and first year at university because students need to be told what to expect on enrolment day. Perhaps they should visit the university and meet students before they go there.’

Michael described university as being intimidating at first – being in tutorials with older people who seemed to have so much knowledge – but said students must realise they had knowledge in other areas.

‘Students should not be embarrassed if they make mistakes – everybody makes mistakes.’ Kylie Dance, 18, knew she had made the right move when she started her university course this year. However, she said one of the biggest problems many students had was choosing the most suitable course. Kylie put a great deal of thought into her future when she left school last year. She made the choice knowing that she wanted a job which would pay well, allow her some freedom and time to bring up children later on.

‘The hardest thing at university is keeping up with the pace,’ Kylie said. ‘University is different to high school as students are left to work on their own and if they fall behind, they’re in trouble.’ Kylie said she was lucky that some of the lectures were held in small groups and that the lecturers at the university were approachable. ‘There appears to be less work at university than at school, but we are required to work much faster. Sometimes you can go three weeks with next to nothing to do and then all of a sudden mid-semester exams and assignments just hit you.’

Students needed to be able to learn quickly if they were contemplating tertiary study and should start thinking about assignments as soon as they were given them. The major difference between university and school was that at university students did their own ‘pacing’, she said. Narelle Oxley, 18, has wanted to be a coder since she was a young girl. She started her university course last year and has not run into any problems so far. ‘I don’t really know how different university life is in different universities – I would imagine it is the same,’ she said. ‘The first couple of weeks were scary because I felt alone. But then I realised that all the students were in the same boat.’

It was totally different from school because there were more essays, and students seemed to help you more. Whereas at school there was so much competition and little help from classmates, she said. ‘It is more relaxing at university and lectures are so different to the classroom atmosphere. I thought lectures would be difficult, but the lecturers are helpful, often dictating the important parts.’ Narelle suggests that students try to make the right decision in the beginning, rather than starting a course, finding out they don’t like it, then either dropping out or seeking a transfer.

## Who does each idea belong to?

1. Joining clubs and societies at college is not the only thing you should do to adapt to life on campus.
2. It may take six months or a year to feel that you belong to the university community.
3. There seems to be less work at university than in high school but a lot of assignments can fall due at the same time.
4. The first few weeks are frightening but after that students realise that there are many students who have the same problems.
5. Other students seem to be more helpful at university than at school, and there is less competition.
6. School-leavers need to be given more information about university life and enrolment procedures before they go there.
7. Every student at university is responsible for how fast or how slowly they work. They should not fall behind.

### Have your say

Going to university isn't just about the four or five years you'll be on campus. It's also about growing as a person and creating lifelong memories and connections



### FRESHER'S GUIDE

**Project Work:** the first few weeks and months at university can be a whirlwind. Let's make helping guidelines about your university.

### Look at the possible ways of starting your guides

Make the most of your first year at university!

The first few weeks may feel bewildering. But never fear – this handy guide is here to help smooth your entry into student life.

Starting university can be daunting, but with a little preparation you can make the most of the first few weeks.

As a new student you'll want to make friends, settle in, and get a good balance between studying and your social life. This guide will be handy.

## Here are some ideas to borrow

- **Get familiar with your university** by looking through the welcome emails sent to you. Follow your university's various social media channels for the latest information and advice before and throughout your first year. You should be able to find your timetable online and see what other information is already available.



- **Connect with people on social media** before you go, before you even attend university, it can help to connect with potential friends online. This can take away some of the first-day nerves and make freshers' week less daunting. Find as many people as possible on social media. When you do reach out to people, don't worry if it feels a bit awkward. Don't be afraid to make the first move. Don't be afraid to approach people you'd like to talk to. Being friendly and proactive goes a long way.

- **Realize you might not meet your best friends straight away.** If you don't find your tribe straight away, don't panic – it's completely normal. Don't be afraid if you don't make your friends for life in the first week. At freshers' week everyone's trying to impress and people can put across a certain image of themselves. But you get past that and settle in eventually.

- **Say hello and chat to other students** when you're queuing to register or waiting to enter a lecture. Most will appreciate you making the first move! In your student halls, try not to shut yourself away in your room while your new flatmates get to know each other – get out and introduce yourself. Keep your door open when everyone is moving in, and offer help if they need it. Be present and friendly, especially in the first few days – the awkwardness will ease in no time!

- **Keep an open mind and try new things.** From the cheese club to karaoke singing – there's pretty much a society for everyone at university. And societies are a great way to meet new people and make friends. It's a good idea to go to a variety of different society tryouts, because you never know who you might meet or what you might like. You might end up sparking an interest in a random sport you've never heard of. Give new things a go.

- **Create a study plan.** So having a bit of a study plan can help you to maintain a good balance between your studies and social life. Make a priority list every day. It can be good to have a to-do list with monthly and weekly goals and to write down deadlines, or to put them on your calendar.

- **Remember that support is available if you need it.** One of the most important things to know is that support is available if you need it. Many universities have a team of volunteers. "The support can be quite wide-ranging. Feel free to use the help available to you. Early on, you'll meet your personal tutor and other department staff whose jobs are to support you when necessary. There will probably also be dedicated student support teams made up of student mentors, and the Students' Union is on-hand if you need extra

support.

- **Know your bank balance.** Being aware of how much you spend will go a long way in defeating a common concern for freshers: learning how to budget wisely. At first, your bank account may seem like an infinite amount, making it easy to splurge, especially when faced with the pricey temptations of freshers' week. Work out a budget and stick to it. Use a budgeting app on your phone to keep track of your spending. Try and plan your budget in advance, taking into account what you'll need to put money aside for (course materials, food, bills, transport) and what that leaves you each week for everything else. Don't waste too much money on avoidable items (takeaways, impulse clothes shopping...).

- **Have a look at what societies are on offer.** Societies provide the perfect opportunity to pursue your extracurricular interests, no matter how quirky. Be initiative. You can create your own society. If none of the available societies quench your thirst for fun then you can start your own. Running your own society is a rewarding thing to do – you can make new friends and share your interests with a wider audience. You can start an interest group out of pretty much anything.

- **Avoid getting into bad habits with your course** – they're difficult to get out of. Start as you intend to continue and it will put you in good stead as you progress through the year. You'll feel the repercussions of missing any scheduled lectures, seminars or practical sessions early on. These are your opportunities to pick up advice (on how to approach your assignments or referencing), speak directly to subject experts and where you'll be introduced to key concepts and theories that will be a mainstay in your units.

- **Be a good flatmate.** Try to maintain a friendly relationship with your flatmates – it'll make living issues much easier. Whether you're friends or not, living with a group of people is a team game. Help out with the washing up, general cleaning and other household chores. Discuss the flat's food policy early on. What are you sharing? How are you going to make it fair? Some flats go for the 'all in' approach which is great for developing relationships, but it can get complicated. Others go for a few shared items e.g. milk, bread. And others will go for a 'buy your own' policy. Whatever you decide, make sure everyone is happy.

- **It's never too early to think ahead.** It's absolutely fine to go with the flow in your first year and have your future in mind at the same time. Getting involved in projects related to your future career aspirations, from the student newspaper to a legal helpline, will also provide you with relevant skills and experience and give you the opportunity to meet like-minded people

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Use your first year (your marks often won't count towards your overall degree mark) to make mistakes and get to grips with the style of learning at university – and remember to enjoy it! This is the year to get to know your new surroundings and friends.

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