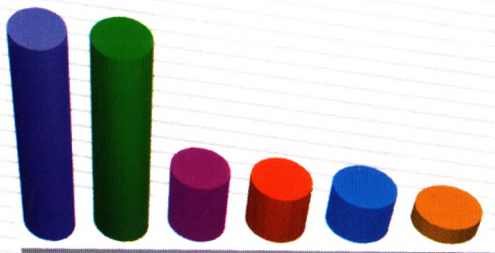


CAREER  
PATHS

# UNIVERSITY Studies

Virginia Evans  
Jenny Dooley  
J.J. Cassidy

applications  
class registration



withdrawals  
housing  
tuition and fees

Class Registration Form  
COURSE TUITION  
REGISTRATION



ANNUAL COST FOR FULL-TIME STUDENTS



Express Publishing



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**CAREER  
PATHS**

# UNIVERSITY Studies

Book

1

Virginia Evans

Jenny Dooley

J.J. Cassidy

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## Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Preparing to Attend a University	Flyer	counselor, curriculum, goal, GPA, grade, high school, preparatory, requirement, score, secondary education	Expressing fear/worry
2	Choosing a University	Letter	college, culture, diverse, location, opportunity, population, private, public, reputation, research, student body, university, visit	Agreeing
3	Applying to a University	Brochure	acceptance, application fee, apply, competitive, deadline, essay, letter of recommendation, submit, transcript, wait list	Asking for information
4	Orientation	Handout	attend, check in, FAQ, guidance, introduce, orientation, paperwork, student ID, tour, transition, welcome	Expressing degrees of certainty
5	Registration 1	Webpage	catalog, co-requisite, enroll, hold, placement test, prerequisite, register, satisfy, sign up, term	Offering assistance
6	Registration 2	Calendar	add, credit, drop, fail, incomplete, pass, pass/fail, permission, prorated, reimburse, withdraw	Asking for permission
7	Academic Planning	Email	advisor, course load, mandatory, outline, petition, progress, schedule, substitute, undeclared, unit	Expressing necessity
8	Tuition and Fees	Catalog	assess, cancellation, dispute, fee, installment, qualify for, past due, rate, refund, residency, tuition	Expressing surprise
9	Financial Aid	Advice column	award, disbursement, financial aid, financial hardship, funds, grant, interest rate, merit-based, scholarship, student loan	Following the discourse
10	Transferring	Email	accredited, applicable, articulation agreement, community college, eligible, equivalency, junior college, minimum, quarter, semester, transfer, waive	Making a suggestion
11	Courses of Study	Memo	declare, elective, general education, independent studies, lower division, major, minor, program, survey, upper division	Expressing opinion
12	Types of Students	Email	audit, dual credit, doctoral, senior, freshman, graduate, junior, sophomore, transfer student, undergraduate	Asking for background information
13	Degrees and Certificates	Job listings	associate's degree, BA, BS, certificate, credential, degree, license, MA, MBA, MS, PhD	Asking for an opinion
14	Departments	Webpage	arts, business, education, engineering, language arts, law, mathematics, medicine, physical sciences, social sciences	Expressing concern
15	Campus Offices	Guide	academic affairs, admissions, bursar, cashier, help desk, parking, records, registrar, student union, ticket office, visitor center	Asking for/giving directions



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## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What information do colleges review before selecting students?
- 2 How can secondary school students prepare for college?

## Reading

2 Read the flyer. Then, choose the correct answers.

- 1 What is the main idea of the flyer?
  - A applying to a particular university
  - B deciding whether or not to attend college
  - C becoming familiar with life at a university
  - D preparing for college during secondary school
- 2 Which of the following is NOT a suggestion in the flyer?
  - A Start college classes while still in high school.
  - B Maintain grades through the end of high school.
  - C Research requirements of particular colleges.
  - D Seek advice from a counselor.
- 3 According to the flyer, why should students look at college curriculums?
  - A to determine whether their grades are high enough
  - B to prepare topics to discuss with a counselor
  - C to help them prepare for standardized tests
  - D to find out what the preparatory requirements are



## It's never too early to start planning!

Now is the time to prepare for college. Don't wait until your **secondary education** is over! Think about your **goals** for after **high school**.

Remember, it's important to maintain your **grades** up until the very end. Colleges want students with consistent **GPA**s. So earn the highest possible **scores**, especially on standardized tests.

Look at the **curriculums** of colleges that interest you. Find out what **preparatory** classes you need. It's best to do this as early as possible. That way, you can complete the **requirements** in plenty of time.

If you feel confused or stressed, talk to your **counselor**. He or she will help you get on the right path.

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |                  |                          |
|------------------|--------------------------|
| 1 __ GPA         | 4 __ curriculum          |
| 2 __ score       | 5 __ requirement         |
| 3 __ preparatory | 6 __ secondary education |

- A a measurement of overall academic performance
- B a period of schooling before college
- C a measurement of performance on a test
- D something that someone must do
- E something that makes someone ready for something else
- F the series of courses in a program or institution



**4** Read the sentence pairs. Choose which word best fits each blank.

**1** grade / goal

**A** The student got an excellent \_\_\_\_\_ on the exam.

**B** The student's \_\_\_\_\_ is to attend college.

**2** high school / counselor

**A** The \_\_\_\_\_ advised the student to improve her GPA.

**B** The student attended a popular preparatory \_\_\_\_\_.

**5** Listen and read the flyer again. How can a student improve his or her chances of being admitted to college?

## Listening

**6** Listen to a conversation between a counselor and a student. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman is concerned about her grades.
- 2 \_\_\_ The man recommends researching more colleges.
- 3 \_\_\_ The woman did well on her standardized test.

**7** Listen again and complete the conversation.

**Counselor:** Have a seat, Ellen. Let's talk about your college plans.

**Student:** Okay, Mr. Anderson. I'm feeling a **1** \_\_\_\_\_.

**Counselor:** What's bothering you?

**Student:** I researched some interesting colleges. But I'm worried that my **2** \_\_\_\_\_ isn't high enough.

**Counselor:** Actually, your grades are **3** \_\_\_\_\_. In any case, that's not the only thing colleges look at.

**Student:** What else is important?

**Counselor:** Your **4** \_\_\_\_\_, for instance. Did you take the standardized test yet?

**Student:** **5** \_\_\_\_\_ next month.

**Counselor:** That can make a **6** \_\_\_\_\_. Just make sure you're prepared.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'm feeling ...*

*I'm worried ...*

*Actually ...*

**Student A:** You are a counselor. Talk to Student B about:

- his or her college plans
- his or her concerns
- how he or she can prepare for college

**Student B:** You are a student. Talk to Student A about preparing for college.

## Writing

**9** Use the conversation from Task 8 to fill out the progress report.

# SOUTH CANDORY High School

Counselor: \_\_\_\_\_

Student: \_\_\_\_\_

**What college preparations are already complete?**

\_\_\_\_\_

\_\_\_\_\_

**What college preparations still need to be completed?**

\_\_\_\_\_

\_\_\_\_\_



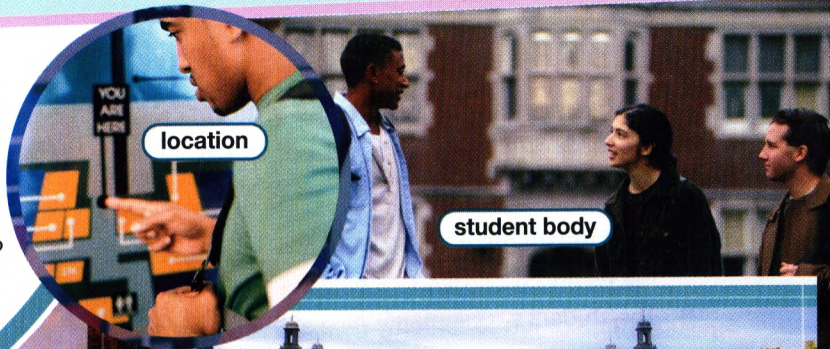
# 2

## Choosing a University

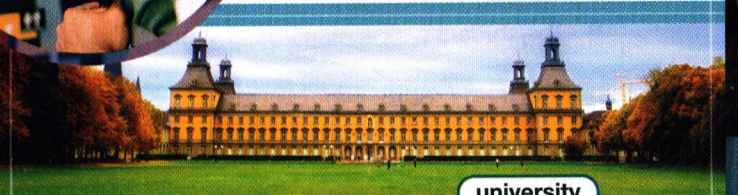
### Get ready!

1 Before you read the passage, talk about these questions.

- 1 How can universities attract new students?
- 2 What are some important qualities to consider when choosing a university?



student body



university

To: Admissions Office  
University of Lake Morris

From: Carolyn Dubois  
195 Western Avenue



visit

To whom it may concern,

I would love to attend **college** at your institution. At first, I only looked at **private** schools. I thought they offered the best **opportunities**. I didn't even consider **public** schools like ULM. But then I heard about your excellent **reputation**. I **visited** the campus in October. I noticed immediately that it's in a beautiful **location**. I was impressed with the **diverse culture**. The **student body** includes people from all around the country. And the student **population** isn't too large or too small.

I also **researched** ULM's academic background. Clearly, you offer high-quality education. I believe ULM is the right **university** for me.

Sincerely,  
Carolyn Dubois

### Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |                   |                  |
|-------------------|------------------|
| 1 ___ diverse     | 5 ___ research   |
| 2 ___ culture     | 6 ___ university |
| 3 ___ location    | 7 ___ reputation |
| 4 ___ opportunity |                  |

- A to learn more about something
- B a situation involving a chance or possibility
- C a general opinion that people have about something
- D including many different qualities
- E a physical place
- F a school that offers post-secondary education
- G a general set of ideas and practices common in a place

### Reading

2 Read the letter. Then, choose the correct answers.

- 1 What is the main idea of the letter?
  - A a student's academic preparation to attend college
  - B why a student is interested in a particular college
  - C what subjects a student plans to pursue in college
  - D a student's interest in several different colleges
- 2 Which of the following is NOT true about the college?
  - A It is a private institution.
  - B Its reputation attracted the student.
  - C Its student body comes from many different places.
  - D It has a medium-sized student population.
- 3 What is true about the student?
  - A She plans to attend a private school.
  - B She hopes to visit the campus soon.
  - C She wants a school with a diverse culture.
  - D She worries that her GPA is not sufficient for a particular school.



- 4 Fill in the blanks with the correct words from the word bank.

## Word BANK

visit college student body  
private population public

- A \_\_\_\_\_ school is run with mostly government funding.
  - The \_\_\_\_\_ is made up of people from many different backgrounds.
  - After secondary school, many students attend \_\_\_\_\_.
  - Before applying, students should \_\_\_\_\_ a university first.
  - The \_\_\_\_\_ of the university is about five thousand people.
  - \_\_\_\_\_ schools are often more expensive than state-run schools.
- 5 Listen and read the letter again. What qualities of a college are important to the woman?

## Listening

- 6 Listen to a conversation between two students. Mark the following statements as true (T) or false (F).
- \_\_\_ The woman is considering several colleges.
  - \_\_\_ The man applied to a private school.
  - \_\_\_ The woman will apply to the same college as the man.

- 7 Listen again and complete the conversation.

Student 1: I 1 \_\_\_\_\_ Lombardo College.

Student 2: Really? Isn't that a 2 \_\_\_\_\_ ?

Student 1: Yes. I want the best possible 3 \_\_\_\_\_.

Student 2: So do I. But Lombardo is 4 \_\_\_\_\_ . I actually found a promising public school.

Student 1: Oh, yeah? Which one is that?

Student 2: University of Lake Morris. It has a great 5 \_\_\_\_\_.

Student 1: I heard about that one. It's 6 \_\_\_\_\_ a really diverse student body.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I applied to ...*

*Isn't that a ...?*

*So do I.*

**Student A:** You are a student. Talk to Student B about:

- your college plans
- his or her college plans
- important considerations when choosing a college

**Student B:** You are a student. Talk to Student A about college plans.

## Writing

- 9 Use the conversation from Task 8 to fill out the college comparison.

## Which college is right for you?

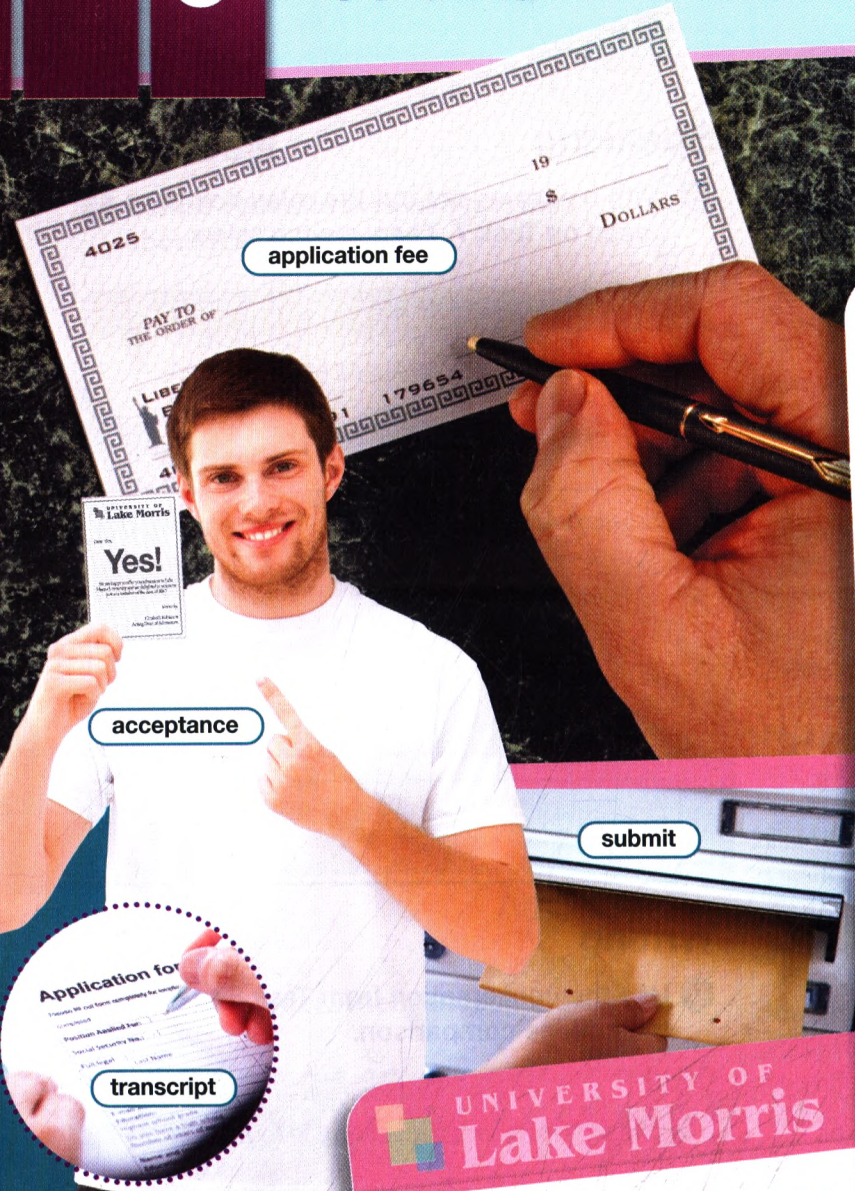
Write the advantages and disadvantages of each school below.

College	Pros	Cons
University of Lake Morris		Limited academic opportunities
Lombardo College		Is very expensive



# 3

## Applying to a University



application fee

deadline

acceptance

submit

transcript

UNIVERSITY OF  
**Lake Morris**

### Important Dates for Applicants

Before you **apply**, please review the following schedule. Materials **will NOT** be accepted after the listed **deadlines**.

**February 10** Submit your application packet. This includes your application, academic **transcript**, and personal **essay**. Also include **letters of recommendation** from teachers, if any.

**February 19** Send in your **application fee** by this date. Otherwise, your application will be canceled.

**April 5** We will mail notices of **acceptance**. Please be aware that the process is very **competitive**. We must often place qualified applicants on the **waitlist**. If this includes you, we will mail you further instructions.

### Get ready!

- 1 Before you read the passage, talk about these questions.
  - 1 What materials are typically included in a college application?
  - 2 What is the process after a student submits a college application?

### Reading

- 2 Read the brochure. Then, mark the following statements as true (T) or false (F).
  - 1  Applications are not accepted after February 10.
  - 2  The application fee must be included in the application packet.
  - 3  Waitlisted students are notified at the end of February.

### Vocabulary

- 3 Match the words or phrases (1-5) with the definitions (A-E).
  - 1  essay
  - 2  apply
  - 3  submit
  - 4  competitive
  - 5  letter of recommendation

A to formally request to enter or join something  
 B desired by many people and only available to a few  
 C a document written on behalf of someone else  
 D to give something formally to an official person or group  
 E a short document expressing an idea or opinion



- 4 Place the words or phrases from the word bank under the correct headings.

**Word BANK**

transcript waitlist deadline  
application fee acceptance

Important Dates	Materials from the Student	University Notifications
_____	_____	_____
_____	_____	_____

- 5 Listen and read the brochure again. What materials should be included in the application packet?

**Listening**

- 6 Listen to a conversation between an admissions representative and a student. Choose the correct answers.

- What is the conversation mostly about?
  - A why the man is interested in applying to the university
  - B when the man will be notified of his admissions status
  - C where to get more information about the application process
  - D which application materials the man needs to submit
- According to the woman, what is missing?
  - A an academic transcript
  - B a letter of recommendation
  - C a personal essay
  - D an application fee

- 7 Listen again and complete the conversation.

**Representative:** University of Lake Morris Admissions. How can I help you?

**Student:** Hi. My name is Ryan Peters. I'm wondering if you received my 1 \_\_\_\_\_.

**Representative:** I'll take a look, Mr. Peters. Give me just a moment. Oh, here it is.

**Student:** So you have it?

**Representative:** Yes. But the 2 \_\_\_\_\_ are missing.

**Student:** I 3 \_\_\_\_\_ those were necessary.

**Representative:** You need at least one for 4 \_\_\_\_\_. Can you ask someone to write one for you?

**Student:** Yes, I'll ask my counselor. Is 5 \_\_\_\_\_?

**Representative:** Yes, everything else is here. Just 6 \_\_\_\_\_ before the deadline.

**Speaking**

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

How can I ...?  
I'm wondering if ...  
Can you ...?

**Student A:** You are an admissions representative. Talk to Student B about:

- his or her application
- requirements to complete the application
- deadlines

**Student B:** You are a student. Talk to Student A about your application.

**Writing**

- 9 Use the conversation from Task 8 to fill out the email.

Dear Mr. Peters,

We received your application packet. However, we still need some materials from you. Please submit \_\_\_\_\_.

If we do not receive \_\_\_\_\_.

Let us know if you have any questions.

Admissions Department  
University of Lake Morris



# 4

## Orientation



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is the purpose of college orientation?
- 2 What are some different functions of a student ID?

### Reading

2 Read the handout. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The handout is intended for new students at the university.
- 2 \_\_\_ Students must check in before taking a campus tour.
- 3 \_\_\_ Students should bring their student IDs to orientation.

### Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |                  |                   |
|------------------|-------------------|
| 1 ___ tour       | 5 ___ introduce   |
| 2 ___ check in   | 6 ___ orientation |
| 3 ___ welcome    | 7 ___ student ID  |
| 4 ___ transition |                   |

- A to greet or invite someone in a friendly way
- B the process of changing from one status to another
- C to give basic information about a person
- D a card that identifies a particular student
- E the process of showing different areas of a place
- F to report officially that one has arrived
- G an event to help people become familiar with something

## Welcome to Lombardo College!

Thank you for choosing to **attend** Lombardo! **Orientation** will help you make the **transition** to campus life. It's also a good time to take care of important business.

#### Friday

2:00 p.m. – 5:00 p.m. **Check in** at the welcome table first. Information and snacks are available on the quad. **Introduce** yourself to other new students.

5:00 p.m. – 7:00 p.m. The visitor center will lead **tours** of the campus.

#### Saturday

9:00 a.m. – 12:00 p.m. Meet with an advisor for academic **guidance**. Also get help with other important **paperwork**. This includes requesting a **student ID**.

1:00 p.m. – 3:00 p.m. Attend the **FAQ** forum. If you have additional questions, then ask!





**4** Read the sentences and choose the correct words.

- 1 The student visited her advisor for **transition/guidance**.
- 2 The university's website has answers to many **tours/FAQs**.
- 3 Many new students **attended/welcome**d the orientation.
- 4 The student submitted his **paperwork/student ID** to the registrar's office for enrollment.

**5** Listen and read the handout again. Why might a new student want to attend orientation?

## Listening

**6** Listen to a conversation between an advisor and a student. Choose the correct answers.

- 1 What is the conversation mostly about?  
A what the woman learned at orientation  
B the process for checking in at orientation  
C benefits of attending orientation  
D an error on the woman's orientation paperwork
- 2 Why does the woman consider the man's advice?  
A She will be busy at the beginning of the semester.  
B She is concerned that she will get lost on campus.  
C She had a problem receiving her student ID.  
D She has questions that weren't part of the FAQ.

**7** Listen again and complete the conversation.

**Advisor:** Hey, Ingrid. I know you're going to Lombardo College in the fall. Are you attending **1** \_\_\_\_\_ next week?

**Student:** No. That seems like a waste of time.

**Advisor:** Oh, orientation is really useful. It **2** \_\_\_\_\_ to the campus.

**Student:** I'll get to know the campus when I move in.

**Advisor:** But it's nice to do it **3** \_\_\_\_\_. Besides, you can take care of important business, too.

**Student:** Like what?

**Advisor:** Like registering for classes. And receiving your **4** \_\_\_\_\_.

**Student:** I will be **5** \_\_\_\_\_ when the semester starts. Maybe it would be a good idea.

**Advisor:** It certainly **6** \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Are you attending ...?*

*Maybe it would ...*

*It certainly ...*

**Student A:** You are an advisor.

Talk to Student B about:

- his or her college orientation
- benefits of attending orientation

**Student B:** You are a student.

Talk to Student A about attending orientation.

## Writing

**9** Use the conversation from Task 8 to fill out the orientation schedule.

# Welcome to Lombardo College Orientation!

In the morning, you will \_\_\_\_\_

\_\_\_\_\_.

In the afternoon, you will \_\_\_\_\_

\_\_\_\_\_.

On the second day, \_\_\_\_\_

\_\_\_\_\_.



## Get ready!

- Before you read the passage, talk about these questions.
  - What is a typical college registration process?
  - What are some causes of common registration errors?

If you have a hold here, get your enrollment codes from the registrar's Office and then, you can register online

ITEM LIST		
Hold Item	Institution	Department
Remediation Enrollment Block	ULM	Registrar's Office


hold


enroll

## Sign up ULM enrollment REGISTER ONLINE

sign up

register

 Username

 Password

Remember me [Forgot password](#)



CONTACT

SERVICES

FAQs

HOME

### ULM > Registration > FAQs

Are you having trouble registering online? These are some common problems:

- Q:** I recently **enrolled** at ULM. But I can't **sign up** for any classes online.
- A:** You probably have a registration **hold**. New students must get their enrollment codes from the registrar's office. Then, they can **register** online.
- Q:** I can sign up for some classes, but not others.
- A:** Many classes require **prerequisites** or **co-requisites**. Or you might need to take a **placement test**. Try again after you **satisfy** the requirement.
- Q:** A course appears in the **catalog**, but not in online registration.
- A:** Sometimes, courses are canceled before the **term** begins. Check again next semester.

## Reading

- Read the webpage. Then, complete the table.

Problem	Solution
1 _____	Get an enrollment code.
A student cannot register for certain classes.	2 _____
A course is no longer available.	3 _____

## Vocabulary

- Write a word that is similar in meaning to the underlined part.
  - Science 10B is a requirement that must be taken at the same time with Science 10A.  
\_ \_ - r \_ \_ u i \_ \_ t \_
  - The student reserved his place for English 195.  
r \_ \_ s t \_ \_ e d
  - Until the student takes the requirement that must be completed first, she cannot take Advanced Physics.  
p \_ \_ r \_ \_ i s \_ \_ e
  - Many students became members at the university for the spring term.  
e \_ \_ o \_ \_ e d

## September

M	T	W	T	F
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

term

## February

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 placement test / catalog**

- A The \_\_\_\_\_ lists the instructors for each course.  
 B The new student scored well on her \_\_\_\_\_.

**2 sign up / satisfy**

- A Before they \_\_\_\_\_ for classes, students must be accepted to the university.  
 B Students must \_\_\_\_\_ lower-division requirements before taking advanced courses.

**3 term / hold**

- A A \_\_\_\_\_ prevents a student from changing his or her schedule.  
 B During the summer \_\_\_\_\_, some students take one or two courses.

**5** Listen and read the webpage again. What happens if a student has a hold on his or her registration?

## Listening

**6** Listen to a conversation between a registrar's representative and a student. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man is unable to register for any classes.  
 2 \_\_\_ The woman recommends submitting enrollment paperwork again.  
 3 \_\_\_ The man got a high score on his placement test.

**7** Listen again and complete the conversation.

**Representative:** Hi, there. What can I 1 \_\_\_\_\_ ?  
**Student:** I tried to 2 \_\_\_\_\_ classes online. But it says 'Hold Error.' What does that mean?  
**Representative:** It sounds like there's a 3 \_\_\_\_\_ your registration. Did you enroll recently?  
**Student:** Yes. This is my 4 \_\_\_\_\_ here.  
**Representative:** Okay. Did you already take the English 5 \_\_\_\_\_ ?  
**Student:** No. I didn't know I was supposed to.  
**Representative:** It's a 6 \_\_\_\_\_ for all new students. You can't register until you take it.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What can I help you with? / I didn't know ...  
 Let me help you ...*

**Student A:** You are a registrar's representative. Talk to Student B about:

- a hold on his or her registration
- the cause of the problem
- the solution to the problem

**Student B:** You are a student. Talk to Student A about a problem with your registration.

## Writing

**9** Use the conversation from Task 8 to fill out the registration hold notice.

### Notice of a Registration Hold

**ULM**

Dear Rebecca Greene,

We placed a registration hold on your account because \_\_\_\_\_  
 \_\_\_\_\_. This is due to the following policy: \_\_\_\_\_  
 \_\_\_\_\_. To remove the hold, please \_\_\_\_\_.

Contact us if you have any questions.

Office of the Registrar, ULM



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What registration changes might students make during a term?
- 2 How can a student get out of a class after the withdrawal deadline?

drop

~~Mathematics~~

physics

- |                          |       |                          |       |
|--------------------------|-------|--------------------------|-------|
| <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |

reimburse

## ULM Fall Catalog

## Registration Deadlines and Important Dates

- August 19** Semester begins.
- 28** This is the last day to **add** new classes without instructor **permission**.
- September 4** This is last day to **drop** unwanted classes.
- 27** To take a class **pass/fail**, select it by this day. This type of **credit** is limited to one class per term.
- This is also the last day to **withdraw**.

## Notes:

- Withdrawals are noted on your transcript.
- If you withdraw from all courses, the university will **reimburse** you. It is a **prorated** refund for the remainder of the term.
- Do NOT simply stop attending a class. If you do, you will **fail** it. Try to drop or withdraw first. Otherwise, talk to your instructor about an **incomplete**. You may be able to **pass** the class next term.

permission

## Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- |                |                 |
|----------------|-----------------|
| 1 __ pass      | 4 __ reimburse  |
| 2 __ prorate   | 5 __ incomplete |
| 3 __ pass/fail |                 |

- A taken for simple credit rather than a grade  
 B to calculate a partial payment  
 C to return money to someone  
 D to earn credit for a class  
 E an indication that the student needs to finish coursework

## Reading

2 Read the course catalog. Then, mark the following statements as true (T) or false (F).

- 1 \_\_ Students need instructor permission to add a class in September.
- 2 \_\_ The pass/fail option cannot be used for multiple classes per term.
- 3 \_\_ Students may drop a class by no longer attending.



**4** Read the sentence pairs. Choose which word best fits each blank.

**1 added / dropped**

- A The student decided not to take the class, so she \_\_\_\_\_ it.
- B Many students \_\_\_\_\_ the class because it looked really interesting.

**2 fail / withdraw**

- A If a student does poorly in a class, he or she will \_\_\_\_\_ it.
- B A student can \_\_\_\_\_ to avoid getting a bad grade.

**3 credit / permission**

- A The student completed his coursework and got \_\_\_\_\_ for the class.
- B The instructor gave \_\_\_\_\_ for the student to drop the class late.

**5** Listen and read the course catalog again. What is an advantage of taking an incomplete?

## Listening

**6** Listen to a conversation between a student and an instructor. Choose the correct answers.

- 1 What does the man want to do?
- A add a class                      C take a class pass/fail
- B withdraw from a class        D drop a class
- 2 What does the woman suggest?
- A taking a different class
- B getting permission to withdraw
- C finishing the coursework later
- D staying in the class for the rest of the term

**7** Listen again and complete the conversation.

- Student:** Unfortunately, I can't **1** \_\_\_\_\_. It conflicts with my responsibilities at work.
- Instructor:** Oh, I see. Well, it's already past the **2** \_\_\_\_\_.
- Student:** I know. Can't you give me **3** \_\_\_\_\_ to withdraw?
- Instructor:** I can, if you want. But how about an **4** \_\_\_\_\_ instead?
- Student:** Hmm ... I did **5** \_\_\_\_\_ a lot of the coursework.
- Instructor:** Exactly. You can just finish it **6** \_\_\_\_\_. I'll still let you pass the class.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- Excuse me ...*
- It's already past ...*
- Can't you give me permission to ...?*

**Student A:** You are a student. Talk to Student B about:

- a registration change you need to make
- the deadline for the change
- why you need his or her help

**Student B:** You are an instructor. Talk to Student A about a registration change he or she is trying to make.

## Writing

**9** Use the conversation from Task 8 to fill out the email from a student to an instructor.

Professor Elmwood,

I want to make a registration change. I need to \_\_\_\_\_ because \_\_\_\_\_ . I need your help because \_\_\_\_\_ .

Greg



## Get ready!

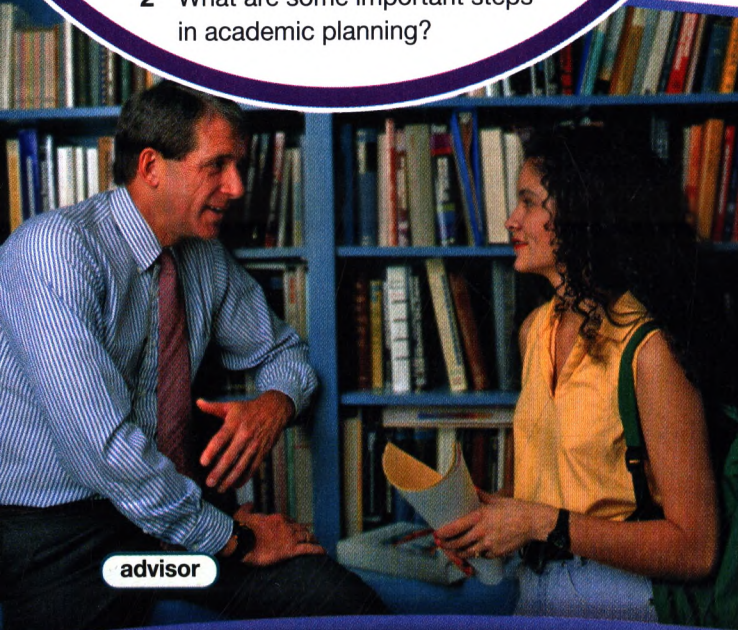
## 1 Before you read the passage, talk about these questions.

- 1 What is the purpose of an academic advisor?
- 2 What are some important steps in academic planning?

progress

	Fall Term A	Fall Term B	Spring Term A
Year 1	THL55 COM100	PHL100 ENG110	HIS85 COM350
Year 2	BIO150 COM100	PHY105 COM360	HIS185 PHL310
Year 3	ENG120 ENG100	COM200 COM450	MGT100 MGT470

schedule



advisor

From: a.cromwell@spnu.edu

To: k.laredo@spnu.edu

Subject: Advising Appointment

Dear Kevin,

I reviewed your academic **progress**. You are almost finished with general education. However, you are still **undeclared**. You need some major **units** in your **course load** next term. It's **mandatory** that you declare a major soon. Let's meet to discuss your options.

I received your **petition** regarding your science requirements. It's usually okay to **substitute** botany for biology. However, it's not appropriate if you become a science major. So we need to discuss that. After you declare, you will receive a new **advisor**. He or she will help you **outline** next term's **schedule**.

Sincerely,

Alyssa Cromwell  
Academic Advisor

## Reading

## 2 Read the email. Then, choose the correct answers.

- 1 What is the main idea of the email?
  - A topics to cover during an upcoming advising session
  - B suggestions for improving advising procedures
  - C new policies about advisor assignments
  - D the requirements for becoming an advisor
- 2 Which of the following does NOT need to be discussed?
  - A the student's major selection
  - B the student's general education grades
  - C the student's petition to substitute classes
  - D the student's new academic advisor
- 3 Why will the student receive a new advisor?
  - A He will soon declare a major.
  - B He is transferring to a new college.
  - C He submitted a petition to change advisors.
  - D He no longer qualifies for a particular program.

## Vocabulary

## 3 Match the words (1-7) with the definitions (A-G).

- |               |                 |
|---------------|-----------------|
| 1 __ unit     | 5 __ progress   |
| 2 __ outline  | 6 __ substitute |
| 3 __ advisor  | 7 __ mandatory  |
| 4 __ schedule |                 |

- A a list of dates and times when events are planned
- B necessary or required
- C to use one thing instead of another thing
- D the amount of work done towards a goal
- E an amount of academic credit
- F to form a basic plan or structure
- G someone who guides a student through the academic process



**4 Choose the sentence that uses the underlined part correctly.**

- 1 **A** Five classes in a semester is a typical course load.  
**B** Students can choose not to attend the mandatory meeting.
- 2 **A** The petition requested the substitution of one class for another.  
**B** The student tried to make as little progress as possible.
- 3 **A** An advisor usually decides a student's grades.  
**B** The student doesn't have a major, so he is undeclared.

**5** **Listen and read the email again. What might a student use a petition for?**

## Listening

**6** **Listen to a conversation between an advisor and a student. Mark the following statements as true (T) or false (F).**

- 1 \_\_\_ The woman decided on a major.  
 2 \_\_\_ The man will send the woman to another advisor.  
 3 \_\_\_ The man approves the woman's petition.

**7** **Listen again and complete the conversation.**

**Advisor:** Great! That means you'll **1** \_\_\_\_\_  
 \_\_\_\_\_ in the math department.

**Student:** Why can't **2** \_\_\_\_\_  
 my advisor?

**Advisor:** I only advise **3** \_\_\_\_\_ students. You  
 need someone who is familiar with math  
 requirements.

**Student:** I see. Oh, I do have a question, though.

**Advisor:** Sure. **4** \_\_\_\_\_ ?

**Student:** Can I **5** \_\_\_\_\_ a music class for my art  
 requirement?

**Advisor:** I bet you can. But you'll need to  
**6** \_\_\_\_\_ to your new  
 advisor for that.

## Speaking

**8** **With a partner, act out the roles below based on Task 7. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

*I'd like to pursue ...*  
*You'll need ...*  
*I only advise ...*

**Student A:** You are an advisor. Talk to Student B about:

- his or her major
- his or her academic progress
- the next steps in the advising process

**Student B:** You are a student. Talk to Student A about the advising process.

## Writing

**9** **Use the conversation from Task 8 to fill out the advising transfer request.**

Standish University

### Advising Transfer Request

Student: \_\_\_\_\_

Current Advisor: \_\_\_\_\_

Transferring to: \_\_\_\_\_

Why is the student transferring to a new advisor?  
 \_\_\_\_\_

Notes: The student requested a petition to \_\_\_\_\_.  
 \_\_\_\_\_

I advised the student that \_\_\_\_\_.  
 \_\_\_\_\_





fee

installment

PROPOSED TUITION FEES BASED ON 25 CREDITS		BBA/COSC
Tuition Fees	\$7,770.50	\$6,379.70
Ancillary Fees	1,106.50	1,106.50
Sub-Total	153.00	153.00
Bus Pass	\$7,786.00	\$5,285.20
Total Balance Owning	\$7,545.00	\$5,085.20
1ST	3,900.00	3,900.00
2ND		545.20

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What happens if someone cannot pay tuition by the due date?
- 2 How does residency affect college tuition in your country?

## Reading

2 Read the course catalog. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ Past due accounts receive an extra charge.
- 2 \_\_\_ Students must have local residency to attend the university.
- 3 \_\_\_ Students may receive refunds until the first Friday of the term.

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |               |                   |
|---------------|-------------------|
| 1 ___ assess  | 4 ___ past due    |
| 2 ___ tuition | 5 ___ residency   |
| 3 ___ dispute | 6 ___ qualify for |

- A a disagreement about the correctness of something
- B to achieve the necessary requirements for something
- C to include a charge on a bill
- D the state of living somewhere
- E an amount of money paid to attend school
- F not paid by the agreed-upon date

Lombardo  
College

# Course Catalog

## Tuition and Fees

Section B:

- Payments are officially due on the first day of classes. This includes basic **tuition** and applicable **fees**. We will **assess** a late fee on **past due** accounts.
- Late payments must be received by Friday after classes begin. Failure to pay could lead to **cancellation** of your class schedule. If you cannot pay immediately, ask about **installments**.
- Contact us promptly about billing **disputes**. PLEASE NOTE: not all students pay the same **rate**. Without local **residency**, you must pay out-of-area tuition. You may not **qualify** for a lower rate.
- **Refunds** are only given before the term begins. Contact the cashier's office for more information.



- 4 Fill in the blanks with the correct words from the word bank.

### Word BANK

cancellation installments rate refund fee

- The university charges an extra \_\_\_\_\_ if the payment is late.
  - A tuition \_\_\_\_\_ may be determined by where a student lives.
  - The cashier issued a(n) \_\_\_\_\_ after the student withdrew from the school.
  - The student had to register for classes again after the \_\_\_\_\_ of her schedule.
  - Some students can't pay all at once, but they can pay in \_\_\_\_\_.
- 5 Listen and read the course catalog again. Which students might pay lower tuition fees?

## Listening

- 6 Listen to a conversation between two students. Choose the correct answers.

- What is the conversation mostly about?
  - A the man's inability to pay his bill
  - B an error on another student's bill
  - C a new fee that will be applied to the bill
  - D the woman's plan to pay a bill in installments
- What is true about the woman's previous school?
  - A It offered better payment options than the current school.
  - B It had fewer fees than similar schools.
  - C It allowed her to claim residency in its area.
  - D It charged her a higher rate than the current school.

- 7 Listen again and complete the conversation.

**Student 1:** Did you 1 \_\_\_\_\_ the new fee next term?

**Student 2:** Yes. They're 2 \_\_\_\_\_ to improve the student health clinic.

**Student 1:** I know. But it's a lot of money. We already pay enough in 3 \_\_\_\_\_.

**Student 2:** I don't know. It 4 \_\_\_\_\_.

**Student 1:** Really? You think so?

**Student 2:** I used to go to another university. I didn't have 5 \_\_\_\_\_, and the rates were really high.

**Student 1:** Oh, I guess 6 \_\_\_\_\_ a lot worse.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Did you hear ...?*

*It could be worse.*

*Really? You think so?*

**Student A:** You are a student.

Talk to Student B about:

- a change in the university's fee policy
- the effects of the change
- your opinion of the change

**Student B:** You are a student. Talk to Student A about a change in the university's fee policy.

## Writing

- 9 Use the conversation from Task 8 to fill out the notice to students.

*From: Office of the Cashier,  
Lombardo College*

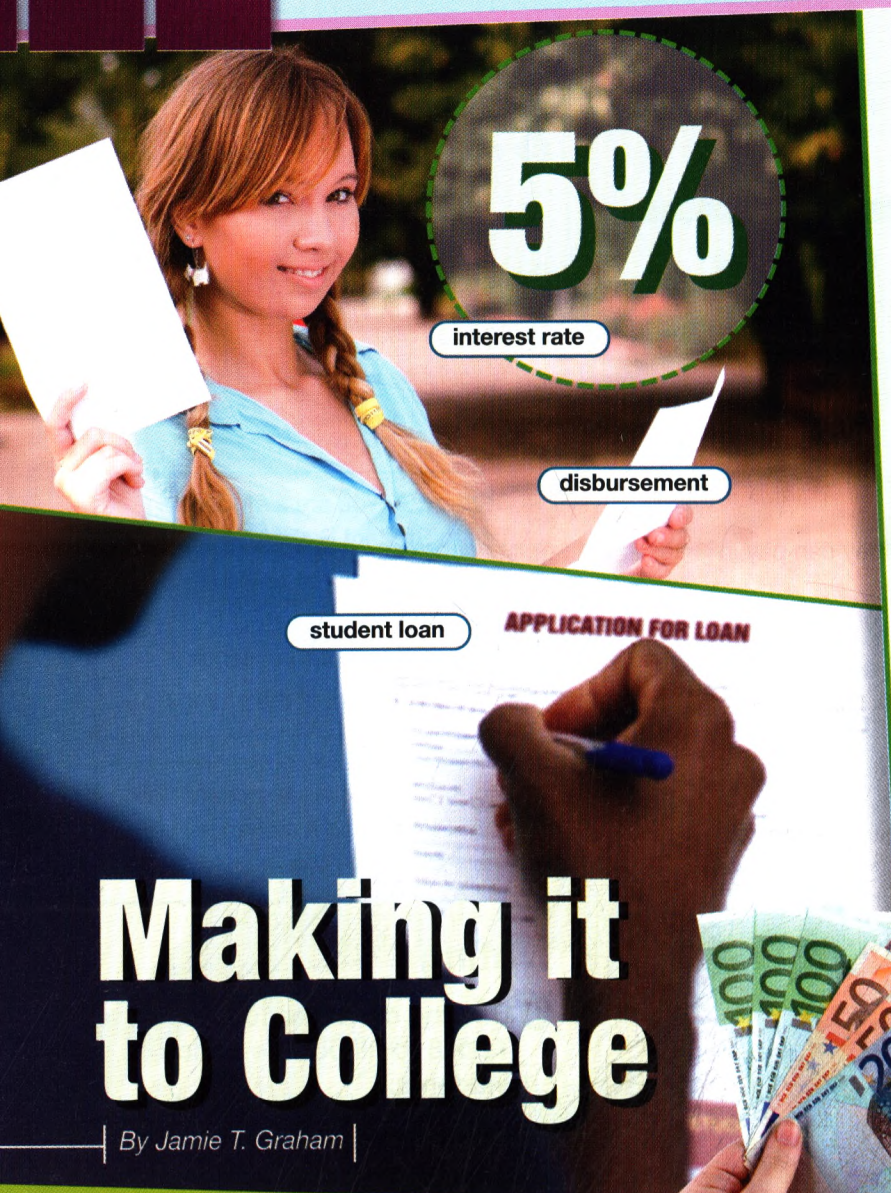
### ATTENTION ALL STUDENTS:

Next term, you will see the following change on your bill: \_\_\_\_\_

This means that all students \_\_\_\_\_

If this causes a problem, please contact the cashier's office and we will \_\_\_\_\_





# Making it to College

| By Jamie T. Graham |

## Dear Jamie:

I really want to go to college. But it's a major **financial hardship**. Where can I find the **funds**?

Allen in Ferberton

## Dear Allen:

There are lots of options for **financial aid**. Colleges and other organizations have **grants** to help students pay. Some award **scholarships** based on financial need. Other scholarships are **merit-based**. Apply for as many scholarships as possible.

But if you don't qualify for those, don't worry! Research **student loans**. But don't just take the first one that's available. Compare **interest rates** and limits on **disbursement**. Remember, you must pay that money back. Don't borrow more than you need.

Your high school counselor probably has some great resources, too. Don't be afraid to ask!

Jamie

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different ways to pay for going to college?
- 2 What is the purpose of a student loan?

## Reading

2 Read the advice column. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ College is a financial hardship for the student.
- 2 \_\_\_ The column suggests choosing an inexpensive school.
- 3 \_\_\_ The column recommends getting as many student loans as possible.

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- 1 \_\_\_ grant
- 2 \_\_\_ funds
- 3 \_\_\_ award
- 4 \_\_\_ disbursement
- 5 \_\_\_ merit-based
- 6 \_\_\_ financial aid
- 7 \_\_\_ interest rate

- A the process of giving out money as intended
- B earned through excellence or achievement
- C the process of helping a student pay for school
- D an extra amount that is charged by a money lender
- E an amount of money that someone gives charitably
- F an amount of available money
- G to give someone something officially



**4** Read the sentences and choose the correct words or phrases.

- 1 The school offered help for students with **financial hardships/funds**.
- 2 The **scholarship/interest rate** was available for students with excellent academic records.
- 3 After graduating, students must repay **financial hardships/student loans**.

**5** Listen and read the advice column again. What financial aid is available if a student doesn't qualify for a scholarship?

## Listening

**6** Listen to a conversation between an advisor and a student. Choose the correct answers.

- 1 What is the conversation mostly about?  
**A** the woman's recent application for a scholarship  
**B** a new government grant that is available to students  
**C** how the woman will pay for school when her funds are spent  
**D** the interest rates of various student loans
- 2 What does the man suggest researching?  
**A** scholarships    **C** different schools  
**B** student loans    **D** government programs

**7** Listen again and complete the conversation.

- Advisor:** Come in, Sandra. Now, you're 1 \_\_\_\_\_ paying for school next year?
- Student:** That's right. I had enough funds for the first year. But now they're 2 \_\_\_\_\_.
- Advisor:** I see. Did you look into any 3 \_\_\_\_\_?
- Student:** No. Don't those come with 4 \_\_\_\_\_?
- Advisor:** Not always. You 5 \_\_\_\_\_ your options.
- Student:** I see. And 6 \_\_\_\_\_ get the money?
- Advisor:** Disbursement schedules vary. But it's best to apply as soon as possible.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*You're worried about ...?*

*I see.*

*I guess I'd better ...*

**Student A:** You are an advisor. Talk to Student B about:

- financial aid
- what programs he or she might qualify for
- how to get more information

**Student B:** You are a student. Talk to Student A about financial aid.

## Writing

**9** Use the conversation from Task 8 to fill out the memo.

# memo

**To:** Advisor Helman

**Caller:** Sandra Camden (student ID# 44907)

**Purpose of call:** To discuss financial aid

Notes: The student called to talk about her financial aid options. She hopes to qualify for \_\_\_\_\_.

But she is worried \_\_\_\_\_.

Please call back at your earliest convenience.



# 10 Transferring

## Get ready!

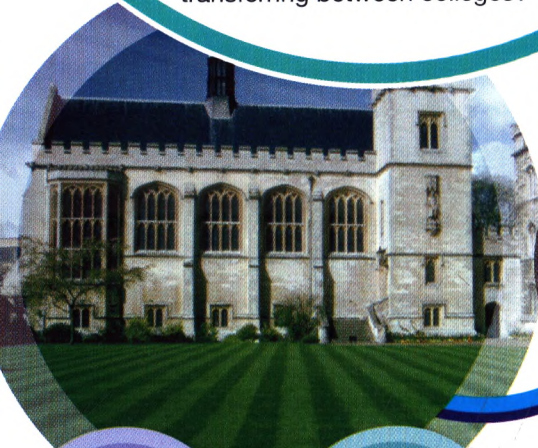
1 Before you read the passage, talk about these questions.

- How are academic years divided up?
- What are some challenges when transferring between colleges?

## Reading

2 Read the email. Then, choose the correct answers.

- What is the main idea of the email?
  - which transfer requirements the student needs to complete
  - equivalency credits when transferring between colleges
  - the courses included in an articulation agreement
  - a problem encountered on a transfer application
- Which of the following is NOT true about the student?
  - His credits are mostly applicable.
  - He is interested in transferring to a university.
  - His current school uses a quarter system.
  - He does not meet minimum requirements for admission.
- What problem might the student encounter?
  - He is not eligible to transfer at this time.
  - The two schools do not have an articulation agreement.
  - Quarter-long classes do not meet credit requirements.
  - His previous school is not an accredited institution.



ENGLISH  
A-20

=  
ENGLISH  
110

equivalency

**From:** Kathryn.Fischer@StandishUniversity.net  
**To:** A.Norton@GrandRiverCommunityCollege.net  
**Subject:** Transferring

Dear Mr. Norton,

Thank you for your interest in attending Standish University! Students may **transfer** from any **accredited** institution. That includes your current **junior college**, Grand River **Community College**.

We have an **articulation agreement** with Grand River. That means most of your credits are **applicable**. However, Grand River uses **quarters**, while Standish uses **semesters**. Quarter-long courses may not meet **minimum** credit requirements. We will **waive** requirements if you are **eligible**. But some courses are not considered **equivalencies**. Additional courses will be necessary to fulfill those requirements.

Please find additional admissions materials attached. I hope you continue your education at Standish University!

Sincerely,  
 Kathryn Fischer  
 Transfer Advisor  
 Standish University



## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |                |                         |
|----------------|-------------------------|
| 1 ___ eligible | 4 ___ applicable        |
| 2 ___ transfer | 5 ___ accredited        |
| 3 ___ semester | 6 ___ community college |

- having completed the necessary requirements for something
- following standards that are set by a particular agency
- functional or useful in a particular situation
- to move from one school to another to continue education
- one of two main terms at some schools
- a school that offers lower-level post-secondary education



4 Fill in the blanks with the correct words or phrases from the word bank.

**Word BANK**

junior college articulation agreement  
 equivalency waive quarter minimum

- The class is full this \_\_\_\_\_, so the student will take it next term.
- The school will \_\_\_\_\_ the requirement if the student passes a placement test.
- Some students attend a(n) \_\_\_\_\_ before going to a university.
- Students must earn a(n) \_\_\_\_\_ number of credits to be considered transfer students.
- A class at one school might be a(n) \_\_\_\_\_ for a different class at another school.
- The \_\_\_\_\_ outlines which requirements can substitute for others.

5 Listen and read the email again. What happens if a course is not covered by an articulation agreement?

**Listening**

6 Listen to a conversation between a registrar's representative and a student. Mark the following statements as true (T) or false (F).

- \_\_\_ The woman is planning to transfer to another school.
- \_\_\_ The man found an error in the articulation agreement.
- \_\_\_ The woman wants to avoid taking a particular class.

7 Listen again and complete the conversation.

**Representative:** Registrar's office, this is Ken. Can I help you?  
**Student:** Yes, I can't register for English 110. My 1 \_\_\_\_\_ is 76141.  
**Representative:** Okay, let me check. Oh, you need to take English 100 first.  
**Student:** But English 100 covers basic grammar. I took an 2 \_\_\_\_\_ at my old school.  
**Representative:** I see. I'm sorry, but that course wasn't part of the 3 \_\_\_\_\_.  
**Student:** Is there anything 4 \_\_\_\_\_?  
**Representative:** You could take the English Placement Test. If you know the material, 5 \_\_\_\_\_ the requirement.  
**Student:** Great, 6 \_\_\_\_\_. Thanks.

**Speaking**

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'm sorry, but ...*  
*Is there anything I can do?*  
*You could ...*

**Student A:** You are a registrar's representative. Talk to Student B about:

- his or her trouble registering for a class
- how transferring affected his or her ability to register
- what he or she can do next

**Student B:** You are a student. Talk to Student A about your trouble registering for a class.

**Writing**

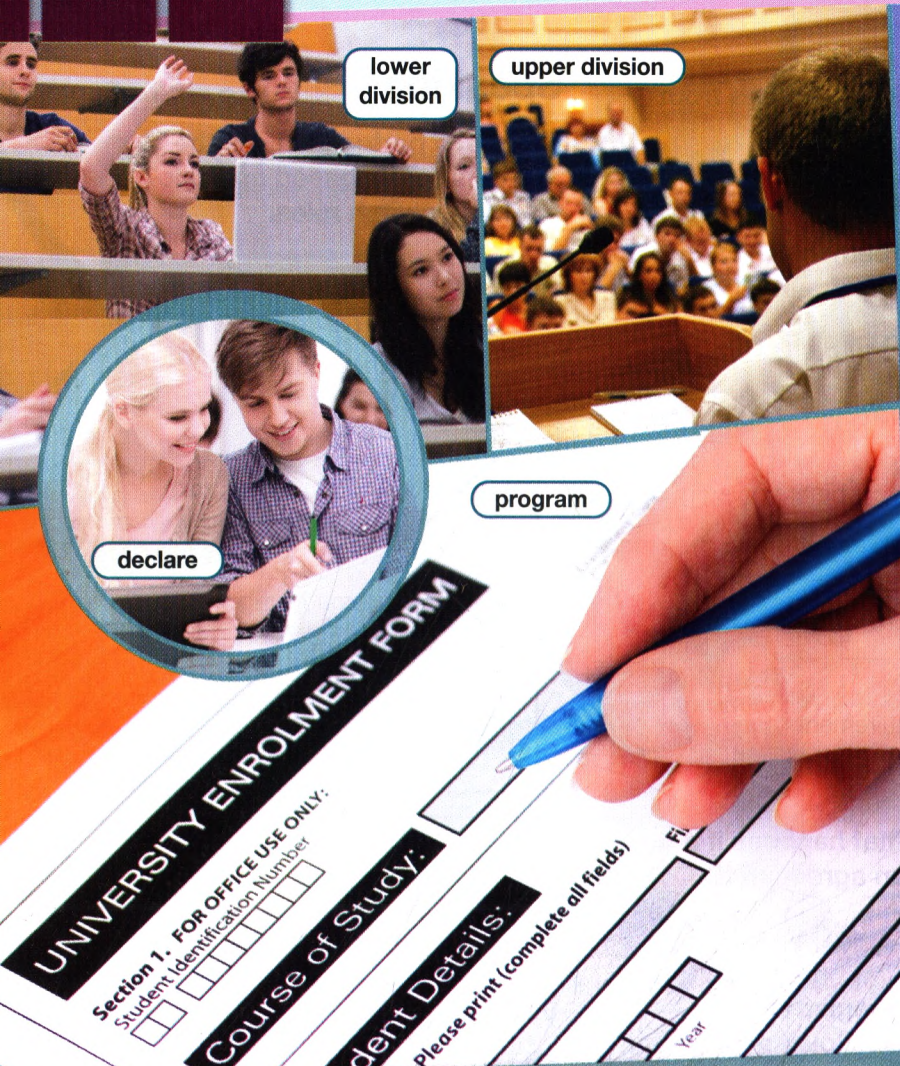
9 Use the conversation from Task 8 to fill out the waiver request form.

**Request to Waive Requirements**

**Student:** \_\_\_\_\_  
**Representative:** \_\_\_\_\_  
**Transfer Status:** The student recently transferred from \_\_\_\_\_.  
**Request:** The student wants us to waive \_\_\_\_\_.  
 The reason for this request is \_\_\_\_\_.  
 I advised the student that we may not be able to complete the request because \_\_\_\_\_.



# 11 Courses of Study



## Get ready!

- 1 Before you read the passage, talk about these questions.
  - 1 How does a student inform their university of the main subject they wish to study?
  - 2 How are basic and more advanced courses categorized?

## Reading

- 2 Read the memo. Then, complete the table.

Students	Changes
Undeclared students	1 _____ _____
2 _____ _____	They may apply previous courses to a minor.
Students from all departments	3 _____ _____

## Vocabulary

- 3 Match the words or phrases (1-6) with the definitions (A-F).

- 1 \_\_ minor
- 2 \_\_ elective
- 3 \_\_ general education
- 4 \_\_ declare
- 5 \_\_ program
- 6 \_\_ independent studies

- A a set of courses that cover a complete field or discipline
- B a special area of study that is not a student's primary focus
- C to choose an area of study officially
- D a status for students working outside of regular courses
- E an available course that is not required
- F a set of courses that introduce a range of subjects

**To:** English Department Advisors

**Subject:** New Requirements for English Students

Hi Everyone,  
The English **program** has some new features this year.  
Please be aware of these changes:

- Undeclared students may NOT take **upper division** English courses. They must **declare** a **major** in English first. They must also complete all **lower division** requirements. This ensures they are prepared for upper division work.
- The department now offers a **minor** in English. Some students already took English **electives** during previous terms. They may apply these courses to a minor, if they wish. Students can also earn a minor outside of class, through **independent studies**.
- Several new **surveys** are available for **general education**. Students from any department can enroll.



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 lower division / upper division**

- A Students often learn advanced, technical skills in \_\_\_\_\_ courses.  
B \_\_\_\_\_ courses teach primarily basic, introductory material.

**2 major / survey**

- A The scientist's \_\_\_\_\_ in college was biology.  
B Students learn about a few key events in a \_\_\_\_\_ of World History.

**5** Listen and read the memo again. What do all undeclared students must do?

## Listening

**6** Listen to a conversation between two instructors. Choose the correct answers.

- 1 What is the conversation mostly about?  
A what courses a particular student needs to take  
B whether a new department policy is a good idea  
C which instructors will be affected by recent changes  
D why English courses are less popular than they once were
- 2 What does the woman think about the change?  
A It will restrict students' schedules.  
B It should apply to all departments.  
C It will make students better prepared.  
D It might make advisors' jobs more difficult.

**7** Listen again and complete the conversation.

- Instructor 1:** Do you know about the new requirement for English students?  
**Instructor 2:** Yeah. It's about **1** \_\_\_\_\_ courses. Students have to complete all lower division requirements first.  
**Instructor 1:** That seems like a **2** \_\_\_\_\_ idea.  
**Instructor 2:** You think so? I think **3** \_\_\_\_\_ scheduling problems for students.  
**Instructor 1:** Upper division work requires preparation. Some students aren't taking the **4** \_\_\_\_\_ first.  
**Instructor 2:** Advisors can help students with those decisions. We **5** \_\_\_\_\_ the requirement.  
**Instructor 1:** Maybe you're right. Well, **6** \_\_\_\_\_ how it goes.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*That seems like ...*

*I think it ...*

*Maybe you're right.*

**Student A:** You are an instructor. Talk to Student B about:

- a change in a department's requirements
- your opinion of the change
- his or her opinion of the change

**Student B:** You are an instructor. Talk to Student A about a change in a department's requirements.

## Writing

**9** Use the conversation from Task 8 to fill out the notice to students.

### ATTENTION STUDENTS

There is a policy change in the \_\_\_\_\_ department.

According to the old policy, \_\_\_\_\_.

Under the new policy \_\_\_\_\_.

We think it is important because \_\_\_\_\_.

Thanks for your understanding.



# 12 Types of Students

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different levels of undergraduate study?
- 2 What are some types of students before undergraduate study?

dual credit

**From:** Kenneth Jameson  
**To:** ULM Department of Social Sciences  
**Subject:** Research assistant position

senior

Dear Ms. Levine,

My excellent academic record qualifies me for your research assistant position. I started college courses before finishing high school. I was a **dual credit** student at Grand River Community College. I even **audited** some courses that were not available for credit.

I continued at Grand River as a **freshman** and **sophomore**. The World History program really attracted me. I recently came to ULM as a **transfer student**. I am now pursuing upper division World History as a **junior**.

As a **senior**, I plan to complete an **undergraduate** independent studies project. This will prepare me for a **graduate** program. Eventually, I hope for a **doctoral** degree in World History. This position would provide great experience with historical research.

Thank you for considering me.

Kenneth Jameson

freshman

transfer student

University of Lake Morris

Lombardo College

## Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

undergraduate    transfer student  
 senior    audit    freshman

- 1 A(n) \_\_\_\_\_ starts at one college and finishes at another.
- 2 Many \_\_\_\_\_ programs offer a range of courses over four years.
- 3 When students \_\_\_\_\_ courses, they don't receive college credit.
- 4 The \_\_\_\_\_ was attending college for the first time.
- 5 The student is a(n) \_\_\_\_\_, so she will graduate soon.

## Reading

2 Read the email. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The student took college courses while in secondary school.
- 2 \_\_\_ As a junior, the student changed his major.
- 3 \_\_\_ The student is currently in a doctoral program.



4 Place the words or phrases from the word bank under the correct headings.

**Word BANK**

dual credit   junior   sophomore  
doctoral   graduate

During Secondary School	During Undergraduate Studies	After Undergraduate Studies

5 Listen and read the email again. What does the student plan to study as a senior?

**Listening**

6 Listen to a conversation between a dean and a student. Choose the correct answers.

- What is the conversation mostly about?
  - A the woman's application to a doctoral program
  - B the degree requirements in the man's department
  - C how to earn dual credit status at a university
  - D the woman's background in undergraduate studies
- What type of student is the woman?
  - A graduate                      C sophomore
  - B dual credit                    D senior

7 Listen again and complete the conversation.

**Dean:** Okay, Cheryl. So you're interested in our TA position. Tell me about your background.

**Student:** Well, I recently finished 1 \_\_\_\_\_ work at Standish University.

**Dean:** What did you study there?

**Student:** I started as a Chemistry major. But as a 2 \_\_\_\_\_, I switched to Biology.

**Dean:** Why did you change?

**Student:** The Biology program offered better preparation for 3 \_\_\_\_\_.

**Dean:** And it will help you in 4 \_\_\_\_\_, too. Did you specialize in anything in particular?

**Student:** As a 5 \_\_\_\_\_, I completed an independent studies project in genetics.

**Dean:** Interesting. Well, it all 6 \_\_\_\_\_.

**Speaking**

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What did you study ...?*

*I started as ...*

*Why did you ...?*

**Student A:** You are a dean. Talk to Student B about:

- his or her interest in an open position
- his or her academic background
- why he or she chose a particular program

**Student B:** You are a student. Talk to Student A about your academic background.

**Writing**

9 Use the conversation from Task 8 to fill out the interview notes.



**Applicant Notes**

**Position:** \_\_\_\_\_

**Applicant's name:** \_\_\_\_\_

**Academic background:** \_\_\_\_\_

**Do you plan to hire this applicant?** Y / N

**Why or why not?** \_\_\_\_\_

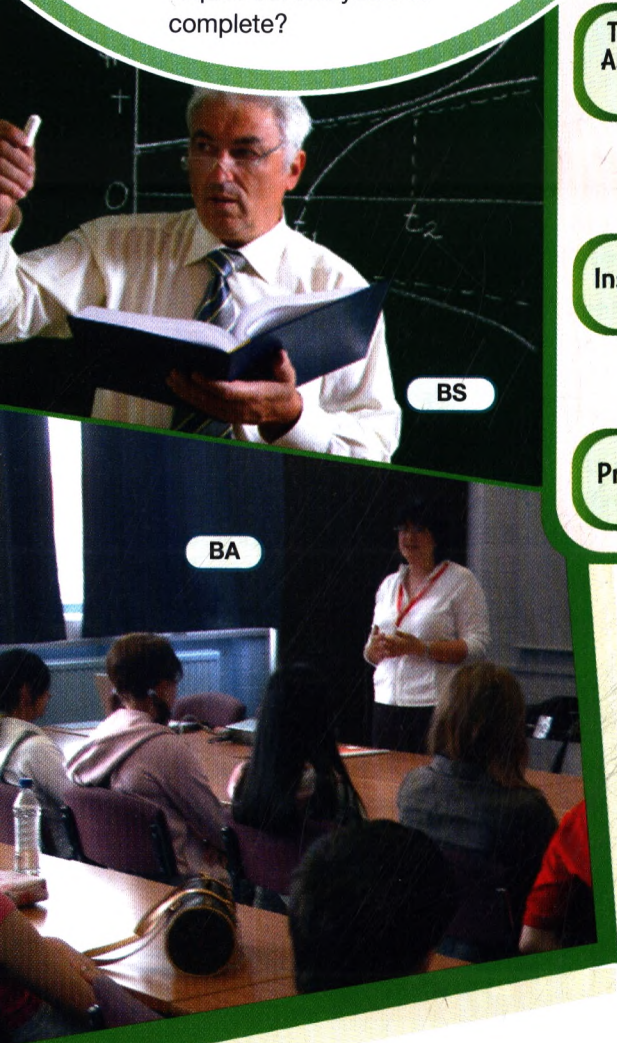


# 13 Degrees and Certificates

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What degrees can students earn in one or two years?
- 2 What degree programs typically require several years to complete?



## Ongoing Faculty Openings

Lombardo College

### Teaching Assistants (TA)

LC is always seeking talented teaching assistants. A TA for a course needs a **degree** in a related area. A **BA** or a **BS** is preferred. However, **associate's degrees** are also acceptable if other requirements are met. To see which departments need TAs, [click here](#).

### Instructors

Part-time instructors are needed for lower division degree courses. They will teach students who are seeking trade **certificates** and **licenses**. Instructors must have teaching **credentials**. Click here for current openings.

### Professors

The College of Arts and Sciences needs full-time professors. Candidates with an **MBA** or **PhD** are preferred. However, we will also consider candidates with an **MA** or **MS**. To view additional requirements, click here.

## Vocabulary

3 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 **degree / license**
  - A The employee needs a \_\_\_\_\_ to handle hazardous medical waste.
  - B The student earned a \_\_\_\_\_ in the social sciences.
- 2 **MA's / associate's degrees**
  - A Some students earn \_\_\_\_\_ before getting BAs.
  - B Students must earn BAs before pursuing \_\_\_\_\_.

4 Place the words or phrases from the word bank under the correct headings.

Word BANK

MBA BS certificate BA  
credential PhD MA

Trade Degrees	Undergraduate Degrees	Graduate School

## Reading

2 Read the job listings. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ A teaching assistant must already have a degree.
- 2 \_\_\_ A candidate needs a trade certificate to apply for part-time instructor.
- 3 \_\_\_ A candidate with an MS may apply for professor.



- 5 Listen and read the job listings. What are the ongoing faculty openings?

## Listening

- 6 Listen to a conversation between two administrators. Choose the correct answers.

- 1 What is the conversation mostly about?
- A a new degree program at the university
  - B a comparison of two job candidates
  - C the benefits of an MBA over an MS
  - D an error on a professor's résumé
- 2 What does the woman prefer?
- A to interview an applicant with an MBA
  - B to post a new advertisement for a professor
  - C to hire someone who has a PhD
  - D to review candidates from other social sciences

- 7 Listen again and complete the conversation.

- Administrator 1:** Did you review the applications for the 1 \_\_\_\_\_ ?
- Administrator 2:** Yes. I liked Catherine Guerra.
- Administrator 1:** She looks good. But John Lawrence is 2 \_\_\_\_\_ .
- Administrator 2:** He does 3 \_\_\_\_\_ . But Ms. Guerra has more teaching experience.
- Administrator 1:** I guess that's true. Do you think her 4 \_\_\_\_\_ is enough?
- Administrator 2:** I think so. Besides, 5 \_\_\_\_\_ was in mathematics.
- Administrator 1:** Hmm ... That is the 6 \_\_\_\_\_ we're looking for.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I liked ...*  
*Do you think ...?*  
*Let's interview ...*

**Student A:** You are an administrator. Talk to Student B about:

- two candidates for a position
- the qualifications of each candidate
- which candidate you prefer

**Student B:** You are an administrator. Talk to Student A about candidates for a position.

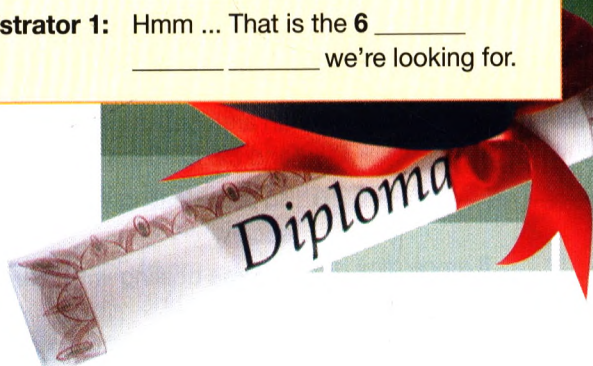
## Writing

- 9 Use the conversation from Task 8 to fill out the comparison chart.

### Comparison of Candidates

Position:	Degrees	What is the benefit of hiring this candidate?
Candidate 1	_____	_____
Candidate 2	_____	_____

Notes: I would prefer to hire \_\_\_\_\_ because \_\_\_\_\_ .



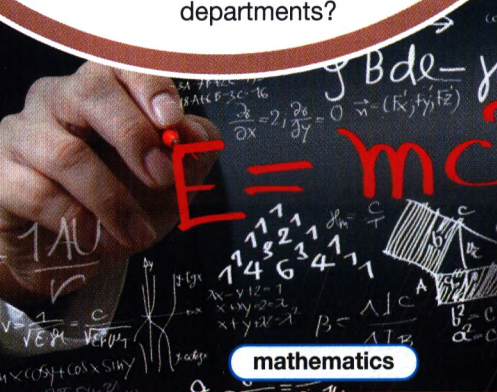


# 14 Departments

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some science departments?
- 2 What are some arts departments?

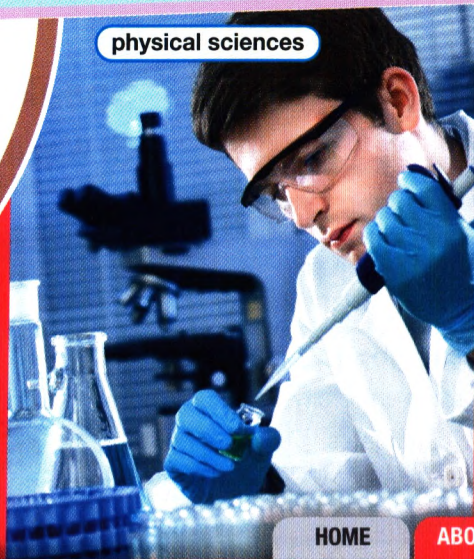


mathematics



medicine

physical sciences



arts



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## Welcome to CollegePeeks.com!

Here are this year's special recommendations:

### Math and Science

Standish University — SU offers excellent programs in the **physical sciences**. You'll find top professors in biology, chemistry, and physics. It's perfect for majors in **medicine** or **engineering**.

University of Lake Morris — If your major is **business** or **mathematics**, this school is for you. Many notable economics experts attended ULM.

### Arts and Social Sciences

Lombardo College — The performing arts program offers intensive courses in theater, music, and dance.

University of Lake Morris — History and sociology are among the top majors at ULM. The school of **law** is also very competitive.

Powell University — This is the school for teachers. The **education** program focuses heavily on English **language arts**.

## Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the main idea of the webpage?
  - A careers available at different universities
  - B courses to take before enrolling in a program
  - C the best schools for particular areas of study
  - D the pros and cons of studying various subjects
- 2 Which program is NOT specially recommended at University of Lake Morris?
 

A economics	C history
B language arts	D law
- 3 What is true about Standish University?
  - A It has the highest ratings for its economics department.
  - B It is recommended primarily for social sciences.
  - C It has a strong medical school.
  - D It is not ideal for engineering majors.

## Vocabulary

3 Match the words or phrases (1-5) with the definitions (A-E).

- |               |                      |
|---------------|----------------------|
| 1 __ law      | 4 __ mathematics     |
| 2 __ arts     | 5 __ social sciences |
| 3 __ business |                      |

- A an area dealing with numbers and calculations
- B an area dealing with the rules of society
- C an area dealing with managing money
- D an area dealing with creative expression
- E an area dealing with human behavior and interaction



- 4 Fill in the blanks with the correct words or phrases from the word bank.

## word BANK

education    physical sciences  
language arts    engineering    medicine

- Students typically study writing and literature in \_\_\_\_\_.
- Astronomy and physics are both parts of the \_\_\_\_\_.
- Students study \_\_\_\_\_ if they want to become doctors.
- Someone who wants to design machines should study \_\_\_\_\_.
- The program in \_\_\_\_\_ trains students to be teachers.

- 5 Listen and read the webpage again. What should students study if they want to become a doctor?

## Listening

- 6 Listen to a conversation between two administrators. Mark the following statements as true (T) or false (F).

- The university's new students are mostly in the social sciences.
- The woman hopes to attract more arts students.
- The university recently lost funding for a medical program.

- 7 Listen again and complete the conversation.

- Administrator 1:** Greg, I'm a little concerned about our 1 \_\_\_\_\_.
- Administrator 2:** Really? I thought they looked pretty good this year.
- Administrator 1:** Well, plenty of students enrolled. But they're mostly in the 2 \_\_\_\_\_.
- Administrator 2:** Students love our history and 3 \_\_\_\_\_ programs.
- Administrator 1:** But we're not attracting enough students to the physical sciences. That worries me.
- Administrator 2:** Oh, I see. And our 4 \_\_\_\_\_ might lose funding without sufficient enrollment.
- Administrator 1:** Exactly. We need more 5 \_\_\_\_\_ students.
- Administrator 2:** Hmm ... Let's meet with some 6 \_\_\_\_\_ and see what we can do.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I'm concerned about ...*

*Students love ...*

*We're not attracting enough ...*

**Student A:** You are an administrator. Talk to Student B about:

- your concerns regarding enrollment
- which departments have the most students
- which departments need more students

**Student B:** You are an administrator. Talk to Student A about his or her concerns regarding enrollment.

## Writing

- 9 Use the conversation from Task 8 to fill out the memo to a university president.

**To:** President Cahill

**From:** Professor Samuels, Dean of \_\_\_\_\_

Dear President Cahill,

I have some concerns about enrollment. Plenty of students attend this school for \_\_\_\_\_.

However, not enough students enroll in \_\_\_\_\_.

This could be a problem because \_\_\_\_\_.

I suggest \_\_\_\_\_.

Please let me know what you think.

Professor Samuels



# 15 Campus Offices

University of  
Lake Morris

## Welcome to the University of Lake Morris!

### IMPORTANT PLACES:

**Epott's Hall** If you're new to campus, start at the **visitor center**. Get information about **parking** during your visit.

**Greely Hall** *New students:* Visit **admissions** on the first floor to learn about becoming a student.

*Existing students:* Sign up for classes with the **registrar** on the second floor. You can also request transcripts from **records** here. The **bursar**, or **cashier**, handles financial matters on the third floor.

**St. Mary's Hall** A variety of student services are housed here. The **student union** includes the activities center and events **ticket office**. Next door, you'll find educational support with **academic affairs**. You'll also find the **help desk** for on-campus technical issues.

See page 2 for academic departments.



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is an important university office for prospective students?
- 2 What are some important university offices for existing students?

## Reading

2 Read the guide. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ Epott's Hall mostly serves existing students.
- 2 \_\_\_ The registrar and records are on the same floor.
- 3 \_\_\_ The ticket office is next to academic affairs.

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- 1 \_\_\_ records
- 2 \_\_\_ cashier
- 3 \_\_\_ registrar
- 4 \_\_\_ help desk
- 5 \_\_\_ student union
- 6 \_\_\_ academic affairs

- A an office that handles course registration
- B an office that handles school-related activities
- C an office that handles financial matters
- D an office that offers various student services and activities
- E an office that handles technical support for campus facilities
- F an office that handles information about students' academic backgrounds



**4** Read the sentences and choose the correct words or phrases.

- The student went to the **student union/bursar** to pay his tuition.
- The student was new to campus, so she went to the **help desk/visitor center** first.
- The brochure about **parking/records** informed visitors where to leave their cars.
- Academic affairs/Admissions** reviews applications from potential students.
- Students should visit the **ticket office/registrar** if they want to attend the basketball game.

**5** Listen and read the guide again. What business offices are in the same building?

## Listening

**6** Listen to a conversation between two students. Choose the correct answers.

- What is the conversation mostly about?
  - where to find a particular office on campus
  - the difference between two departments
  - an error on a university campus map
  - how to get more information about the campus
- What is the woman looking for?
  - academic affairs
  - the student union
  - the registrar
  - admissions

**7** Listen again and complete the conversation.

**Student 1:** Excuse me. I'm new here. Are you familiar with the **1** \_\_\_\_\_?

**Student 2:** I sure am. What can I do for you?

**Student 1:** I need to **2** \_\_\_\_\_ . Am I in the right place?

**Student 2:** No, this is the student union. You need the **3** \_\_\_\_\_ .

**Student 1:** Where's that?

**Student 2:** It's down the hill to the right. You'll see **4** \_\_\_\_\_ on the first floor. You want the second floor.

**Student 1:** Registrar's **5** \_\_\_\_\_ . Wait, down the hill, and then what?

**Student 2:** Turn right. You can't miss it.

**Student 1:** **6** \_\_\_\_\_ . Thanks!

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Are you familiar with ...?*  
*Where's that?*  
*Turn ...*

**Student A:** You are a student. Talk to Student B about:

- his or her knowledge of the campus
- an office you need to find
- directions to the office

**Student B:** You are a student. Talk to Student A about an office he or she needs to find.

## Writing

**9** Use the conversation from Task 8 and the guide to fill out the campus directory.

### ULM Campus Directory

	Department	Description
Epott's Hall		Provides basic information about the campus.
St. Mary's Hall		
Greely Hall		



# Glossary

- academic affairs** [N-UNCOUNT-U15] **Academic affairs** is an office on campus that manages school-related activities occurring on campus.
- acceptance** [N-UNCOUNT-U3] **Acceptance** is the act of allowing someone to join a group or organization.
- accredited** [ADJ-U10] If an institution is **accredited**, it follows certain standards that are set by an official agency, such as a government.
- add** [V-T-U6] To **add** a course is to join it officially.
- admissions** [N-UNCOUNT-U15] **Admissions** is an office on campus that processes applications from potential students.
- advisor** [N-COUNT-U7] An **advisor** is a university administrator or instructor who helps a student determine what courses to take and tracks his or her academic progress.
- applicable** [ADJ-U10] If something is **applicable**, it is functional or useful in a particular situation.
- application fee** [N-COUNT-U3] An **application fee** is an amount of money that someone must pay in order to apply for something.
- apply** [V-I-U3] To **apply** is to formally request to enter or join something, such as a school.
- articulation agreement** [N-COUNT-U10] An **articulation agreement** is a set of standards between two or more universities indicating which courses are considered equivalencies for others.
- arts** [N-COUNT-U14] The **arts** are branches of study that deal with creative expression, and include painting, music, theater, dance, and other fields.
- assess** [V-T-U8] To **assess** a fee is to include it on a bill.
- associate's degree** [N-COUNT-U13] An **associate's degree** is a lower-level degree that is awarded to students who have typically completed a two-year program at a university or community college.
- attend** [V-T-U4] To **attend** something is to go to an official event or institution.
- audit** [V-T-U12] To **audit** a course is to attend the course in order to learn about the subject, but without receiving college credit for attending.
- award** [V-T-U9] To **award** something is to give it to someone officially.
- BA** [N-COUNT-U13] A **BA** (Bachelor of Arts) is an undergraduate degree that is awarded to students who have typically completed a three- to five-year academic program in an area of liberal arts or some sciences.
- BS** [N-COUNT-U13] A **BS** (Bachelor of Sciences) is an undergraduate degree is that awarded to students who have typically completed a three- to five-year academic program in an area of science or other technical studies.
- bursar** [N-COUNT-U15] The **bursar**, also called the cashier, is an office on campus that handles students' payments and other financial matters.
- business** [N-UNCOUNT-U14] **Business** is a branch of study that deals with the practices of earning and managing money.
- cancellation** [N-UNCOUNT-U8] **Cancellation** is the process of stopping something from happening, usually before it begins.
- cashier** [N-COUNT-U15] The **cashier**, also called the bursar, is an office on campus that handles students' payments and other financial matters.
- catalog** [N-COUNT-U5] A **catalog** is a list of all the courses that are offered during an academic term, and typically includes additional information such as class schedule, instructor, and location.
- certificate** [N-COUNT-U13] A **certificate** is an official document stating that someone has completed a course of study for a particular skill or trade and is qualified to perform a particular job.
- check in** [V-I-U4] To **check in** is to report officially that one has arrived at a particular place.
- college** [N-COUNT-U2] A **college** is a school that offers post-secondary education, including undergraduate and possibly graduate degrees.
- community college** [N-COUNT-U10] A **community college**, also called a junior college, is a type of school that offers lower-level post-secondary education, and is usually attended by students who either want two-year associate's degrees or intend to transfer to full four-year colleges.
- competitive** [ADJ-U3] If something is **competitive**, many people desire it and only a few are able to get or do it.
- co-requisite** [N-COUNT-U5] A **co-requisite** is a course that a student must take during the same term as another course.
- counselor** [N-COUNT-U1] A **counselor** is someone who advises students about educational goals and progress.
- course load** [N-COUNT-U7] A **course load** is the number of courses or units that a student takes during a particular term.



**credential** [N-COUNT-U13] A **credential** is a type of certificate that is used to identify qualified professionals in particular trades, such as teaching.

**credit** [N-UNCOUNT-U6] **Credit** is a record that a student took and passed a course.

**culture** [N-COUNT-U2] A **culture** is a general set of attitudes, ideas, and principles that are common to a particular place or group.

**curriculum** [N-COUNT-U1] A **curriculum** is a series of courses or concepts that make up an educational program.

**deadline** [N-COUNT-U3] A **deadline** is a date or time before which something must occur.

**declare** [V-T-U11] To **declare** a major or minor is to choose that area of study officially.

**degree** [N-COUNT-U13] A **degree** is a certificate or status awarded to someone who has completed an academic program at college level.

**disbursement** [N-UNCOUNT-U9] **Disbursement** is the process of giving out money that has been designated for a particular purpose.

**dispute** [N-COUNT-U8] A **dispute** is a disagreement about the validity or correctness of something.

**diverse** [ADJ-U2] If something is **diverse**, it includes people or things with many different qualities.

**doctoral** [ADJ-U12] If a student is **doctoral**, he or she is pursuing a PhD.

**drop** [V-T-U6] To **drop** a course is to remove oneself from it officially, typically before it begins or very soon afterwards.

**dual credit** [ADJ-U12] If a student is **dual credit**, he or she is taking college-level courses while still attending secondary school.

**education** [N-UNCOUNT-U14] **Education** is a branch of study that deals with strategies for teaching students at various levels.

**elective** [N-COUNT-U11] An **elective** is a course that a student may take but is not required.

**eligible** [ADJ-U10] If someone is **eligible** for something, he or she has completed the necessary requirements in order to do or get it.

**engineering** [N-UNCOUNT-U14] **Engineering** is a branch of study that deals with designing and building structures, machines, and other technology.

**enroll** [V-I-U5] To **enroll** is to become a part or member of something officially, such as a school.

**equivalency** [N-COUNT-U10] An **equivalency** is something that meets the same requirements as something else, even though the two things may have different qualities.

**essay** [N-COUNT-U3] An **essay** is a short document that expresses an idea or opinion.

**fail** [V-T-U6] To **fail** a course is to finish it without satisfactory performance and not receive credit for taking it.

**FAQ** [ABBREV.-U4] A **FAQ** (Frequently Asked Question) is a common question that many people ask, and may be included as introductory information for something.

**fee** [N-COUNT-U8] A **fee** is a cost for a particular service.

**financial aid** [N-UNCOUNT-U9] **Financial aid** is the process of paying for a student to attend school, usually because he or she does not have enough money to pay for him- or herself.

**financial hardship** [N-UNCOUNT-U9] **Financial hardship** is the state of being unable to pay for something.

**freshman** [N-COUNT-U12] A **freshman** is a college student who is taking lower division courses, and has typically been studying for less than a year.

**funds** [N-COUNT-U9] **Funds** are an amount of available money.

**general education** [N-UNCOUNT-U11] **General education** is a program of courses that is designed to introduce students to a range of subjects, and typically includes courses from every major branch of the university.

**goal** [N-COUNT-U1] A **goal** is something that someone desires and works towards.

**GPA** [ABBREV.-U1] A **GPA** (grade point average) is a measurement of a student's performance, based on the collection of grades or points received during a particular course of study.

**grade** [N-COUNT-U1] A **grade** is a measurement of a student's performance in a particular course or on a particular assignment.

**graduate** [ADJ-U12] If something is **graduate**, it is related to a student at a university who has completed a degree program.

**grant** [N-COUNT-U9] A **grant** is an amount of money from a public or private source that is given charitably for a particular purpose.



# Glossary

- guidance** [N-UNCOUNT-U4] **Guidance** is the process of helping someone make decisions.
- help desk** [N-COUNT-U15] The **help desk** is a department on campus that offers technical support for the school's equipment and technology.
- high school** [N-COUNT-U1] A **high school** is an institution that offers secondary education in some countries, and is usually attended by adolescent students.
- hold** [N-COUNT-U5] A **hold** is something that prevents an event from occurring because another action must be taken first.
- incomplete** [N-COUNT-U6] An **incomplete** is a status that indicates that a student took a course without finishing the necessary coursework, but still has an opportunity to finish it without failing the course.
- independent studies** [N-UNCOUNT-U11] **Independent studies** is a status for students who are not attending regular courses, but rather are working on a special project or curriculum independently.
- installment** [N-COUNT-U8] An **installment** is one part in a series of actions, such as one payment out of several needed to pay a bill.
- interest rate** [N-COUNT-U9] An **interest rate** is an amount or percentage that is charged by someone who lends money until the borrowed sum is repaid.
- introduce** [V-T-U4] To **introduce** someone is to give basic information about the person, usually including his or her name.
- junior** [N-COUNT-U12] A **junior** is a college student who has completed lower division requirements and is taking upper division courses.
- junior college** [N-COUNT-U10] A **junior college**, also called a community college, is a type of school that offers lower-level post-secondary education, and is usually attended by students who either want two-year associate's degrees or intend to transfer to full four-year colleges.
- language arts** [N-UNCOUNT-U14] **Language arts** is a branch of study that deals with the properties and uses of language, and includes literature, writing, linguistics, and other fields.
- law** [N-UNCOUNT-U14] **Law** is a branch of study that deals with the way a society is governed and how its rules are established and enforced.
- letter of recommendation** [N-COUNT-U3] A **letter of recommendation** is a document that someone writes of behalf of another person, usually explaining the subject's strengths or qualifications.
- license** [N-COUNT-U13] A **license** is a document indicating that someone has permission to perform a job in a particular region, and is often awarded by a government or specialized agency.
- location** [N-COUNT-U2] A **location** is a physical place.
- lower division** [ADJ-U11] If a course is **lower division**, it covers basic, introductory information about a subject or area of study.
- MA** [N-COUNT-U13] An **MA** (Master of Arts) is a graduate degree that is awarded to students who have completed an academic program beyond the level of a Bachelor's in an area of liberal arts or some sciences.
- major** [N-COUNT-U11] A **major** is a student's primary area of study, and is often designed to prepare the student for a particular career.
- mandatory** [ADJ-U7] If something is **mandatory**, it is necessary or required.
- mathematics** [N-UNCOUNT-U14] **Mathematics** is a branch of study that deals with the properties of numbers and advanced calculations.
- MBA** [N-COUNT-U13] An **MBA** (Master of Business Administration) is a graduate degree that is awarded to students who have completed an academic program beyond the level of a Bachelor's with an emphasis on the business aspects of a particular subject.
- medicine** [N-UNCOUNT-U14] **Medicine** is a branch of study that deals with the health of the human body, and is studied by doctors, nurses, and other medical professionals.
- merit-based** [ADJ-U9] If something is **merit-based**, it is earned by someone through excellence or achievement.
- minimum** [ADJ-U10] If something is **minimum**, it is the least that can be done in order to satisfy a requirement.
- minor** [N-COUNT-U11] A **minor** is a particular subject that a student focuses on, but is not the student's primary area of study.
- MS** [N-COUNT-U13] An **MS** (Master of Sciences) is a graduate degree that is awarded to students who have completed an academic program beyond the level of a Bachelor's in an area of science or other technical studies.
- opportunity** [N-COUNT-U2] An **opportunity** is a situation in which someone has a chance or possibility of doing something.



**orientation** [N-COUNT-U4] An **orientation** is a period or event at the beginning of something that allows people to learn more about it.

**outline** [V-T-U7] To **outline** something is to form a basic plan or structure for it.

**paperwork** [N-UNCOUNT-U4] **Paperwork** is the collection of documents or forms that someone must complete in order to do or start something.

**parking** [N-UNCOUNT-U15] **Parking** is a department on campus that regulates the practices and fees involved with parking vehicles on campus.

**pass** [V-T-U6] To **pass** a course is to finish it with satisfactory performance and receive credit for taking it.

**pass/fail** [ADV-U6] If a course is taken **pass/fail**, its students do not earn grades, but rather simply receive credit or do not receive credit.

**past due** [ADJ-U8] If a payment is **past due**, it was not paid by the date that was agreed upon.

**permission** [N-UNCOUNT-U6] **Permission** is the act of allowing someone to do something.

**petition** [N-COUNT-U7] A **petition** is an official request for something.

**PhD** [N-COUNT-U13] A **PhD** (Doctor of Philosophy) is an advanced graduate degree that is awarded to students who have completed high-level studies in a particular area, and is often acquired after a Bachelor's or Master's.

**physical sciences** [N-COUNT-U14] The **physical sciences** are branches of study that deal with the properties of life, the Earth, and space. They include biology, chemistry, astronomy, physics, and other fields.

**placement test** [N-COUNT-U5] A **placement test** is an exam that determines what level of knowledge someone already has about a subject and which course is most appropriate for him or her.

**population** [N-COUNT-U2] A **population** is a number of people who live in a particular place.

**preparatory** [ADJ-U1] If something is **preparatory**, it is designed to make someone ready for something else.

**prerequisite** [N-COUNT-U5] A **prerequisite** is a course that a student must take before taking another course.

**private** [ADJ-U2] If a school is **private**, it is financially supported by students, other individuals, corporations, or other non-government sources.

**program** [N-COUNT-U11] A **program** is a set of courses that are designed to provide a complete education in a particular area of study.

**progress** [N-UNCOUNT-U7] **Progress** is the amount of work that someone has done towards achieving a particular goal.

**prorate** [V-T-U6] To **prorate** something is to calculate a partial payment based on the amount of work, time, or another factor that was already completed.

**public** [ADJ-U2] If a school is **public**, it receives some or all of its financial support from the government.

**qualify for** [V-T-U8] To **qualify for** something is to achieve the necessary requirements in order to do or have it.

**quarter** [N-COUNT-U10] A **quarter** is one of four main terms in an academic year at some schools, and typically lasts two to three months.

**rate** [N-COUNT-U8] A **rate** is a consistent or typical amount of money that something costs.

**records** [N-UNCOUNT-U15] **Records** is an office on campus where information about students' educational histories is stored and managed.

**refund** [N-COUNT-U8] A **refund** is the process of returning money to someone, typically because the purchased service was not provided.

**register** [V-I-U5] To **register** for a class is to join it officially and reserve a place in it.

**registrar** [N-COUNT-U15] The **registrar** is an office on campus that manages students' course registration.

**reimburse** [V-T-U6] To **reimburse** someone is to give money back to him or her.

**reputation** [N-COUNT-U2] A **reputation** is a general opinion or idea that many people have about something.

**requirement** [N-COUNT-U1] A **requirement** is something that someone must do in order to do something else.

**research** [V-T-U2] To **research** something is to seek information about it.

**residency** [N-UNCOUNT-U8] **Residency** is the state of living in a particular place, usually for a standard amount of time.

**satisfy** [V-T-U5] To **satisfy** a requirement is to complete the necessary actions to achieve it.

**schedule** [N-COUNT-U7] A **schedule** is a list of dates and times during which events are planned.

**scholarship** [N-COUNT-U9] A **scholarship** is an amount of money that is awarded to a student to pay for school, and does not need to be repaid.



# Glossary

- score** [N-COUNT-U1] A **score** is a measurement of a student's performance on a test or exam.
- secondary education** [N-UNCOUNT-U1] **Secondary education** is a period of schooling after elementary education and before college or university studies.
- semester** [N-COUNT-U10] A **semester** is one of two main terms in an academic year at some schools, and typically lasts three to four months.
- senior** [N-COUNT-U12] A **senior** is a college student who is in his or her final year of studies.
- sign up** [V-I-U5] To **sign up** is to indicate an intention to join or attend something.
- social sciences** [N-COUNT-U14] The **social sciences** are branches of study that deal with the way people and societies interact, and include history, geography, anthropology, sociology, and other fields.
- sophomore** [N-COUNT-U12] A **sophomore** is a college student who has completed a year or more of studies, but is still taking mostly lower division courses.
- student body** [N-COUNT-U2] A **student body** is a group of people who attend a particular school.
- student ID** [N-COUNT-U4] A **student ID** is an electronic card that identifies a particular student, and may be used for various other purposes, such as spending meal plan points, gaining entry to school events, and accessing the residence hall.
- student loan** [N-COUNT-U9] A **student loan** is an amount of money that a student borrows in order to pay for school, and must be repaid at some later time.
- student union** [N-COUNT-U15] The **student union** is an office on campus that offers a variety of activities and services for students, and is often run by the students themselves.
- submit** [V-T-U3] To **submit** something is to give it formally to an official person or group.
- substitute** [V-T-U7] To **substitute** one thing for another thing is to use something different for a particular purpose than was originally intended.
- survey** [N-COUNT-U11] A **survey** is a course that introduces basic ideas about a topic and is intended for students who are not familiar with the subject at all.
- term** [N-COUNT-U5] A **term** is a set period of time during which an academic course takes place.
- ticket office** [N-COUNT-U15] The **ticket office** is an office on campus where students can get tickets for on-campus events.
- tour** [N-COUNT-U4] A **tour** is the process of showing someone the different parts or areas of a place.
- transcript** [N-COUNT-U3] A **transcript** is an official record of a student's educational history.
- transfer student** [N-COUNT-U12] A **transfer student** is a college student who started studying at one school but is completing his or her education at another.
- transfer** [V-I-U10] To **transfer** is to move from one school to another to continue the same course of education.
- transition** [N-COUNT-U4] A **transition** is the process of changing from one status or place to another.
- tuition** [N-UNCOUNT-U8] **Tuition** is the amount of money that a student pays to attend a school.
- undeclared** [ADJ-U7] If a student is **undeclared**, he or she has not yet decided on a major.
- undergraduate** [ADJ-U12] If something is **undergraduate**, it is related to a student at a college or university who has not yet completed a degree program.
- unit** [N-COUNT-U7] A **unit** is an amount of credit that is given for taking a course, and may be used to indicate the amount of work or number of hours required for a particular course.
- university** [N-COUNT-U2] A **university** is a school that offers post-secondary education, including both undergraduate and postgraduate degrees, and generally features departments dedicated to research.
- upper division** [ADJ-U11] If a course is **upper division**, it covers advanced information about a subject or area of study.
- visit** [V-T-U2] To **visit** a place is to go to it temporarily.
- visitor center** [N-COUNT-U15] The **visitor center** is an office on campus that offers useful information for people who are new to the campus.
- wait list** [N-COUNT-U3] A **wait list** is a collection of people who are not officially accepted for something, but who may still be considered under particular circumstances.
- waive** [V-T-U10] To **waive** something is to state that it is not required, even though it is usually required.
- welcome** [V-T-U4] To **welcome** someone is to greet or invite someone in a friendly way.
- withdraw** [V-I-U6] To **withdraw** from a course is to remove oneself from it officially, typically towards the middle or end of the term.



**CAREER  
PATHS**

# UNIVERSITY Studies

Book

**2**

Virginia Evans

Jenny Dooley

J.J. Cassidy



**Express Publishing**



## Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	The Campus	Bulletin	auditorium, congregate, field, fountain, green, gym, hang out, multi-purpose, parking structure, quad, rally, stadium	Asking about/ expressing intention
2	Meeting People	Advice column	awkward, bulletin board, community, confident, friendly, in common, lounge, make friends, outside one's comfort zone, peer, recreation, social, study group	Offering advice
3	On-Campus Housing	Brochure	amenity, apartment, dorm room, family housing, furnished, housing, intersession, laundry, maintenance, quiet hours, RA, residence hall, Wi-Fi	Making a recommendation
4	Living with Roommates	Poster	adapt, boundary, common area, share, compatible, compromise, conflict, lifestyle, neighbor, privacy, respectful, resolution, roommate, RA	Expressing possibility
5	On-Campus Dining	Guide	allergic, buffet, café, cafeteria, dietary restriction, dining hall, food court, meal plan, mini-mart, menu, vegetarian, vending machine	Making a suggestion
6	Campus Regulations	Report	academic dishonesty, academic standing, conduct, dangerous, damage, disciplinary, dismissal, inappropriate, probation, regulation, suspension, violation	Describing results
7	Campus Safety	Article	emergency services, escort, intruder, officer, police, report, security, self defense, suspicious, target, unattended, witness	Expressing agreement
8	Transportation	Flyer	bicycle, bike lane, bus, bus pass, carpool, commute, drop off, parking pass, pedestrian, rail, shuttle, student rate, transit	Giving/Reacting to advice
9	Balancing School and Life	Handout	cram, dedicated, downtime, flexible, overwhelmed, prioritize, procrastinate, relax, responsibility, stress, time management, to-do list, workload	Asking/Talking about feelings
10	Nutrition	Report	calorie, dehydrated, energy, fat, junk food, maintain, nutrition, produce, regulate, routine, snack, sodium, sugar, whole grain, vitamin	Asking for clarification
11	Health	Webpage	clinic, counseling, doctor, immunization, medical, lab test, nurse, nurse practitioner, outpatient, pharmacy, prescription, primary care, radiology, referral	Inquiring about necessity
12	Fitness	Form	aerobic, cardiovascular, climbing wall, cycling, exercise, fitness, flexible, jogging, personal trainer, swimming, weight lifting, work out, yoga	Offering help
13	Athletics	Article	athletics, cheer on, coach, division, game, intramural, league, mascot, season, sport, team, player, practice, roster, walk-on	Confirming information
14	Extracurricular Activities	Résumé	academic, club, concert, extracurricular, fraternity, leadership, nonacademic, sorority, special interest, student government, supplement, volunteer	Asking sb to exemplify
15	Living Off Campus	Webpage	co-signer, credit check, rent, landlord, lease, property manager, reference, rental agreement, security deposit, sign, tenant, utilities	Requesting/ Agreeing to requests



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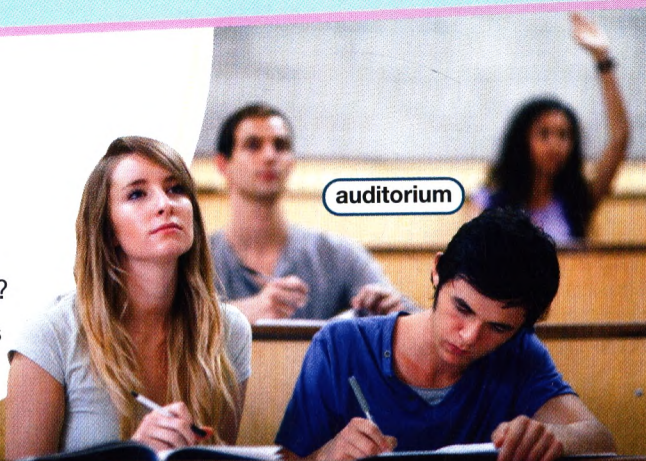


# 1 The Campus

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common outdoor areas around a university campus?
- 2 What are some common buildings on a university campus?



auditorium



fountain



quad



green



rally

gym

## SU — Events for the week of: SEPTEMBER 15

### Monday

Welcome back everyone! Come to the Back-to-Class **rally** on the **quad**. Enjoy some food and music. Or just **hang out** with your friends on the **green**!

### Tuesday

Basketball season starts! Join the march to the **stadium** before the game. You can park at the south **parking structure**. The group will **congregate** there at 7:30 p.m. Wear your SU school colors!

### Wednesday

The athletics department is hosting an orientation for the **gym**. You don't have to be an athlete to get exercise. It meets in the **multi-purpose** room at 6:00 p.m. Then, the group will move to the **field** for outdoor instruction. Learn to keep your body healthy!

### Thursday

Unfortunately, the University **fountain** was damaged over the summer. Help rebuild this popular water feature! The clean-up crew meets at 10:00 a.m.

### Friday

Don't miss the concert of the year! Musician Steve Hound is playing at the Willow Center **auditorium**.

## Reading

2 Read the bulletin. Then, choose the correct answers.

- 1 What is the main idea of the bulletin?
  - A changes to the academic calendar
  - B events scheduled for a particular week
  - C several new buildings on campus
  - D a guide to different areas of the school
- 2 Which of the following is NOT happening on the campus?
  - A Students are holding a rally on the quad.
  - B The basketball team is playing at the stadium.
  - C The school is building a new parking structure.
  - D A musician is performing at the auditorium.
- 3 What area had a problem during the summer?
  - A the fountain
  - B the green
  - C the stadium
  - D the field

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |               |                    |
|---------------|--------------------|
| 1 __ quad     | 4 __ hang out      |
| 2 __ field    | 5 __ congregate    |
| 3 __ fountain | 6 __ multi-purpose |

- A to gather together in a group
- B having various different uses
- C a large expanse of grass where events occur
- D a structure that features running water
- E an outdoor area surrounded by buildings
- F to be in a place in a casual way



4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 auditorium / gym

- A The \_\_\_\_\_ is used primarily for athletics.  
 B Concerts are held in the \_\_\_\_\_.

2 green / parking structure

- A Several students are eating lunch on the \_\_\_\_\_.  
 B The professor left his car in the \_\_\_\_\_.

3 rally / stadium

- A The students held a \_\_\_\_\_ to celebrate the last day of school.  
 B At the \_\_\_\_\_, the team played against another university.

5 Listen and read the bulletin again. What is the difference between a stadium and an auditorium?

## Listening

6 Listen to a conversation between two students. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man plans to attend an athletic event.  
 2 \_\_\_ The woman plans to attend an event at the auditorium.  
 3 \_\_\_ The man and woman will meet at the stadium.

7 Listen again and complete the conversation.

Student 1: Hey, Mark. What are you up to this week?

Student 2: I'm really excited! The 1 \_\_\_\_\_ starts on Tuesday.

Student 1: So you have a ticket to the game?

Student 2: Yeah. A few of us are congregating 2 \_\_\_\_\_ first. Then we're going up to the stadium together.

Student 1: That sounds like a lot of fun. 3 \_\_\_\_\_ I could join you.

Student 2: Are you busy that night?

Student 1: Yes. The Theater and Dance Club is 4 \_\_\_\_\_ . My friend is one of the dancers.

Student 2: I see. Where are 5 \_\_\_\_\_ ?

Student 1: At the Willow Center 6 \_\_\_\_\_ .

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*What are you up to ...?*

*That sounds like ...*

*Are you busy ...?*

**Student A:** You are a student.

Talk to Student B about:

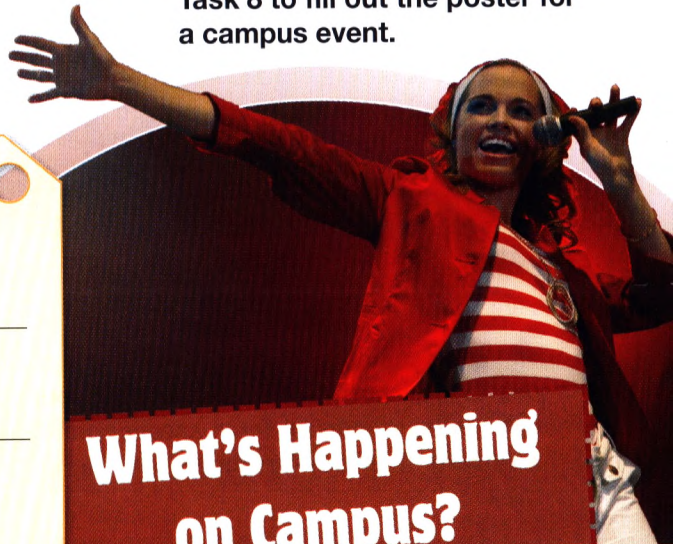
- events on campus
- where the events will occur
- which events you are attending

**Student B:** You are a student.

Talk to Student A about events on campus.

## Writing

9 Use the conversation from Task 8 to fill out the poster for a campus event.



## What's Happening on Campus?

Event: \_\_\_\_\_

Location: \_\_\_\_\_

Description: \_\_\_\_\_

Parking: \_\_\_\_\_



## Get ready!

1 Before you read the passage, talk about these questions.

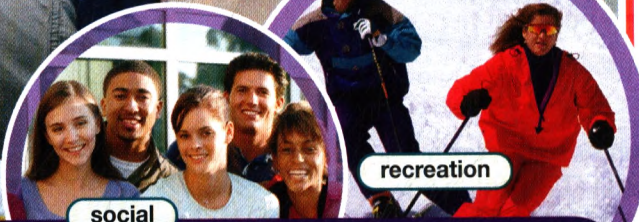
- How can you make friends at university?
- Where are some places to meet people on a university campus?



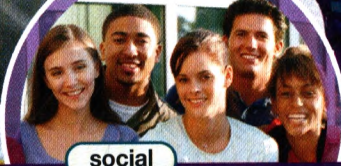
friendly



bulletin board



recreation



social

# Talking College

By Tina Stanhope

Dear Tina: I started college three months ago. But I can't seem to **make friends**. What should I do?

Paul at ULM

Dear Paul: It's tough to start again with a whole new **social** group. Here are some important things to remember:

- The other students are your **peers**. Many of them are probably new to the school, too. So step **outside your comfort zone** and just introduce yourself! Try to appear **confident**, even if you feel **awkward**. Trust me — a **friendly** smile is more effective than you think.
- Are you usually alone in your dorm room? You'll never make friends that way! Do your homework in the student **lounge**. Someone might sit down and say hello.
- Attend student gatherings. Residence halls often advertise events **on bulletin boards**. Go to events in the **community**, or join a **study group**. What are other students doing for **recreation**? Look for interests that you might have **in common**.

Hope that helps!

Tina

## Reading

2 Read the advice column. Then, complete the table.

If you ...	Then the solution is ...
feel awkward introducing yourself	1 _____ _____ _____
2 _____ _____ _____	to do your homework in the student lounge
want to meet people with common interests	3 _____ _____ _____

## Vocabulary

3 Match the words or phrases (1-8) with the definitions (A-H).

- peer
- social
- confident
- make friends
- recreation
- community
- bulletin board
- outside one's comfort zone

- begin a friendship with someone
- feel sure about abilities
- relating to leisure activities
- to do/experience something you would not normally do which makes you feel uncomfortable
- a board attached to a wall displaying notices giving information
- someone with the same age or status as you
- an activity done for enjoyment
- a group of people who live or spend time in the same place

ABOUT US

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SEARCH



**4** Read the sentences and choose the correct words or phrases.

- 1 The student joined a **bulletin board/study group** for Chemistry majors.
- 2 People who are kind to others are **confident/ friendly**.
- 3 Many students sit in the **recreation/lounge** to do their homework.
- 4 The student felt **awkward/social**, so he didn't introduce himself.
- 5 The two students had music in **common/outside their comfort zone**.

**5** Listen and read the advice column again. What should college students do to make friends?

## Listening

**6** Listen to a conversation between an advisor and a student. Choose the correct answers.

- 1 What is the conversation mostly about?  
**A** why a study group will help with academics  
**B** how to make friends in a residence hall  
**C** which events are happening in the community  
**D** where to learn more about college recreation
- 2 What does the man suggest?  
**A** checking a bulletin board  
**B** showing more confidence  
**C** spending time in the lounge  
**D** joining a study group

**7** Listen again and complete the conversation.

**Student:** I just can't make friends. I don't think people like me.  
**Advisor:** I'm sure that's not true. You live in the 1 \_\_\_\_\_, right?  
**Student:** Yes. But I feel awkward talking to people.  
**Advisor:** You might just have to step 2 \_\_\_\_\_.  
**Student:** What do you mean?  
**Advisor:** Well, you probably stay 3 \_\_\_\_\_ a lot, right?  
**Student:** Yes, I do. I'm most comfortable there.  
**Advisor:** Exactly. How can you 4 \_\_\_\_\_ if you're alone all the time?  
**Student:** I guess that's true. What 5 \_\_\_\_\_?  
**Advisor:** Do your homework 6 \_\_\_\_\_. You'll start socializing without even realizing it.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'm not sure this is the right ... / You might just have to ...  
What do you suggest?*

**Student A:** You are an advisor. Talk to Student B about:

- his or her trouble making friends
- the cause of his or her problem
- your advice

**Student B:** You are a student. Talk to Student A about your trouble making friends.

## Writing

**9** Use the conversation from Task 8 and the column to fill out the poster.

# Welcome to the Dorms!

Most of you are new to Lombardo College. Here are some tips for making friends while you're here:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





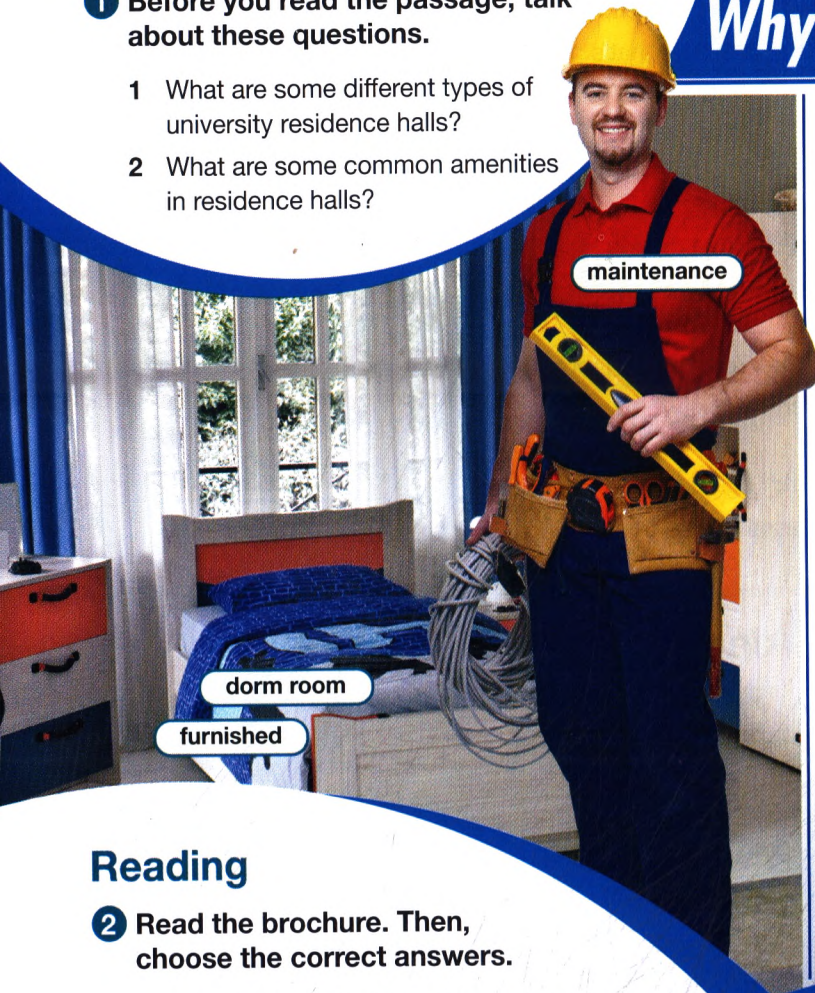
Standish University

DEPARTMENT OF HOUSING AND DINING

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of university residence halls?
- 2 What are some common amenities in residence halls?



## Why should I live on campus?

Welcome to Standish University! If you're new to college, we recommend living on campus. The **residence halls** are a great place to begin your college experience. There are many benefits of on-campus **housing**.

For one, the **dorm rooms** are **furnished**. That means you don't need to buy a bed, desk, or dresser. And you have access to many **amenities**. This includes campus **Wi-Fi** for a fast Internet connection. It also includes free **laundry** facilities for all residents. For breakages, leaks, and other building problems, twenty-four-hour **maintenance** is available.

The residence halls are a great study environment. Daily **quiet hours** allow students to focus. **RAs** address issues with roommates, academics, and other general problems.

At SU, you can choose from several types of housing. Rent a single room, or get an **apartment** with other students. If you are married, consider **family housing**. And you can also sign up for **intersession** housing over the summer.



## Reading

2 Read the brochure. Then, choose the correct answers.

- 1 What is the main idea of the brochure?
  - A the advantages of living in a residence hall
  - B which schools have the best residence halls
  - C percentages of students living in residence halls
  - D locations of amenities in a residence hall
- 2 Which of the following is NOT offered in the brochure?
  - A dorm rooms with furniture
  - B maintenance jobs for students
  - C quiet hours during each day
  - D housing available in the summer
- 3 According to the brochure, why are the residence halls a good place to study?
  - A They are near students' classes.
  - B They come with free Wi-Fi.
  - C They have quiet hours.
  - D They include several amenities.

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |              |                   |
|--------------|-------------------|
| 1 __ RA      | 5 __ quiet hours  |
| 2 __ housing | 6 __ intersession |
| 3 __ amenity | 7 __ maintenance  |
| 4 __ laundry |                   |

- A occurring between terms
- B the place where clothes are washed
- C a building where someone lives
- D a convenient thing that is used in everyday life
- E a period when loud noises are not allowed
- F the process of keeping something functioning
- G someone who organizes events and resolves disputes in a residence hall



**4** Fill in the blanks with the correct words or phrases: *dorm room, Wi-Fi, family housing, furnished, apartment, residence hall.*

- The \_\_\_\_\_ room already has a bed and a desk.
- The student shares his \_\_\_\_\_ with one other person.
- The students' \_\_\_\_\_ has a full living room and kitchen.
- Connecting to the Internet is easy with \_\_\_\_\_.
- The new \_\_\_\_\_ features twenty-five rooms per floor.
- Since the two students are married, they live in \_\_\_\_\_.

**5** Listen and read the brochure again. What is one benefit of living on campus instead of off campus?

## Listening

**6** Listen to a conversation between a tour guide and a student. Mark the following statements as true (T) or false (F).

- \_\_\_ The woman recently moved out of a dorm room.
- \_\_\_ The man recommends family housing.
- \_\_\_ The woman does not have her own furniture.

**7** Listen again and complete the conversation.

**Tour Guide:** This part of the tour introduces the 1 \_\_\_\_\_.

**Student:** Excuse me. Are we going to 2 \_\_\_\_\_?

**Tour Guide:** Yes, I'll show you a 3 \_\_\_\_\_. Do you plan to live in the dorms?

**Student:** I'm 4 \_\_\_\_\_. I never lived in the dorms before. I want to see the inside first.

**Tour Guide:** Naturally. But I strongly recommend 5 \_\_\_\_\_ - \_\_\_\_\_. At least for your first year.

**Student:** Why 6 \_\_\_\_\_ off-campus housing?

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*Are you planning to ...?*

*I recommend ...*

*That sounds ...*

**Student A:** You are a tour guide. Talk to Student B about:

- his or her housing plans
- why you recommend on-campus housing
- what amenities are available

**Student B:** You are a student. Talk to Student A about on-campus housing.

## Writing

**9** Use the conversation from Task 8 and to fill out the housing application.



Standish University \_\_\_\_\_

### Housing Application

Student: \_\_\_\_\_

We have several types of residence halls on the Standish University campus. Please specify your needs, and we will place you in the most appropriate hall.

Are you new to Standish University? Y / N

Are you married? Y / N

What type of room are you looking for?

\_\_\_\_\_

What amenities are most important to you?

\_\_\_\_\_





## Capella Hall

# Be a Good Neighbor!

Did you know that more than 100 people live in Capella Hall? That's a lot of **neighbors**! That means it's especially important to be **respectful** of others.

Most residents live with **roommates**. Even if you have a single room, you still **share** the **common areas**. Everyone has different **lifestyles**. At some point, you will have a **conflict** with another resident. And that's okay! It happens to everyone. The important part is finding a satisfactory **resolution**.

As a roommate, you must remember to respect others' **boundaries**. You probably like to have **privacy**, right? Your roommates do, too! Talk to your roommates about their habits and preferences. Their needs won't always match your needs. Sometimes you just need to **compromise**. If you learn to **adapt**, your time in the dorms will be much easier.

Occasionally, two people simply aren't **compatible**. In serious cases, residents are allowed to change rooms. Talk to your **RA** (resident assistant) if the problem is affecting your health or your schoolwork.

## Get ready!

1 Before you read the passage, talk about these questions.

- Who might you interact with in a dorm?
- What are some challenges of living with roommates?

## Reading

2 Read the poster. Then, choose the correct answers.

- What is the main idea of the poster?
  - how to choose a good roommate
  - rules for appropriate conduct in the dorms
  - reasons to live with roommates instead of alone
  - tips for living comfortably with roommates
- Which of the following is NOT recommended in the poster?
  - Respect roommates' boundaries.
  - Avoid situations that could lead to a conflict.
  - Discuss lifestyle preferences with roommates.
  - Find compromises to resolve problems.
- What should a student do if a conflict affects his or her schoolwork?
  - Try to adapt to the other person's lifestyle.
  - Consult an RA about changing rooms.
  - Discuss possible compromises.
  - Set clear rules about respecting boundaries.

privacy

DO NOT DISTURB!

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- |              |                  |                 |
|--------------|------------------|-----------------|
| 1 __ share   | 4 __ common area | 7 __ compromise |
| 2 __ adapt   | 5 __ roommate    |                 |
| 3 __ privacy | 6 __ resolution  |                 |

- to find a solution that partially benefits both parties
- the state of having personal space away from other people
- to adjust one's behavior to suit the needs of a situation
- someone living in the same unit as another person
- a place in a living space that is open to everyone
- to use something along with other people
- an end to a disagreement



**4** Read the sentence pairs. Choose which word best fits each blank.

**1** lifestyle / conflict

- A The roommates had a \_\_\_\_\_ about the temperature of the common area.  
B One roommate has an active, busy \_\_\_\_\_, while the other mostly stays at home.

**2** neighbors / boundaries

- A When the roommates met, they outlined their most important \_\_\_\_\_.  
B The student changed halls because he disliked his \_\_\_\_\_.

**3** respectful / compatible

- A To be \_\_\_\_\_ of her roommate, the student turned off her music.  
B The \_\_\_\_\_ students became good friends with each other.

**5** Listen and read the poster again. What can students do if they have conflicts with roommates?

## Listening

**6** Listen to a conversation between an RA and a student. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman is new to the residence hall.  
2 \_\_\_ The woman is having a conflict with her roommate.  
3 \_\_\_ The man recommends moving to a different hall.

**7** Listen again and complete the conversation.

**RA:** My name's Kevin. I'm the RA for this hall. How  
1 \_\_\_\_\_ so far?

**Student:** I don't know. I'm not used to having 2 \_\_\_\_\_.

**RA:** Yeah, you'll 3 \_\_\_\_\_ with a lot of other people here. But I think you'll find it's pretty fun.

**Student:** I hope so. I'll 4 \_\_\_\_\_ to adapt.

**RA:** Of course. Did you meet your 5 \_\_\_\_\_?

**Student:** No, not yet. That's another thing. What if 6 \_\_\_\_\_ my roommate?

**RA:** That happens sometimes. But usually, roommates become good friends.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I think you'll find ...*

*We might ...*

*What if ...?*

**Student A:** You are an RA. Talk to Student B about:

- life in the residence halls
- sharing space with others
- his or her concerns

**Student B:** You are a student. Talk to Student A about your concerns regarding sharing space.

## Writing

**9** Use the poster and the conversation from Task 8 to fill out the email from an RA to a resident.

Hi Jane,

I'm sorry to hear you're having trouble with your roommate.

As I understand it, this is the problem:

\_\_\_\_\_

Here's what I recommend: \_\_\_\_\_

\_\_\_\_\_

If that doesn't work we can try this instead: \_\_\_\_\_

Let me know how things are going.

Jonathan



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common types of on-campus eateries?
- 2 How is a dining hall typically arranged?



buffet



vending machine



cafeteria



menu

## Reading

2 Read the guide. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The main dining hall features food from local restaurants.
- 2 \_\_\_ Students can visit the mini-mart late at night.
- 3 \_\_\_ Meal plans are available to all students.

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- 1 \_\_\_ café
- 2 \_\_\_ menu
- 3 \_\_\_ buffet
- 4 \_\_\_ dining hall
- 5 \_\_\_ mini-mart
- 6 \_\_\_ dietary restriction

- A a small eatery that serves light meals and beverages
- B a place on campus where students eat
- C a condition that prevents someone from eating particular foods
- D a small store that sells mostly packaged items
- E a list of available food at an eatery
- F a dining arrangement in which diners serve themselves

## ULM

Dining On Campus

# ULM offers many options for student dining.

## Central Cafeteria

This is the main **dining hall** for on-campus residents. It offers three full meals daily. Choose meat or **vegetarian** options from the **buffet**. If you are **allergic** to a particular food, contact the cafeteria administrator. Central Cafeteria can accommodate most **dietary restrictions**.

Open Daily, 6:00 a.m. – 9:00 p.m.

## SPREADS

The campus **food court** features several local restaurant vendors. Here, you'll find salads, sandwiches, smoothies, and more.

Open Monday – Friday,  
8:00 a.m. – 6:00 p.m.

## Bookstore Café

This campus eatery is a great place to relax. Enjoy a quiet setting and service at your table. Check the **menu** for this week's specials.

Open Monday – Friday,  
8:00 a.m. – 2:00 p.m.

**After-Hours:** What if you're hungry at midnight? The campus **mini-mart** is open until 2:00 a.m. And the **vending machines** are available at all hours!

**NOTE:** On-campus residents **MUST** purchase a **meal plan**. For all other students, meal plans are optional.



- 4** Fill in the blanks with the correct words or phrases from the word bank.

### Word BANK

vending machine   allergic  
meal plan   vegetarian  
cafeteria   food court

- The student became sick because she is \_\_\_\_\_ to milk.
- The salad bar is popular among \_\_\_\_\_ students.
- Students can select packaged foods from the \_\_\_\_\_.
- A(n) \_\_\_\_\_ often features foods from several restaurants.
- Most students sit with their friends in the \_\_\_\_\_.
- With a(n) \_\_\_\_\_, a student can buy meals for the whole term at once.

- 5** Listen and read the guide again. Where can students buy food when the dining hall is closed?

## Listening

- 6** Listen to a conversation between two students. Choose the correct answers.

- What is the conversation mostly about?
  - where to go for food at night
  - which eateries offer the best food
  - why a meal plan is recommended
  - when a new on-campus eatery will open
- What will the man likely do next?
  - return to his dorm room
  - use a vending machine
  - walk to the campus mini-mart
  - wait outside of the dining hall

- 7** Listen again and complete the conversation.

**Student 2:** Well, you could go to the North Campus mini-mart. It's open until two.

**Student 1:** North Campus? That sounds **1** \_\_\_\_\_.

**Student 2:** It'll take you about fifteen minutes **2** \_\_\_\_\_.

**Student 1:** That's **3** \_\_\_\_\_. But is there anything closer?

**Student 2:** Not at this **4** \_\_\_\_\_. Where do you live?

**Student 1:** I just moved into Capella Hall.

**Student 2:** If you just need a snack, there's a **5** \_\_\_\_\_ in the lounge. It'll accept your meal card.

**Student 1:** Great, **6** \_\_\_\_\_ from there. Thanks!

## Speaking

- 8** With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*You could ... / That sounds ... / If you just need ...*

**Student A:** You are a student. Talk to Student B about:

- different eateries on campus
- which eateries are currently available
- directions to an eatery

**Student B:** You are a student. Talk to Student A about eateries on campus.

## Writing

- 9** Use the guide and the conversation from Task 8 and to fill the campus dining feedback form.

### Dining On Campus—Student Feedback

Your opinion is important! Thanks for taking the time to provide your feedback.

On-Campus Eatery: \_\_\_\_\_

What did you eat? \_\_\_\_\_

How was your meal? \_\_\_\_\_

How can on-campus dining improve? \_\_\_\_\_



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common policy violations on university campuses?
- 2 What might happen to a student if they break campus regulations?

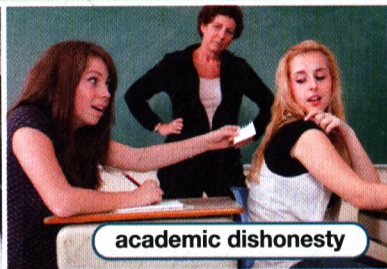
Standish University Board of Disciplinary Review

## Report on Student Conduct

### Spring Semester



damage



academic dishonesty



violation

**Overview:** The latest report on student **conduct** shows mostly positive results. This semester, the university spent less money repairing **damage**. There were a few instances of **inappropriate** behavior. But they did not involve **dangerous** activities. Instead, they were mostly violations of academic **regulations**.

#### Primary Concerns:

Several students committed **academic dishonesty** this semester. Issues included plagiarism and cheating on exams. For most of these students, this was the first violation. Those students were placed on **probation**. For now, their violations will not affect their **academic**

**standing**. But further dishonesty could lead to major consequences.

Unfortunately, some students committed second **violations** during this semester. These situations required more severe **disciplinary** action. Several students were placed on **suspension**. They may not enroll in courses again until next spring. One student faces **dismissal**. The decision in that case is still pending.

**Summary:** Overall, conduct violations decreased since last semester. The administration will continue to promote honest behavior among students.

## Reading

2 Read the report. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The university experienced an increase in dangerous activities.
- 2 \_\_\_ Some students were placed on probation.
- 3 \_\_\_ Several students will not be allowed to return to the university.

## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |                 |                           |
|-----------------|---------------------------|
| 1 ___ damage    | 4 ___ suspension          |
| 2 ___ violation | 5 ___ inappropriate       |
| 3 ___ probation | 6 ___ academic dishonesty |

- A not correct for a particular situation  
 B the act of violating ethical guidelines regarding schoolwork  
 C the process of preventing a student from attending school temporarily  
 D the process of becoming broken or defaced  
 E a period of time when someone's actions are monitored closely  
 F an act that does not follow rules or regulations

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

1 **conduct / dismissal**

- A The student's \_\_\_\_\_ was unacceptable, so she was asked to leave the dorms.  
 B Students who violate the rules sometimes face \_\_\_\_\_.

2 **regulation / academic standing**

- A According to the \_\_\_\_\_, residents may not play loud music at night.  
 B The student's poor \_\_\_\_\_ prevented his admittance to graduate school.

3 **disciplinary / dangerous**

- A Climbing out the window of a dorm room can be \_\_\_\_\_.  
 B The board took \_\_\_\_\_ action against the group of students.



- 5 Listen and read the report again. What is the consequence for severe academic dishonesty?

## Listening

- 6 Listen to a conversation between two administrators. Choose the correct answers.

- What is the conversation mostly about?
  - an error on a disciplinary report
  - why students engage in dangerous activities
  - concerns about academic dishonesty
  - reasons to place a student on probation
- According to the man, what should happen to the student?
  - He should be placed on probation.
  - He should receive a suspension.
  - He should have a reduced academic standing.
  - He should be dismissed from the school.

- 7 Listen again and complete the conversation.

- Administrator 1:** Did you see the latest 1 \_\_\_\_\_ ?
- Administrator 2:** Yeah. The results were great, weren't they?
- Administrator 1:** Yes and no. I'm still concerned about some things.
- Administrator 2:** Really? There was a major reduction in 2 \_\_\_\_\_ on campus.
- Administrator 1:** Sure, but there were more instances of 3 \_\_\_\_\_ than usual.
- Administrator 2:** Oh, right. Why do you think that is?
- Administrator 1:** College is 4 \_\_\_\_\_ these days. Some students will do anything to improve their grades.
- Administrator 2:** I guess so. Are students 5 \_\_\_\_\_ ?
- Administrator 1:** Just one. And I think he should be dismissed.
- Administrator 2:** That's a pretty 6 \_\_\_\_\_ . What was his violation?

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*The results were ...*  
*There were more instances of ...*  
*Are any students facing ...?*

**Student A:** You are an administrator. Talk to Student B about:

- the results of a disciplinary report
- a particular student's violation
- what disciplinary action you think is appropriate

**Student B:** You are an administrator. Talk to Student A about the results of a disciplinary report.

## Writing

- 9 Use the conversation from Task 8 to fill out the recommendation to a disciplinary board.



Standish University Board of Disciplinary Review

Student: \_\_\_\_\_

Violation: \_\_\_\_\_

Recommended Actions: \_\_\_\_\_



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some safety measures for walking on a university campus at night?
- 2 What should a student do if he or she notices suspicious activity?



intruder

self defense

## The Standish Sentinel

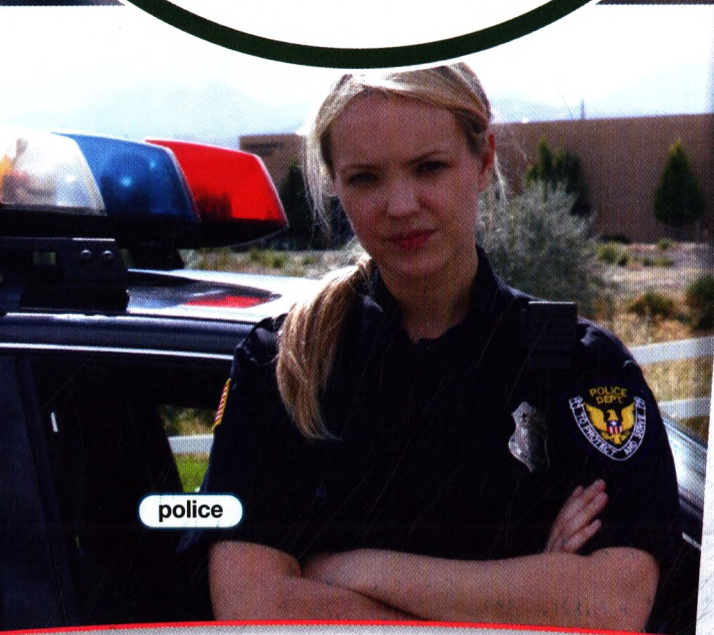
March 19<sup>th</sup>

## SPOTLIGHT ON SAFETY

By now, you've probably heard about the recent incident on campus. Last Saturday, an **intruder** gained access to the residence hall. He stole residents' belongings from several rooms. He threatened one resident with violence. Fortunately, the **police** arrived in time and nobody was hurt. But this incident reminds us that campus safety is very important. Here are some tips:

- Keep unauthorized people out of the residence halls. Don't leave building doors open and **unattended**.
- Watch out for **suspicious** behavior. **Report** unusual activities to campus **security**. If you **witness** a crime in progress, contact **emergency services** directly.
- Protect yourself at night. Attackers look for easy **targets** in the dark. Stay on well-lit paths. You will be safer if you can see your surroundings.

If you feel uncomfortable walking home, call campus security. An **officer** will **escort** you to your dorm or car. Also, ask about their free safety awareness program. Weekend classes in **self defense** are available.



police

## Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the main idea of the article?
  - A changes to a campus's security procedures
  - B strategies for maintaining personal safety
  - C a comparison of safety features on two campuses
  - D the yearly crime rates on a campus
- 2 What recently happened on campus?
  - A An intruder entered a residence hall.
  - B A student damaged a building door.
  - C A security officer was injured.
  - D A student was attacked at night.
- 3 Which of the following is NOT recommended in the article?
  - A Keep residence hall doors closed.
  - B Report crimes to the building RA.
  - C Stay away from dark paths at night.
  - D Call campus security for safety escorts.

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |               |                   |
|---------------|-------------------|
| 1 __ escort   | 5 __ intruder     |
| 2 __ report   | 6 __ unattended   |
| 3 __ witness  | 7 __ self defense |
| 4 __ security |                   |

- A to see an event happening personally
- B left in a public place without anyone watching
- C a department that keeps people or property safe
- D the process of protecting oneself from attack
- E to tell someone about something officially
- F someone who enters a place without permission
- G to accompany someone for protection



**4 Read the sentences and choose the correct words.**

- 1 The student called the **police/target** when she saw a crime in progress.
- 2 In his report, the **officer/intruder** stated that nobody was injured.
- 3 A student was a(n) **escort/target** because he was walking alone at night.
- 4 The RA saw a(n) **unattended/suspicious** person walking down the hall.
- 5 **Emergency services/Self defense** arrived to help the injured student.

**5 Listen and read the article again. What should students do if they witness suspicious activities?**

### Listening

**6 Listen to a conversation between a security officer and a student. Mark the following statements as true (T) or false (F).**

- 1  The woman left the building door open.
- 2  The intruder attacked the woman's roommate.
- 3  The intruder stole the woman's belongings.

**7 Listen again and complete the conversation.**

**Student:** I guess someone left the building door open.  
**Officer:** It sounds like your building was **1** \_\_\_\_\_ .  
**Student:** Exactly. And then my roommate left our room door open. She **2** \_\_\_\_\_ sometimes.  
**Officer:** You might want to talk to her about that.  
**Student:** I plan to. Anyway, I saw him when **3** \_\_\_\_\_ . I immediately ran back to get my RA.  
**Officer:** Good thinking. You never want to approach **4** \_\_\_\_\_ .  
**Student:** That's what I figured. But **5** \_\_\_\_\_ , too. So he got out of there.  
**Officer:** Did he take anything?  
**Student:** Only my music player and speakers. But it was still scary.  
**Officer:** Of course. Well, I'd like to get a description from you. Then I'll report this to **6** \_\_\_\_\_ .

### Speaking

**8 With a partner, act out the roles below based on Task 7. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

*It sounds like ...*  
*That's right.*  
*I'd like to get a description ...*

**Student A:** You are a security officer. Talk to Student B about:


- a security incident on campus
- the sequence of events
- your recommendations

**Student B:** You are a student.

Talk to Student A about a security incident on campus.

### Writing

**9 Use the conversation from Task 8 to fill out the incident report.**

 Standish University

Department of Security

### Incident Report

Date/Time: \_\_\_\_\_

Responding officer: \_\_\_\_\_

Student(s) involved: \_\_\_\_\_

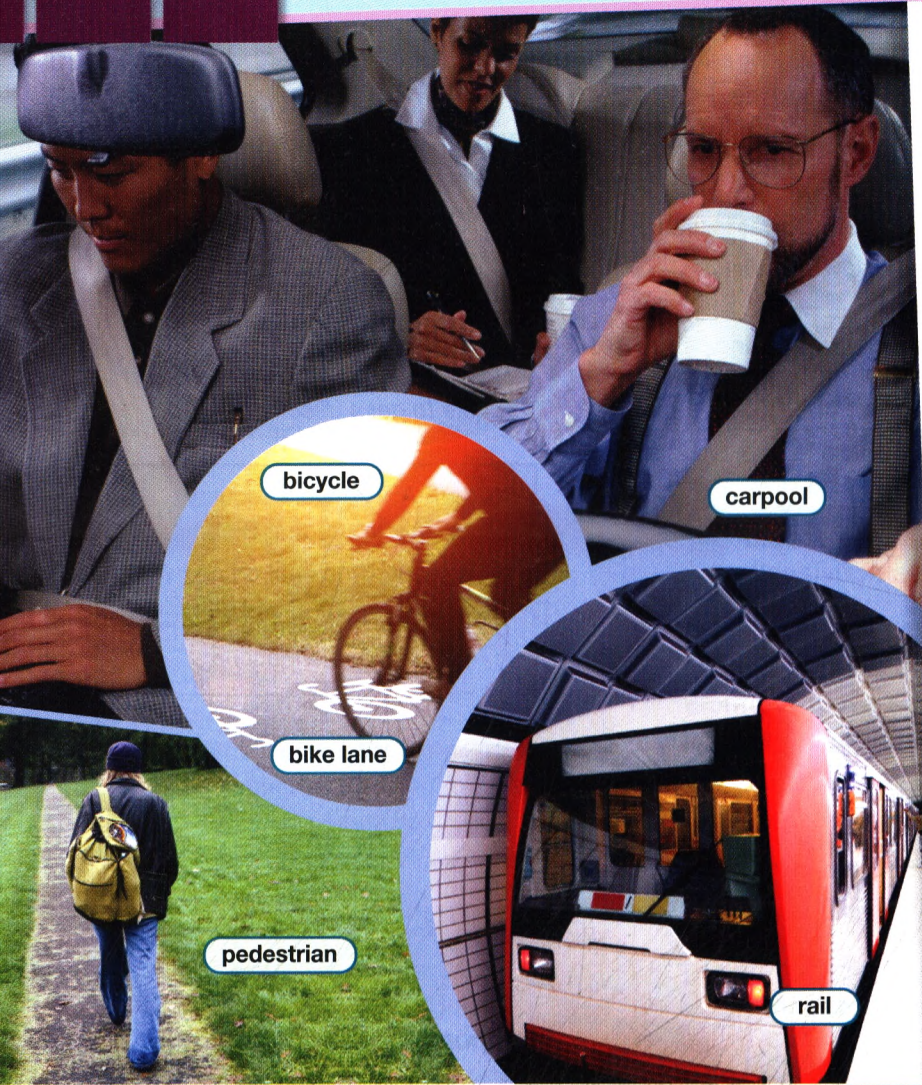
Description of incident: \_\_\_\_\_

Action taken: \_\_\_\_\_



# 8

## Transportation



bicycle

carpool

bike lane

pedestrian

rail

**ULM**

**Department of Transportation**

**Leave your car at home!**

Are you having trouble finding parking? Are campus parking passes too expensive? Consider another form of transit. There are many ways to get to campus. And most of them are more convenient than driving.

- So you live near campus, but **pedestrian** travel is too slow. Try riding a **bicycle** to class. There are **bike lanes** on all major roads near campus. Plus, it's great exercise!
- Do you **commute** too far for biking? Consider **bus** or **rail**. Buses and trains run all over the city. You can even get a **student rate** on a **bus pass**. It's much cheaper than a parking pass.
  - If you have to drive, find someone to **carpool** with. Why bring two cars when you only need one?
    - Once you're at school, you can ride the **shuttle**. It will **drop** you **off** anywhere on campus. And best of all, it's free!

### Get ready!

- 1 Before you read the passage, talk about these questions.
  - 1 What are some disadvantages of driving a car to campus?
  - 2 What are some alternatives to driving a car to campus?

### Reading

- 2 Read the flyer. Then, complete the table.

Type of Transit	Benefits
Bicycle	1 _____ _____
2 _____	It costs less than parking.
On-campus shuttle	3 _____ _____

### Vocabulary

- 3 Match the words (1-7) with the definitions (A-G).
- |              |                 |
|--------------|-----------------|
| 1 __ bus     | 5 __ drop off   |
| 2 __ rail    | 6 __ commute    |
| 3 __ carpool | 7 __ pedestrian |
| 4 __ bicycle |                 |

- A** a two-wheeled vehicle that is powered by the user
- B** related to travel by walking or running
- C** to travel in the same car to a common destination
- D** to take someone somewhere without staying there
- E** a large motor vehicle that carries many people
- F** to travel a particular distance regularly
- G** a form of transportation that uses tracks



**4** Read the sentence pairs. Choose which word best fits each blank.

**1** bike lane / bus pass

- A The city put in a new \_\_\_\_\_ along the road to the university.  
 B The student purchased a \_\_\_\_\_ for the whole semester.

**2** student rate / transit

- A Driving, biking, and walking are all forms of \_\_\_\_\_.  
 B The \_\_\_\_\_ is about 15% less than the regular price.

**3** shuttle / parking pass

- A All cars on campus must display a \_\_\_\_\_.  
 B The driver helped the student get into the \_\_\_\_\_.

**5** Listen and read the flyer again. What forms of transport can students use to travel longer distances?

## Listening

**6** Listen to a conversation between two students. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man forgot to purchase a parking pass.  
 2 \_\_\_ The man would prefer to ride a bicycle.  
 3 \_\_\_ The woman recommends taking the bus.

**7** Listen again and complete the conversation.

**Student 1:** Oh, I see. Did you get here early?  
**Student 2:** Yes. But I drove around for **1** \_\_\_\_\_. I finally found a spot way across campus.  
**Student 1:** And then you had to walk all the way here.  
**Student 2:** Right. And the daily **2** \_\_\_\_\_ are so expensive!  
**Student 1:** Maybe you should find an alternate form of transit.  
**Student 2:** What, like **3** \_\_\_\_\_? I live too far away.  
**Student 1:** There are other options. **4** \_\_\_\_\_ near your house, right?  
**Student 2:** I guess it does. But that's still going to cost me.  
**Student 1:** Believe me, a **5** \_\_\_\_\_ is a lot cheaper than a parking pass. And they have student rates.  
**Student 2:** Hmm ... That does sound promising. And I wouldn't **6** \_\_\_\_\_ about finding parking.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Did you get here ...?  
 Maybe you should ...  
 That does sound promising.*

**Student A:** You are a student.

Talk to Student B about:

- problems with parking
- other ways to get to campus
- the benefits of using alternative forms of transit

**Student B:** You are a student.

Talk to Student A about forms of transportation.

## Writing

**9** Use the flyer and the conversation from Task 8 to fill out a letter to the campus newspaper.

Dear Editor,

Traffic on campus is becoming worse and worse. Everyone would benefit if more students used alternative transportation. Here are a couple of suggestions:

1st alternative: \_\_\_\_\_

Benefits: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

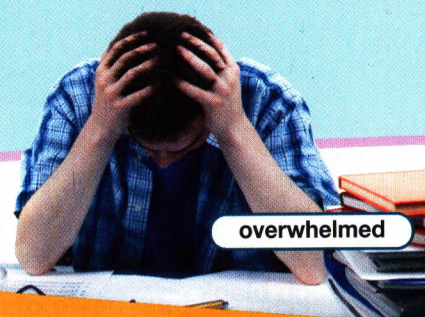
2nd alternative: \_\_\_\_\_

Benefits: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thanks for considering my suggestions.

Ann Nichols





overwhelmed

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some strategies for effective time management?
- 2 Why do students need downtime?

workload



cram

relax

ENGL 100A

Professor Rachel Carter

## Welcome to Basic English!

If you are taking this class, you are probably new to college. Let me give you a few tips for effective **time management**.

## DOs

- Plan your semester wisely. Make a **to-do list** for each week. This will help you **prioritize** your tasks. That makes the **workload** more manageable.
- Be **flexible**. Sometimes, you don't have the most convenient course schedule. Or you might have to balance school and a job. Be prepared to adjust your schedule each semester.
- Remember to **relax**. Everyone needs occasional **downtime**. Otherwise, you will get **overwhelmed** with your workload.

## DON'Ts

- Don't **procrastinate** when you have work to do. When you rush your work, the quality is usually poor. Also, students remember less information when they **cram**.
- Don't take on too many **responsibilities** in one semester. It's good to be **dedicated** to your studies. But don't try to do too much at once. It will just cause unnecessary **stress**.

to-do list



## Reading

2 Read the handout. Then, choose the correct answers.

- 1 What is the purpose of the handout?
  - A to outline the schedule of assignments for a course
  - B to advertise a course on study skills
  - C to recommend a university's academic resources
  - D to offer advice about planning a semester
- 2 Which of the following is NOT suggested in the handout?
  - A Prioritize tasks with a to-do list.
  - B Reduce the amount of downtime each semester.
  - C Avoid procrastinating when schoolwork is due.
  - D Limit the number of responsibilities per semester.
- 3 According to the handout, what causes unnecessary stress?
  - A difficult coursework
  - B too many responsibilities
  - C inconvenient course schedules
  - D balancing school and work

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |                     |                      |
|---------------------|----------------------|
| 1 __ stress         | 5 __ workload        |
| 2 __ flexible       | 6 __ to-do list      |
| 3 __ downtime       | 7 __ time management |
| 4 __ responsibility |                      |

- A something that someone must do
- B a feeling of worry or anxiety
- C the process of organizing activities into a particular timeframe
- D able to be changed or adjusted easily
- E an outline of actions that need to be completed
- F the amount or quantity of something that someone must do
- G a period when someone does not have to do anything in particular



4 Read the sentence pairs. Choose which word best fits each blank.

1 procrastinated / prioritized

A The student \_\_\_\_\_ his responsibilities by listing them in order of importance.

B Since the student \_\_\_\_\_, she didn't finish the paper in time.

2 overwhelmed / dedicated

A Some students get \_\_\_\_\_ with too much work at the end of the term.

B The professor is very \_\_\_\_\_ to his area of study.

3 cram / relax

A The student forgot to study, and now she must \_\_\_\_\_ for the exam.

B After finals, everybody has three weeks to \_\_\_\_\_.

5 Listen and read the handout again. What is a disadvantage of procrastinating?

## Listening

6 Listen to a conversation between an instructor and a student. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man recently finished the semester.
- 2 \_\_\_ The man procrastinated on his studying.
- 3 \_\_\_ The woman recommends making a to-do list.

7 Listen again and complete the conversation.

**Student:** Frankly, no. I'm feeling really overwhelmed these days.

**Instructor:** What's causing you 1 \_\_\_\_\_?

**Student:** Suddenly, I feel like 2 \_\_\_\_\_ responsibilities.

**Instructor:** That often happens towards the end of a semester. You have a lot to do, and not 3 \_\_\_\_\_.

**Student:** That's exactly how I feel! 4 \_\_\_\_\_ for exams almost every night.

**Instructor:** So 5 \_\_\_\_\_ on your studying?

**Student:** I guess I did. How will I get through the rest of the semester like this?

**Instructor:** Some 6 \_\_\_\_\_ strategies might help.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*I'm feeling ...*

*What's causing ...?*

*Some ... might help.*

**Student A:** You are an instructor. Talk to Student B about:

- why he or she is struggling with school
- what caused the problem
- your suggestions for solving the problem

**Student B:** You are a student.

Talk to Student A about why you are struggling with school.

## Writing

9 Use the conversation from Task 8 to fill out the semester reflection form.

### End-of-Semester Reflection

Student: \_\_\_\_\_

#### Reflection

I struggled with time management this semester. Here's what I had trouble with:

\_\_\_\_\_

\_\_\_\_\_

#### Resolution

Here's how I can do better next semester:

\_\_\_\_\_

\_\_\_\_\_



## Student Health: The Link Between Diet and Academics

### Summary:

A recent study at Standish University examined the eating habits of students. According to the study, **nutrition** is strongly linked to academic performance. Students were more likely to succeed if they **maintained** a healthy diet. These students consumed a moderate number of calories each day. They ate plenty of **produce** and **whole grains**. Their foods contained all the important **vitamins**.

Conversely, consumption of **junk food** negatively affected academic performance. Many students in the study regularly consumed unhealthy **snacks**. These included foods with a lot of **fat** and **sugar**. Cookies and ice cream were among the most common. They also included chips and other foods with large amounts of **sodium**. This made students more likely to be **dehydrated**. They lacked **energy**, and were less motivated to complete their coursework.

### Conclusion:

Some students might think they're ill. But they just need to **regulate** their food intake. They should develop a healthy **routine** and avoid junk food.



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What foods are part of a healthy diet?
- 2 What are some examples of junk food?

### Reading

2 Read the report. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ According to the report, food consumption affects students' performance.
- 2 \_\_\_ Dehydration is sometimes related to sodium consumption.
- 3 \_\_\_ The report recommends medications for certain conditions.

### Vocabulary

3 Match the words (1-9) with the definitions (A-I).

- |                 |                  |
|-----------------|------------------|
| 1 ___ fat       | 6 ___ routine    |
| 2 ___ sugar     | 7 ___ regulate   |
| 3 ___ sodium    | 8 ___ maintain   |
| 4 ___ vitamin   | 9 ___ dehydrated |
| 5 ___ nutrition |                  |

- A the process of eating foods that contribute to health
- B to ensure reliable, consistent standards
- C a sweet substance that provides calories
- D to keep something active or effective
- E an oily substance that provides calories
- F an element that is found in salt and is added to food
- G having too little water in the body
- H a process that someone follows regularly
- I a substance that promotes health in a particular part of the body



**4** Read the sentences and choose the correct words.

- 1 Apples and tomatoes are examples of **produce/sodium**.
- 2 The cafeteria improved students health by serving more **sugar/whole grains**.
- 3 The student bought a **routine/snack** from the vending machine.
- 4 An unhealthy diet usually includes a lot of **nutrition/junk food**.
- 5 The student didn't have enough **energy/fat** to finish her assignment.
- 6 Too many **calories/vitamins** can cause a person to gain weight.

**5** Listen and read the report again. Why are chips unhealthy?

### Listening

**6** Listen to a conversation between a doctor and a patient. Choose the correct answers.

- 1 What is the conversation mostly about?
  - A why the woman has little energy
  - B a recent report on student nutrition
  - C which foods contain the most calories
  - D an upcoming seminar on healthy eating habits
- 2 What does the woman consume a lot of?
  - A sodium
  - B sugar
  - C produce
  - D whole grains

**7** Listen again and complete the conversation.

**Doctor:** Okay, Lisa. I have your 1 \_\_\_\_\_.

**Patient:** So what's making me sick?

**Doctor:** Well, you don't have a particular 2 \_\_\_\_\_.

**Patient:** I don't? Then what's wrong with me?

**Doctor:** Your body isn't 3 \_\_\_\_\_ and nutrients.

**Patient:** I'm not sure what you mean.

**Doctor:** I think we should talk about your diet.

**Patient:** You mean I'm not eating right?

**Doctor:** Probably not. Do you 4 \_\_\_\_\_ or whole grains?

**Patient:** Hmm ... Not really. I get 5 \_\_\_\_\_ from the vending machine.

**Doctor:** That might 6 \_\_\_\_\_. Vending machines often sell very unhealthy foods.

### Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What's wrong ...?*  
*You mean ...?*  
*Do you eat ...?*

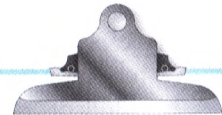
**Student A:** You are a doctor. Talk to Student B about:

- his or her diet
- what he or she eats
- what these foods contain

**Student B:** You are a patient. Talk to Student A about your diet.

### Writing

**9** Use the conversation from Task 8 to fill out the doctor's recommendation.



Doctor: \_\_\_\_\_

Patient: \_\_\_\_\_

The patient \_\_\_\_\_

Causes: \_\_\_\_\_

Recommendations: \_\_\_\_\_



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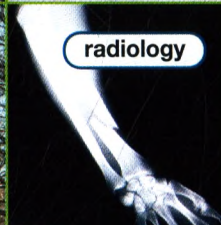
doctor



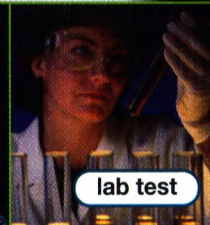
pharmacy



clinic



radiology



lab test

Lombardo  
College

Student Health > Services



nurse

The Student Health **Clinic** offers basic **primary care**. Visits and consultations are **FREE** for all students.

The clinic has two full-time **doctors** to address major **medical** problems. For general care, students may see one of the **nurse practitioners**. **Nurses** are available for routine procedures such as **immunizations**. Students may also receive **counseling** for emotional and mental health concerns.

The following additional services are available at a low cost:

- **Lab tests** — The lab can test for diseases, allergies, and other conditions.
- **Radiology** — X-rays and other scans are available for patients with internal injuries.
- **Pharmacy** — Patients can fill their **prescriptions** right here at the clinic.

### PLEASE NOTE:

The Student Health Clinic can only provide **outpatient** care. It does not offer emergency services or major surgical procedures. The clinic may provide **referrals** to the local hospital as needed. If you have an emergency, please contact the hospital directly.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What services are typically available at a university clinic?
- 2 What are some different types of health professionals at a clinic?

## Reading

2 Read the webpage. Then, mark the following statements as true (T) or false (F).

- 1  A visit with a doctor is free for any student.
- 2  The clinic provides radiology services.
- 3  Students with emergencies should contact the clinic immediately.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- 1  nurse
- 2  referral
- 3  medical
- 4  outpatient
- 5  radiology
- 6  counseling
- 7  prescription
- 8  primary care

- A not requiring or allowing a patient to stay overnight
- B the process of receiving help with emotional or mental problems
- C a medical professional who assists doctors and monitors patients
- D related to prevention and treatment of illness
- E general, routine medical attention
- F an order from a doctor for a particular medication
- G a recommendation from a doctor for a patient to see another doctor
- H the process of making images of a person's internal features



- 4 Place the words under the correct headings: *pharmacy, clinic, immunization, doctor, lab test, nurse practitioner.*

People	Places	Processes
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 5 Listen and read the webpage again. What should students do if they need prescriptions?

## Listening

- 6 Listen to a conversation between a nurse and a patient. Choose the correct answers.

- What is the conversation mostly about?
  - an emergency medical situation
  - how to get a referral to a hospital
  - which clinic services are required
  - the cost of medical attention at the clinic
- Where does the woman need to go?
  - the hospital pharmacy
  - the radiology department
  - the nurse practitioner's office
  - the counseling center

- 7 Listen again and complete the conversation.

**Nurse:** How's that broken leg, Wanda?  
**Patient:** It feels much stronger.  
**Nurse:** Good. The doctor will take a look. Now, I don't see any recent X-rays in your file.  
**Patient:** Right. I had some at the hospital right after my injury. But not since then.  
**Nurse:** We definitely need some newer ones. I'll send you 1 \_\_\_\_\_.  
**Patient:** Great, thanks. Oh, 2 \_\_\_\_\_, I have a question.  
**Nurse:** Sure. What is it?  
**Patient:** I used all of my pain medication. Do I need to go back to the 3 \_\_\_\_\_?  
**Nurse:** No. You can 4 \_\_\_\_\_ here, at the clinic pharmacy.  
**Patient:** That's a relief. And the doctor can give me a 5 \_\_\_\_\_, right?  
**Nurse:** Yes. Just 6 \_\_\_\_\_ that you're still hurting.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I don't see any ...  
 Do I need ...?  
 Just let him/her know ...*

**Student A:** You are a nurse. Talk to Student B about:

- his or her medical condition
- services he or she needs at the clinic
- which department he or she needs to go to

**Student B:** You are a patient. Talk to Student A about your medical condition.

## Writing

- 9 Use the conversation from Task 8 to fill out the patient update form.

**Lombardo College** **Student Health Clinic**

*Patient Information*

Patient: \_\_\_\_\_

Medical condition: \_\_\_\_\_

Care received at the clinic: \_\_\_\_\_  
 \_\_\_\_\_

Further care needed: \_\_\_\_\_  
 \_\_\_\_\_



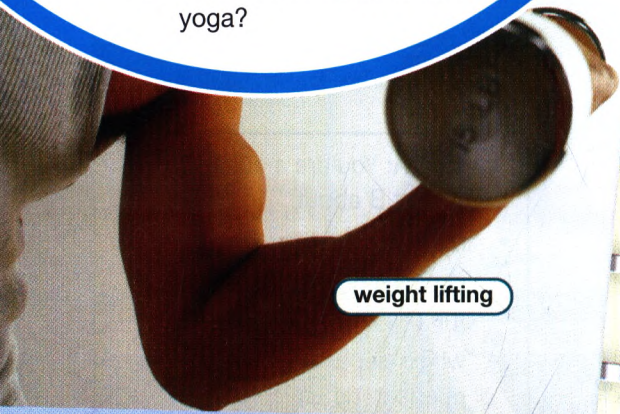
## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different types of aerobic activity?
- 2 What are some benefits of yoga?



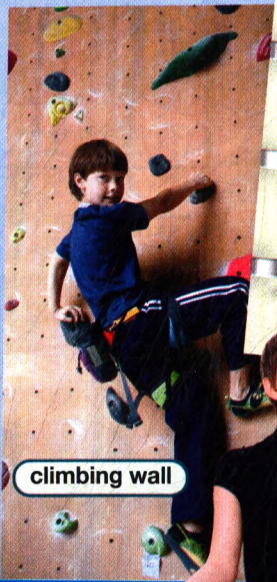
swimming



weight lifting



cycling



climbing wall



yoga

**ULM** Department of Physical Fitness  
**Student Evaluation Form**

Student: Tony Samson  
 Trainer: Fiona Reynolds

Student's Goals: The student signed up for a set of sessions with a **personal trainer**. He is interested in general **fitness**. He often feels tired and has trouble focusing. He hopes that **exercise** will make him more alert and motivated.

Recommendations: Currently, the student does very little **aerobic** activity. We discussed a few ways to improve his **cardiovascular** health. He has a problem with his knee from a childhood injury. As a result, he has difficulty **jogging** or using the **climbing wall**. However, **swimming** would reduce the weight on his knee. I recommended visiting the pool three times a week. He can also ride a bicycle. I think he should try **cycling** as well.

I also signed him up for my **yoga** class. This will help him become more **flexible**. He expressed interest in becoming stronger. So during our sessions, we will review safe **weight lifting** at the gym. Afterwards, he should be able to **work out** on his own.



jogging

## Reading

2 Read the form. Then, complete the table.

Type of Exercise	Benefits
Swimming	1 _____ _____
2 _____ _____	Increases flexibility
Weight Lifting	3 _____ _____

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |                    |                     |
|--------------------|---------------------|
| 1 __ yoga          | 5 __ exercise       |
| 2 __ fitness       | 6 __ jogging        |
| 3 __ aerobic       | 7 __ weight lifting |
| 4 __ climbing wall |                     |

- A the act of moving the body to improve its health
- B the process of moving heavy objects in a controlled way
- C the state of being in good physical health
- D increasing the heart rate by forcing the body to work hard
- E a vertical surface with handles and ledges
- F the process of running in a controlled way
- G the process of stretching the body in particular ways



- 4 Fill in the blanks with the correct words or phrases from the word bank.

**Word BANK**

personal trainer flexible swimming  
cycling cardiovascular worked out

- 1 The student \_\_\_\_\_ at the gym for two hours.
- 2 Stretching the body makes it more \_\_\_\_\_.
- 3 Exercise improves \_\_\_\_\_ health.
- 4 A \_\_\_\_\_ helps someone learn exercise techniques.
- 5 Exercising in water is called \_\_\_\_\_.
- 6 \_\_\_\_\_ can be done in a gym or out on the road.

- 5 Listen and read the form again. Why might some people prefer swimming instead of jogging?

**Listening**

- 6 Listen to a conversation between a personal trainer and a student. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman prefers to get exercise by jogging.
- 2 \_\_\_ The man recommends a yoga class.
- 3 \_\_\_ The woman plans to try swimming.

- 7 Listen again and complete the conversation.

**Trainer:** Exactly. Now, what types of 1 \_\_\_\_\_ appeal to you?

**Student:** I tried 2 \_\_\_\_\_ once. But it really strained my legs. And I got so hot and sweaty!

**Trainer:** Okay, that's good to know. How about 3 \_\_\_\_\_?

**Student:** I never tried that before. Do you think that would work for me?

**Trainer:** 4 \_\_\_\_\_ the weight off of your feet and knees. Plus, it keeps you cool.

**Student:** Hmm ... I don't know any techniques, though.

**Trainer:** That's what these 5 \_\_\_\_\_ sessions are for.

**Student:** So you'll show me some 6 \_\_\_\_\_?

**Speaking**

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'll help you ...*

*I tried ...*

*I don't know any ...*

**Student A:** You are a personal trainer. Talk to Student B about:

- his or her physical fitness goals
- which types of exercise he or she likes
- which types of exercise you recommend

**Student B:** You are a student. Talk to Student A about physical fitness.

**Writing**

- 9 Use the conversation from Task 8 to fill out the recommendation form.

**ULM** Department of Physical Fitness

**Student Evaluation Form**

Student: \_\_\_\_\_

Trainer: \_\_\_\_\_

Student's goals: \_\_\_\_\_

Student's preferences and/or limitations: \_\_\_\_\_

Recommendations: \_\_\_\_\_





game



practice



team



player

## The Standish Sentinel Campus Athletics

This is an exciting year for **sports**! SU basketball looks especially promising this **season**. The **team** won every **game** so far. That puts them first in the **division**. Come **cheer** them **on** this Saturday against Lombardo College! It should be a great game. And don't miss the pre-game show. It'll feature **mascot** Sam the Sea Lion and the Standish Marching Band. Remember to wear your school colors: white and blue!

Also, the team has a new star **player**! Adam Sully was added to the **roster** as a **walk-on**. He started on the **intramural** team last quarter. This is his first season in the **league**. According to the **coach**, Sully is vital to the team's success. "During **practice**, I knew Sully was good," said Coach Nielsen. "But after his first game, I recognized his real talent." He will likely lead the team to another victory on Saturday!

**Go Sea Lions!**

### Get ready!

- 1 Before you read the passage, talk about these questions.
- How are university athletics typically structured?
  - What are some popular university sports in your country?

### Reading

- 2 Read the article. Then, choose the correct answers.
- What is the main idea of the article?
    - suggestions for new sports at a university
    - the current performance of a particular team
    - tips on getting selected for a college league
    - the benefits of a strong college athletics department
  - Which of the following is NOT true about the basketball team?
    - It is the first in its division.
    - It won its most recent game.
    - Its star player was a walk-on.
    - It recently finished the season.

### Vocabulary

- 3 Match the words or phrases (1-6) with the definitions (A-F).

- |             |                |
|-------------|----------------|
| 1 __ game   | 4 __ walk-on   |
| 2 __ team   | 5 __ athletics |
| 3 __ player | 6 __ cheer on  |

- a person who participates in sports
- a group of official, organized sports
- an event in which two people or groups play against each other
- to make loud sounds in support of someone or something
- a group of people who play together against other groups
- someone who joins a team without being recruited



**4** Read the sentence pairs. Choose which word best fits each blank.

**1 sport / roster**

- A Basketball is an example of a \_\_\_\_\_.
- B The team added several new players to the \_\_\_\_\_ this year.

**2 league / mascot**

- A The team's \_\_\_\_\_ is a brown bear.
- B Twelve teams play in the western \_\_\_\_\_.

**3 coach / season**

- A The \_\_\_\_\_ trained the players to work together.
- B The injured athlete couldn't play for the rest of the \_\_\_\_\_.

**4 practice / division**

- A Teams in the same \_\_\_\_\_ play against each other.
- B Some players do well in \_\_\_\_\_, but not during the game.

**5** Listen and read the article again. Who is the Sea Lions new star player?

## Listening

**6** Listen to a conversation between a radio host and an athlete. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man preferred playing for an intramural team.
- 2 \_\_\_ The university is considering canceling some athletic programs.
- 3 \_\_\_ The woman plans to attend the upcoming game.

**7** Listen again and complete the conversation.

**Host:** Welcome to SU Radio. Today, I'm talking to 1 \_\_\_\_\_ Adam Sully. Welcome, Adam.

**Athlete:** Thanks for having me.

**Host:** Now, Adam. This is your 2 \_\_\_\_\_ in the league, right?

**Athlete:** Yes. I played for the 3 \_\_\_\_\_ last quarter. It was good experience.

**Host:** But now you're playing in much more competitive games.

**Athlete:** That's right. In intramural, we were 4 \_\_\_\_\_.

**Host:** So there's more pressure to succeed now?

**Athlete:** Absolutely. The university makes a lot of money from athletics. They need lots of people to 5 \_\_\_\_\_.

**Host:** Of course. And more people watch if 6 \_\_\_\_\_ are out there.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*This is your ..., right? / Absolutely. / I work really hard to ...*

**Student A:** You are a radio host. Talk to Student B about:

- his or her experience in university athletics
- his or her expectations for the season
- his or her next game

**Student B:** You are an athlete. Talk to Student A about your experience with university athletics.

## Writing

**9** Use the conversation from Task 8 to fill out the summary of a radio interview.

SU Radio — **Interviews** —

Host \_\_\_\_\_ interviews athlete \_\_\_\_\_ on SU Radio.

Interview Topic: \_\_\_\_\_

Summary: \_\_\_\_\_

Related Events: \_\_\_\_\_





## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common extracurricular activities for university students?
- 2 What are the benefits of participating in extracurricular activities?

## Reading

2 Read the résumé. Then, mark the following statements as true (T) or false (F).

- 1  The student is applying to be the president of a club.
- 2  The student started her own nonacademic club.
- 3  During the previous year, the student government addressed environmental issues.

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- 1  club
- 2  sorority
- 3  academic
- 4  extracurricular
- 5  special interest
- 6  student government

- A a particular subject or cause that someone pursues
- B a group of people with a common interest
- C related to educational subjects or studies
- D occurring outside of or in addition to school activities
- E a society of female students
- F a group of students who make decisions affecting the student body

## Résumé

**Samantha Bell**

10 University Ave, #122

### GOAL

I am interested in becoming an RA next semester.

### QUALIFICATIONS

I would make a great leader for freshmen in the dorms. I am involved in many **extracurricular** activities. Some people think college is all about classroom education. But I disagree. Students should **supplement** their education with other activities. Personally, I belong to several **clubs**.

### EXPERIENCE

**Academic** clubs: I am the president of the Language Arts Society. I also attend the Literature Club and the Anthropology Club.

**Nonacademic** clubs: I started a gardening group called the Campus Planters. It now has more than twenty members. I am also a member of the Delta **sorority**. Our **special interest** is environmental awareness. We work with the Lambda **fraternity** on nature preservation projects. Last year, I was elected to **student government**. I learned a lot about **leadership** during my time there.

Other: Once a month, I **volunteer** for the Music Society. I operate the lights for their monthly benefit **concerts**.



**4** Fill in the blanks with the correct words or phrases: *nonacademic, leadership, concert, supplement, volunteer, fraternity.*

- 1 \_\_\_\_\_ is an important skill for the president of a club.
- 2 The organization can't pay any workers, so they encourage people to \_\_\_\_\_.
- 3 Students are encouraged to \_\_\_\_\_ their schoolwork with other activities.
- 4 The university's \_\_\_\_\_ groups include the Hiking Club and the Comedy Society.
- 5 All the members of the \_\_\_\_\_ live in the same house.
- 6 The College Marching Band held a \_\_\_\_\_ on the quad.

**5** Listen and read the résumé again. What are some examples of academic clubs?

## Listening

**6** Listen to a conversation between a housing supervisor and a student. Choose the correct answers.

- 1 What is the conversation mostly about?
  - A the woman's interest in forming a club
  - B the man's participation in extracurricular activities
  - C an upcoming student government election
  - D the benefits of joining a fraternity or sorority
- 2 What organization is the man the president of?
  - A student government
  - B a nonacademic club
  - C an academic club
  - D a fraternity

**7** Listen again and complete the conversation.

**Student:** Well, I participated in 1 \_\_\_\_\_ last semester.

**Supervisor:** That's great. You learn good leadership skills there.

**Student:** Yes. And that's not all. I also learned a lot about 2 \_\_\_\_\_.

**Supervisor:** That's very important in the residence halls. Are you involved in 3 \_\_\_\_\_?

**Student:** Sure. I participate in a few 4 \_\_\_\_\_.

**Supervisor:** Oh, really? Which ones specifically?

**Student:** I'm 5 \_\_\_\_\_ the Public Art Society. We display artwork around the community.

**Supervisor:** That's a good nonacademic activity. How about academic organizations?

**Student:** Oh, yeah. 6 \_\_\_\_\_ the English Club.

**Supervisor:** Well, you have a lot of experience working in groups. That's really important in this position.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*You learn ...*

*That's important in ...*

*Which ... specifically?*

**Student A:** You are a housing supervisor. Talk to Student B about:

- his or her application for an RA position
- his or her history of extracurricular activities
- skills that an RA should have

**Student B:** You are a student. Talk to Student A about your history of extracurricular activities.

## Writing

**9** Use the conversation from Task 8 to fill out the applicant notes.

 Housing

### Job Applicant Notes

Position: RA

Applicant: \_\_\_\_\_

What extracurricular activities does the applicant participate in?

\_\_\_\_\_

How would these experiences help the student as an RA?

\_\_\_\_\_



# 15 Living Off Campus



rent

landlord

tenant

rental agreement

## Get ready!

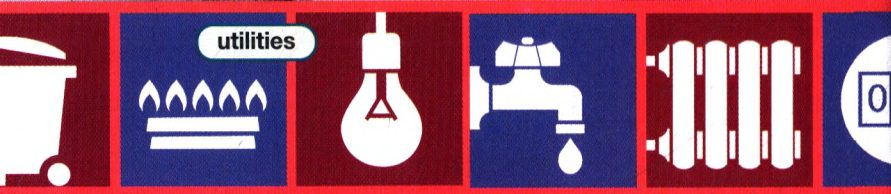
1 Before you read the passage, talk about these questions.

- 1 What information is included in a rental agreement?
- 2 How do landlords typically select tenants?

## Reading

2 Read the webpage. Then, complete the table.

Situation	Recommendation
1 _____ _____	Find cheaper housing.
2 _____ _____	Tenant cannot pass a credit check.
Tenant must sign a rental agreement.	3 _____ _____



utilities

ULM Housing Office > Off-Campus Resources

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## Living Off Campus: What You Need to Know

Many college students are new to living away from their parents. Living in the dorms is a good transitional step. But eventually, most students want to live on their own. Here are some basic tips:

- Make sure you have enough money. Ask yourself, "Can I afford this **rent**? Can I afford it *every month*?" If the answer is no, look for something cheaper. And don't forget, you will also need money for a **security deposit**.
- Remember that **landlords** and **property managers** want reliable **tenants**. So what happens if you can't pass a **credit check**? Many students use their parents as **co-signers**. If you lived in a rental before, list your previous landlord as a **reference**.
- Read your **rental agreement**! This is very important. How long will you **lease** the property for? Do you have to pay for **utilities**? Make sure all the terms are correct before you **sign** it.

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- 1 \_\_ sign    4 \_\_ utilities  
2 \_\_ lease    5 \_\_ landlord  
3 \_\_ tenant    6 \_\_ security deposit

- A** someone who owns property that someone else occupies  
**B** to write one's name on something to indicate agreement with it  
**C** an amount of money paid at the beginning of a rental period  
**D** services that provide basic needs to a building  
**E** to form an agreement between property owner and user  
**F** someone who pays a property owner to use or live in the property



**4 Read the sentence pairs. Choose which word or phrase best fits each blank.**

**1 co-signer / reference**

- A** A \_\_\_\_\_ takes financial responsibility for a tenant.  
**B** For details about the student's lifestyle, the landlord called his \_\_\_\_\_.

**2 rent / credit check**

- A** The student failed the \_\_\_\_\_, so she couldn't move in.  
**B** The new house has higher \_\_\_\_\_ than the old one.

**3 property manager / rental agreement**

- A** The landlord pays a \_\_\_\_\_ to handle tenant issues.  
**B** According to page two of the \_\_\_\_\_, the lease term is one year.

**5 Listen and read the webpage again. Who can students use as co-signers?**

## Listening

**6 Listen to a conversation between a landlord and a prospective tenant. Mark the following statements as true (T) or false (F).**

- 1 \_\_\_ The woman previously lived on a university campus.  
 2 \_\_\_ The woman plans to use a co-signer.  
 3 \_\_\_ The woman will pay for water and electricity.

**7 Listen again and complete the conversation.**

- Landlord:** So, Ms. Temple. You liked the apartment?  
**Tenant:** Yes. I'd **1** \_\_\_\_\_ from you.  
**Landlord:** Great! Now, where did you live before?  
**Tenant:** I'm moving out of the dorms. This is **2** \_\_\_\_\_ living off campus.  
**Landlord:** I see. So you probably don't have much credit history.  
**Tenant:** Right. I doubt I'll **3** \_\_\_\_\_. Can I use my father as a co-signer?  
**Landlord:** Certainly. Do you **4** \_\_\_\_\_ from the university?  
**Tenant:** Not exactly. But you can call the housing office. They'll at least verify that I lived there in good standing.  
**Landlord:** That should be fine. If everything looks good, you can sign the **5** \_\_\_\_\_ on Monday.  
**Tenant:** Okay. Oh, I have a question. Do I have to pay for utilities?  
**Landlord:** I'll pay for **6** \_\_\_\_\_. But you'll have to pay for Internet service, if you want it.

## Speaking

**8 With a partner, act out the roles below based on Task 7. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

- Where did you ...?*  
*That should be fine.*  
*Would you ...?*

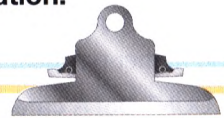
**Student A:** You are a landlord. Talk to Student B about:

- his or her interest in your property
- the application process
- the terms of the rental agreement

**Student B:** You are a prospective tenant. Talk to Student A about your interest in his or her property.

## Writing

**9 Use the conversation from Task 8 to fill out the rental application.**



### Bluetail Property Managers

Property: 109 East Ave, Apt. 12

Applicant: \_\_\_\_\_

Where did you live before?  
 \_\_\_\_\_

Who can we contact for references?  
 \_\_\_\_\_

We will run a credit check. What should we know about your credit history?  
 \_\_\_\_\_  
 \_\_\_\_\_



# Glossary

- academic** [ADJ-U14] If something is **academic**, it is related to educational subjects or studies.
- academic dishonesty** [N-UNCOUNT-U6] **Academic dishonesty** is the act of violating the academic ethics of a school, and includes cheating, plagiarizing, and other offenses.
- academic standing** [N-UNCOUNT-U6] **Academic standing** is a student's overall performance at a school.
- adapt** [V-I-U4] To **adapt** is to adjust one's own personal behavior to suit the needs of a particular situation or environment.
- aerobic** [ADJ-U12] If something is **aerobic**, it increases the heart rate and forces the body to work hard.
- allergic** [ADJ-U5] If someone is **allergic** to something, he or she becomes ill when exposed to it.
- amenity** [N-COUNT-U3] An **amenity** is something that is used in everyday life and is intended to make an activity easier or more convenient.
- apartment** [N-COUNT-U3] An **apartment** is one housing unit within a larger building or complex, and typically includes full amenities like its own kitchen and bathroom.
- athletics** [N-UNCOUNT-U13] **Athletics** is a group of official, organized sports or physical activities.
- auditorium** [N-COUNT-U1] An **auditorium** is a large building with seats and a stage, where performances and other events occur.
- awkward** [ADJ-U2] If something is **awkward**, it causes people to feel emotionally uncomfortable.
- bicycle** [N-COUNT-U8] A **bicycle**, or bike, is a two-wheeled vehicle that is powered by the act of the rider pushing on pedals with his or her feet.
- bike lane** [N-COUNT-U8] A **bike lane** is a special area of a roadway that is designated for use by people on bicycles.
- boundary** [N-COUNT-U4] A **boundary** is a limit or restriction.
- buffet** [N-COUNT-U5] A **buffet** is a dining arrangement in which diners serve themselves from a selection of food along a counter.
- bulletin board** [N-COUNT-U2] A **bulletin board** is a space, usually on a wall, where people can temporarily post information about events and services.
- bus** [N-COUNT-U8] A **bus** is a large motor vehicle that carries a large number of people and usually follows a set route and schedule.
- bus pass** [N-COUNT-U8] A **bus pass** is a card or document allowing someone to ride a particular bus line without making further payments.
- café** [N-COUNT-U5] A **café** is a type of eatery that is typically small and serves light meals and beverages.
- cafeteria** [N-COUNT-U5] A **cafeteria** is an informal type of eatery that requires diners to receive food at a counter and carry it to a table.
- calorie** [N-COUNT-U10] A **calorie** is a unit that measures heat energy produced by food in the body.
- cardiovascular** [ADJ-U12] If something is **cardiovascular**, it is related to the functions of the heart.
- carpool** [V-I-U8] To **carpool** is to travel together by car to the same destination, rather than take separate vehicles.
- cheer on** [V PHRASE-U13] To **cheer someone on** is to clap, yell, or make other loud sounds in support of a person or a team.
- climbing wall** [N-COUNT-U12] A **climbing wall** is a vertical surface with various handles and ledges that people can climb for exercise.
- clinic** [N-COUNT-U11] A **clinic** is an office where people receive medical care.
- club** [N-COUNT-U14] A **club** is a group of people with a common interest or goal who gather to pursue that interest.
- coach** [N-COUNT-U13] A **coach** is someone who trains and guides the players of a sports team.
- common area** [N-COUNT-U4] A **common area** is a place in a living space that is open to everyone.
- community** [N-COUNT-U2] A **community** is a group of people who live or spend time in the same place.



**commute** [V-I-U8] To **commute** is to travel a particular distance regularly, such as to work or school each day.

**compatible** [ADJ-U4] If two things are **compatible**, they fit together and do not conflict with each other.

**compromise** [V-I-U4] To **compromise** is to agree on a solution to a conflict that partially benefits both parties.

**concert** [N-COUNT-U14] A **concert** is an event where people perform musical acts.

**conduct** [N-UNCOUNT-U6] **Conduct** is the way that someone generally behaves and interacts with other people.

**confident** [ADJ-U2] If someone is **confident**, he or she feels comfortable and sure that his or her actions will be successful.

**conflict** [N-COUNT-U4] A **conflict** is a situation in which two people disagree about something.

**congregate** [V-I-U1] To **congregate** is to gather together in a group.

**co-signer** [N-COUNT-U15] A **co-signer** is someone who is willing to take financial responsibility for another person, and may be required to secure housing for someone who is unemployed or otherwise unable to pay rent independently.

**counseling** [N-UNCOUNT-U11] **Counseling** is the process of receiving advice or assistance with mental or emotional problems.

**cram** [V-I-U9] To **cram** is to attempt to study a large amount of information very quickly, usually because an exam will happen very soon.

**credit check** [N-COUNT-U15] A **credit check** is an investigation into a person's financial history to determine if he or she has demonstrated responsible use of money.

**cycling** [N-UNCOUNT-U12] **Cycling** is the process of riding a bicycle in order to get exercise.

**damage** [N-UNCOUNT-U6] **Damage** is the process of becoming broken, defaced, or unusable.

**dangerous** [ADJ-U6] If something is **dangerous**, it is likely to cause damage or harm.

**dedicated** [ADJ-U9] If someone is **dedicated**, he or she considers something to be very important and gives it attention or devotion.

**dehydrated** [ADJ-U10] If someone is **dehydrated**, he or she has too little water in his or her body.

**dietary restriction** [N-COUNT-U5] A **dietary restriction** is a habit or condition that prevents someone from eating particular foods.

**dining hall** [N-COUNT-U5] A **dining hall** is a place on campus where students eat.

**disciplinary** [ADJ-U6] If something is **disciplinary**, it is related to the consequences or punishment for violating a rule.

**dismissal** [N-COUNT-U6] A **dismissal** is the process of requiring a student to leave a school permanently, so that he or she may never enroll again.

**division** [N-COUNT-U13] A **division** is a set of teams in a league that are grouped together by region or some other designation.

**doctor** [N-COUNT-U11] A **doctor** is a medical professional who has advanced training in treating illness or injury.

**dorm room** [N-COUNT-U3] A **dorm room** is a particular student's living area within a residence hall, and typically requires the student to share particular amenities, including a kitchen and bathroom, with multiple other students.

**downtime** [N-UNCOUNT-U9] **Downtime** is a period of time in which someone does not have any responsibilities, and can relax or engage in recreational activities.

**drop off** [V PHRASE-U8] To **drop** someone **off** is to take someone to a place without staying there with him or her.

**emergency services** [N-COUNT-U7] **Emergency services** are agencies that offer quick assistance for medical problems and dangerous situations.

**energy** [N-UNCOUNT-U10] **Energy** is a feeling of strength and alertness that allows someone to be active.

**escort** [V-T-U7] To **escort** someone is to accompany him or her for protection while going somewhere.

**exercise** [N-COUNT-U12] **Exercise** is the act of moving the body to increase its strength and other physical qualities.



# Glossary

- extracurricular** [ADJ-U14] If something is **extracurricular**, it occurs outside of or in addition to required school activities.
- family housing** [N-UNCOUNT-U3] **Family housing** is on-campus housing that is intended for students who are married or live with family members.
- fat** [N-COUNT-U10] **Fat** is an oily substance in food that provides calories for the body.
- field** [N-COUNT-U1] A **field** is a large, flat area of grass where sports and other events occur.
- fitness** [N-UNCOUNT-U12] **Fitness** is the quality of having good physical health.
- flexible** [ADJ-U12] If someone is **flexible**, he or she can easily move or stretch parts of his or her body.
- flexible** [ADJ-U9] If something is **flexible**, it can be changed or adjusted easily.
- food court** [N-COUNT-U5] A **food court** is a type of eatery that features food from multiple vendors, and is arranged in a cafeteria style.
- fountain** [N-COUNT-U1] A **fountain** is a structure that features running water.
- fraternity** [N-COUNT-U14] A **fraternity** is a society or organization of male students who may live together or share common goals and interests.
- friendly** [ADJ-U2] If someone is **friendly**, he or she is kind and welcoming.
- furnished** [ADJ-U3] If something is **furnished**, it already has a basic set of furniture, often including a bed, a desk, and a dresser.
- game** [N-COUNT-U13] A **game** is an event in which two sports teams play against each other.
- green** [N-COUNT-U1] A **green** is an area of grass.
- gym** [N-COUNT-U1] A **gym** is a building where athletic activities occur.
- hang out** [V-I-U1] To **hang out** is to be in a place in a casual way, often without engaging in any particular activity.
- housing** [N-UNCOUNT-U3] **Housing** is a building where people live, such as a house or apartment.
- immunization** [N-COUNT-U11] An **immunization** is the process of receiving a medicine that prevents someone from becoming ill.
- in common** [ADV PHRASE-U2] If two people have something **in common**, they both enjoy or share it.
- inappropriate** [ADJ-U6] If something is **inappropriate**, it is not correct for a particular situation.
- intersession** [ADJ-U3] If something is **intersession**, it occurs during the time between terms.
- intramural** [ADJ-U13] If a sport is **intramural**, it occurs within a particular institution and does not involve competition within a larger league.
- intruder** [N-COUNT-U7] An **intruder** is someone who enters a home or private building without the permission of the owner or occupant.
- jogging** [N-UNCOUNT-U12] **Jogging** is the process of running in a controlled way in order to get exercise.
- junk food** [N-UNCOUNT-U10] **Junk food** is food that people enjoy the taste of, but contains high levels of unhealthy ingredients and has little or no nutritional value.
- lab test** [N-COUNT-U11] A **lab test** is the process of examining an image or fluid sample from a patient to help determine illness.
- landlord** [N-COUNT-U15] A **landlord** is someone who owns a property and leases it to tenants.
- laundry** [N-COUNT-U3] A **laundry** is a place where clothes are washed.
- leadership** [N-UNCOUNT-U14] **Leadership** is the process of making decisions and guiding other people.
- league** [N-COUNT-U13] A **league** is a set of sports teams that play against each other.
- lease** [V-T-U15] To **lease** a property is to form an agreement between the owner of a property and a tenant who will live there.
- lifestyle** [N-COUNT-U4] A **lifestyle** is a set of habits and practices that someone uses in his or her daily life.



**lounge** [N-COUNT-U2] A **lounge** is a communal room that usually has comfortable furniture and is designed for relaxing or socializing.

**maintain** [V-T-U10] To **maintain** something is to keep it active or effective.

**maintenance** [N-UNCOUNT-U3] **Maintenance** is the process of keeping something clean and in good, functional condition, or the department that is responsible for this task.

**make friends** [V PHRASE-U2] To **make friends** is to develop acquaintances and relationships with people.

**mascot** [N-COUNT-U13] A **mascot** is a character or persona that is used to represent a particular sports team.

**meal plan** [N-COUNT-U5] A **meal plan** is an arrangement in which a student purchases a set number of meal points at the beginning of a term, and redeems the points for food throughout the term.

**medical** [ADJ-U11] If something is **medical**, it is related to the prevention and treatment of illness and injury.

**menu** [N-COUNT-U5] A **menu** is a list of food that is available in a particular eatery.

**mini-mart** [N-COUNT-U5] A **mini-mart** is a small store that mostly sells packaged food items, and may sell household supplies as well.

**multi-purpose** [ADJ-U1] If something is **multi-purpose**, it has many different possible uses.

**neighbor** [N-COUNT-U4] A **neighbor** is someone who lives in a room or housing unit that is near another person's unit.

**nonacademic** [ADJ-U14] If something is **nonacademic**, it is not related to educational subjects or studies.

**nurse** [N-COUNT-U11] A **nurse** is a medical professional who may assist doctors or monitor patients while in a medical facility.

**nurse practitioner** [N-COUNT-U11] A **nurse practitioner** is a nurse who has additional training, and can perform some of the same duties as a doctor.

**nutrition** [N-UNCOUNT-U10] **Nutrition** is the process of eating foods that contribute to the body's overall health.

**officer** [N-COUNT-U7] An **officer** is someone who works for a police department or security agency.

**outpatient** [ADJ-U11] If medical care is **outpatient**, it does not require or allow the patient to remain in the medical facility overnight.

**outside one's comfort zone** [ADV PHRASE-U2] If something is done **outside one's comfort zone**, it is done in a way that someone is not familiar with and may feel uneasy about.

**overwhelmed** [ADJ-U9] If someone is **overwhelmed**, he or she feels unable to manage their levels of responsibility.

**parking pass** [N-COUNT-U8] A **parking pass** is a card or document indicating that someone is allowed to park his or her vehicle in a particular location.

**parking structure** [N-COUNT-U1] A **parking structure** is a large building where cars are parked on multiple floors or levels.

**pedestrian** [ADJ-U8] If someone is **pedestrian**, he or she is traveling without a vehicle by walking or running.

**peer** [N-COUNT-U2] A **peer** is someone who is about the same age or otherwise, who has a similar lifestyle to someone else.

**personal trainer** [N-COUNT-U12] A **personal trainer** is a professional who helps someone improve his or her fitness.

**pharmacy** [N-COUNT-U11] A **pharmacy** is a medical facility that provides medicines, usually at the request of a doctor.

**player** [N-COUNT-U13] A **player** is someone who participates in an athletic game.

**police** [N-UNCOUNT-U7] The **police** are a government agency that is responsible for stopping crime and keeping a community safe.

**practice** [N-UNCOUNT-U13] **Practice** is playing a sport outside of games in order to become more skilled at it.

**prescription** [N-COUNT-U11] A **prescription** is an order for a particular medication that a doctor authorizes for a patient.

**primary care** [N-UNCOUNT-U11] **Primary care** is general medical attention that typically involves routine examinations to ensure long-term health.

**prioritize** [V-T-U9] To **prioritize** something is to determine which elements are most important and focus on those first.



# Glossary

- privacy** [N-UNCOUNT-U4] **Privacy** is the state of having personal space away from other people.
- probation** [N-UNCOUNT-U6] **Probation** is a period of time following a violation in which someone's actions are monitored closely, and any misbehavior or rule violations will result in severe consequences.
- procrastinate** [V-I-U9] To **procrastinate** is to avoid doing something until the deadline is very close.
- produce** [N-UNCOUNT-U10] **Produce** is fresh fruit or vegetables.
- property manager** [N-COUNT-U15] A **property manager** is a person or agency that handles the rental process for landlords.
- quad** [N-COUNT-U1] A **quad** is an outdoor area that usually has buildings on all sides.
- quiet hours** [N-COUNT-U3] **Quiet hours** are a designated period in a residence hall during which residents are expected to avoid making loud noises.
- RA** [ABBREV.-U3] An **RA** (resident assistant or resident advisor) is someone, often a student, who monitors activities in a residence hall, and may be responsible for organizing events, resolving disputes, and other duties.
- radiology** [N-UNCOUNT-U11] **Radiology** is the process of making images of patients' internal features, such as bones.
- rail** [N-UNCOUNT-U8] **Rail** is a type of transportation that travels along tracks, and includes trains and subways.
- rally** [N-COUNT-U1] A **rally** is a public meeting that demonstrates support for something.
- recreation** [N-UNCOUNT-U2] **Recreation** is activity that people do for fun or enjoyment.
- reference** [N-COUNT-U15] A **reference** is someone who can give a personal report of another person's habits or qualities.
- referral** [N-COUNT-U11] A **referral** is a document or recommendation from a doctor indicating that a patient needs to see another doctor with a different specialty.
- regulate** [V-T-U10] To **regulate** something is to ensure that it follows reliable, consistent standards.
- regulation** [N-COUNT-U6] A **regulation** is a rule, restriction, or guideline.
- relax** [V-I-U9] To **relax** is to rest or engage in calming, enjoyable activities.
- rent** [N-COUNT-U15] **Rent** is an amount of money paid to live in a place for a month or some other interval.
- rental agreement** [N-COUNT-U15] A **rental agreement** is a document stating the rules and expectations for leasing a particular property.
- report** [V-T-U7] To **report** something is to tell someone about it in an official context.
- residence hall** [N-COUNT-U3] A **residence hall** is a large building on campus where many students live.
- resolution** [N-COUNT-U4] A **resolution** is a situation in which two people find a way to end their disagreement.
- respectful** [ADJ-U4] If someone is **respectful**, he or she is kind and considerate towards other people.
- responsibility** [N-COUNT-U9] A **responsibility** is something that someone must do, or has agreed to do.
- roommate** [N-COUNT-U4] A **roommate** is someone who lives in the same room or housing unit as another person, but is generally not a family member.
- roster** [N-COUNT-U13] A **roster** is a list of the members of a sports team.
- routine** [N-COUNT-U10] A **routine** is a process that someone follows on a regular basis, such as every day.
- season** [N-COUNT-U13] A **season** is a period out of a year during which a particular sport is played.
- security** [N-UNCOUNT-U7] **Security** is a department that monitors activities in a particular area to keep people and property safe.
- security deposit** [N-COUNT-U15] A **security deposit** is an amount of money that a tenant pays at the beginning of a rental period, and may receive back upon moving out if particular conditions are met.
- self defense** [N-UNCOUNT-U7] **Self defense** is the process of protecting oneself from being attacked or harmed by other people.
- share** [V-T-U4] To **share** something is to use an item or area along with other people, rather than have separate items or areas.



**shuttle** [N-COUNT-U8] A **shuttle** is a motor vehicle that is similar to a bus, but typically covers a more limited area or specific group of people, and may have different systems of scheduling.

**sign** [V-T-U15] To **sign** a document is to write one's name on it in order to indicate agreement with its contents.

**snack** [N-COUNT-U10] A **snack** is a small meal that is usually eaten between main meals.

**social** [ADJ-U2] If something is **social**, it is related to personal interactions with other people.

**sodium** [N-UNCOUNT-U10] **Sodium** is an element that is found in salt and other substances, and is often used to enhance the taste of food.

**sorority** [N-COUNT-U14] A **sorority** is a society or organization of female students who may live together or share common goals and interests.

**special interest** [N-COUNT-U14] A **special interest** is a very particular subject or cause that someone pursues.

**sport** [N-COUNT-U13] A **sport** is a competitive, physical activity with a strict set of rules in which individuals or teams play against each other.

**stadium** [N-COUNT-U1] A **stadium** is a large building or structure with seats around the edges, where sports and other events occur.

**stress** [N-UNCOUNT-U9] **Stress** is a feeling of worry or anxiety that often accompanies high levels of responsibility.

**student government** [N-UNCOUNT-U14] **Student government** is a group of students who are appointed or elected to make decisions about school practices that affect the student body.

**student rate** [N-COUNT-U8] A **student rate** is an amount of money that a student must pay for something, which is typically lower than what other people must pay.

**study group** [N-COUNT-U2] A **study group** is a group of students taking the same or similar courses who gather together to help each other study.

**sugar** [N-UNCOUNT-U10] **Sugar** is a natural, sweet substance that occurs in many foods and provides calories for the body.

**supplement** [V-T-U14] To **supplement** something is to add to it in order to improve it or make it complete.

**suspension** [N-COUNT-U6] A **suspension** is the process of prohibiting a student from attending or enrolling in a school temporarily, for a set amount of time.

**suspicious** [ADJ-U7] If something is **suspicious**, it has qualities indicating that it might be dangerous or harmful.

**swimming** [N-UNCOUNT-U12] **Swimming** is the process of moving through water in order to get exercise.

**target** [N-COUNT-U7] A **target** is someone or something that a criminal intends to harm or damage.

**team** [N-COUNT-U13] A **team** is a group of players who play together against other groups at a particular sport.

**tenant** [N-COUNT-U15] A **tenant** is a person who pays rent to live in housing that is owned by someone else.

**time management** [N-UNCOUNT-U9] **Time management** is the process of organizing different activities so that they all fit into a particular schedule or timeframe.

**to-do list** [N-COUNT-U9] A **to-do list** is an outline of actions that need to be completed.

**transit** [N-UNCOUNT-U8] **Transit** is the process of moving from one location to another, typically requiring the use of a vehicle.

**unattended** [ADJ-U7] If something is **unattended**, it is left in a public place without anyone watching or guarding it.

**utilities** [N-COUNT-U15] **Utilities** are services that provide basic needs to a home or other building, including electricity, gas, running water, and other features.

**vegetarian** [ADJ-U5] If someone is **vegetarian**, he or she does not eat meat.

**vending machine** [N-COUNT-U5] A **vending machine** is a device that allows users to purchase packaged food by inserting money and pressing a button for a particular selection.

**violation** [N-COUNT-U6] A **violation** is an act that does not follow rules or regulations.



# Glossary

**vitamin** [N-COUNT-U10] A **vitamin** is a substance in food that promotes health in a particular part or function of the body.

**volunteer** [V-I-U14] To **volunteer** is to work without being paid in order to help people or support a cause or goal.

**walk-on** [N-COUNT-U13] A **walk-on** is a player who is added to a team without being recruited in advance or awarded a scholarship to participate.

**weight lifting** [N-UNCOUNT-U12] **Weight lifting** is the process of moving heavy objects in a controlled way in order to increase the body's strength.

**whole grain** [N-COUNT-U10] A **whole grain** is a type of food grain that still contains the outer layer where nutrients are stored.

**Wi-Fi** [N-UNCOUNT-U3] **Wi-Fi** is an Internet signal that allows a user to connect to a network without cords or cables.

**witness** [V-T-U7] To **witness** an event is to see it personally while it happens.

**work out** [V-I-U12] To **work out** is to exercise for the purpose of improving physical fitness.

**workload** [N-COUNT-U9] A **workload** is an amount of responsibility that a person has, and may include school, a job, or both.

**yoga** [N-UNCOUNT-U12] **Yoga** is the process of stretching the body in particular ways in order to get exercise.



**CAREER  
PATHS**

# UNIVERSITY Studies

Book  
**3**

Virginia Evans  
Jenny Dooley  
J.J. Cassidy



**Express Publishing**



## Scope and Sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Working On Campus	Brochure	commercial, contract, educational affiliation, F-1, full-time, grace period, in excess, part-time, pending, social security number, work-study, work visa	Talking about rules
2	The Bookstore	Webpage	accessories, apparel, bookstore, buyback, copy center, discount, mailing center, packet, PO box, school supplies, special order, textbook	Expressing surprise
3	The Library	Directory	academic journal, check out, circulation desk, database, interlibrary loan, library, library catalog, media, microfilm, periodical, rare, reserves, reference, special collection	Recommending
4	Academic Resources	Email	academic planning, career advising, citation, development, exam preparation, one-on-one, plagiarism, standardized test, support, tutoring, workshop, writing clinic	Asking about preference
5	Campus Publications	Job Listings	advertising, broadcast, editor, journalism, local, newsletter, newspaper, opinion, photographer, radio station, relevant, stream, student-run	Asking about feelings
6	Technology	Poster	access, account, computer lab, facility, information security, interdisciplinary, IT, login, network, password, print, tech support, workstation	Offering assistance
7	Online Learning 1	Email	announcement, blog, calendar, chat, collaborative, download, forum, instant message, integrate, software, thread, VLE	Expressing an opinion
8	Online Learning 2	Advertisement	asynchronous learning, blended, distance learning, e-learning, interactive, off-site, online course, synchronous learning, VoIP, web-based, web conferencing, webinar	Asking for an explanation
9	Studying Abroad	Brochure	direct exchange, duration, exchange student, field-based program, foreign, host country, hybrid program, integrated program, island program, long-term, multicultural, short-term, sponsor	Showing understanding
10	International Students	Checklist	affidavit of support, EFL, embassy, foreign student advisor, form I-20, grant, intensive, proficiency, passport, student visa, TOEFL, valid	Discussing plans
11	Continuing Education	Bulletin	adult education, continuing education, enrichment, evolve, experiential, initiative, non-degree, post-secondary, professional development, self-directed, vocation, workforce	Expressing wants/desires
12	Graduate Studies	Emails	graduate studies, postgraduate, post-doctoral, portable fellowship, institutional fellowship, research assistant, thesis, dissertation, original, peer-reviewed, defend, thesis committee, en route	Offering reassurance
13	Administration and Faculty	Webpage	adjunct professor, administrator, associate professor, chair, chancellor, dean, deputy, distinguished professor, full professor, lecturer, president, provost, TA, tenure	Describing experience
14	Alumni	Newsletter	alma mater, alumni association, alumnus, chapter, donation, dues, events coordinator, network, perk, privilege, reconnect, social networking	Inquiring about/ Expressing interest
15	Graduation	Guide	academic dress, address, cap and gown, commencement, convocation, cum laude, decorum, diploma, graduate, honorary graduate, hood, magna cum laude, summa cum laude	Expressing confusion



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## Application for a student visa with permission to work

F-1

grace period

social security number

work visa

### Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What are the requirements for international students working on campus in your country?
  - 2 What types of jobs are available to international students?

### Reading

- 2 Read the brochure. Then, mark the following statements as true (T) or false (F).

- 1  Full-time employment is prohibited during the school term.
- 2  International students are not permitted to work for commercial businesses.
- 3  Enrollment in a graduate program may extend employment.

### Vocabulary

- 3 Match the words or phrases (1-6) with the definitions (A-F).

- 1  contract
- 2  pending
- 3  in excess
- 4  work-study
- 5  grace period
- 6  social security number

- A related to a program permitting students to work while in school
- B occurring to a greater degree than something else
- C a unique identification number
- D length of time wherein there is no penalty for not completing something
- E an official, legal agreement between two or more parties
- F occurring once particular conditions are met

**Q:** How do I become eligible to work in the United States?

**A:** Obtain an **F-1** and a **work visa**. You will receive a **social security number** upon approval.

**Q:** What are the restrictions on my working hours?

**A:** F-1 students may only work **part-time** while school is in session. **Full-time** employment is permitted during school breaks. Working in **excess** of the allotted hours is not allowed. If you're unsure about the requirements, check with your advisor. He or she will help you review your contract.

**Q:** What types of campus jobs are available to me?

**A:** International students may work for on-campus employers or **work-study** programs. This includes **commercial** businesses, such as the bookstore.

**Q:** Does the location of my job matter?

**A:** Yes and no. The job can be on campus or off campus. However, off-campus jobs must be at organizations with **educational affiliation**. For example, the university might have **contracts** with outside groups like research labs.

**Q:** How long can I keep my job?

**A:** You may begin working a month before classes start. Employment is terminated upon completion of your program. You may not work during the **grace period** after your program ends. This time is intended to prepare to leave the country. You may continue working if you enroll in another program. But remember, a **pending** application doesn't ensure eligibility. You must wait until you are accepted.



- 4 Place the words or phrases from the word bank under the correct headings.

**Word BANK**

commercial full-time educational affiliation  
part-time work visa F-1

Documents	Types of Employers	Work Schedules

- 5 Listen and read the brochure again. How does one become eligible to work in the United States?

**Listening**

- 6 Listen to a conversation between an international student and an advisor. Choose the correct answers.

- 1 Which of the following does the student have already?  
 A an F-1 visa                      C a social security number  
 B a work visa                        D a résumé
- 2 What will the woman likely do next?  
 A search for available jobs    C submit a job application  
 B attend a job interview        D wait for details from her advisor

- 7 Listen again and complete the conversation.

**Student:** 1 \_\_\_\_\_ as my F-1 visa?

**Advisor:** No. An F-1 is for university enrollment. The work visa specifically permits you to work in this country. 2 \_\_\_\_\_, and a social security number.

**Student:** Is that all?

**Advisor:** There are specific guidelines you 3 \_\_\_\_\_.

**Student:** What sort of guidelines?

**Advisor:** There are restrictions on where you can work and for how long. 4 \_\_\_\_\_ any jobs in mind?

**Student:** The campus bookstore is hiring. The position will be available next month.

**Advisor:** Is it part-time or full-time?

**Student:** 5 \_\_\_\_\_. The job posting mentioned twenty to thirty hours a week.

**Advisor:** Hmm .... The job itself is okay, 6 \_\_\_\_\_ might be a problem. You can only work part-time during the school year.

**Speaking**

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What sort of guidelines ...?*

*There are restrictions ...*

*You can only ...*

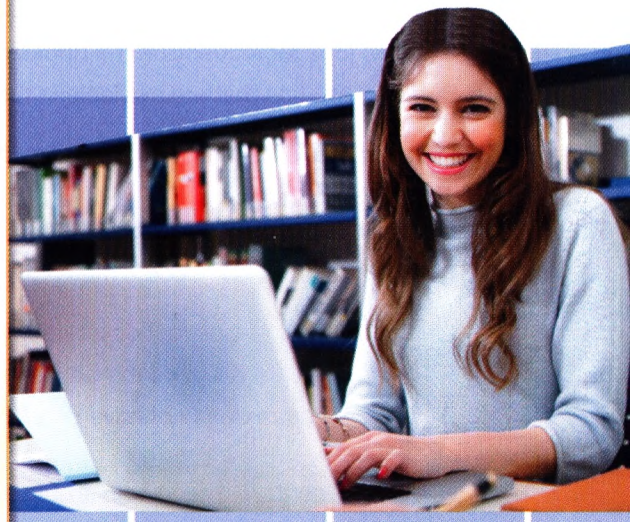
**Student A:** You are an international student. Talk to Student B about:

- a job opportunity
- the location of the job
- your employment restrictions

**Student B:** You are an advisor. Talk to Student A about a job availability.

**Writing**

- 9 Use the brochure and the conversation from Task 8 to write an email from an advisor to an international student. Include: his or her employment eligibility, employment options, and likely consequences of changing status.







Standish University  
Campus Bookstore

Information  
& Services

discount

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What academic services are available at a campus bookstore?
- 2 What additional services are often available through university bookstores?

## General Information



The **bookstore** is located in the middle of campus near the gym. We're open Monday to Friday, from 8 a.m. to 5 p.m., for all services. We're also open Saturday from 10 a.m. to 3 p.m. for purchases only. We're closed on Sundays and all major holidays. Exceptions apply during the first and last week of each semester. During that time, the bookstore has special hours to accommodate student needs.

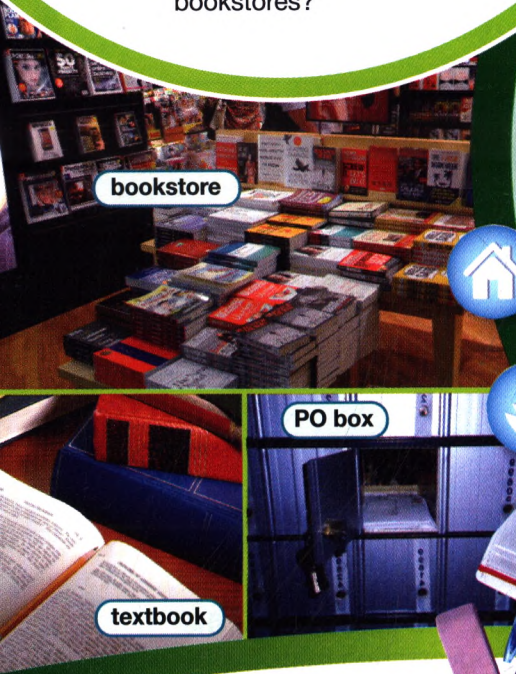
## Services

Many services are available in the bookstore. The back section of the store contains all course materials, including **textbooks** and **packets**. Students can locate and purchase their course materials there. Required titles that are not in stock are available through **special order**. We'll notify students toward the end of the semester about **buyback**.

The front section, near the cash registers, is where you'll find general **school supplies**.

The main section of the store consists of official school **apparel** and **accessories**. Use your student ID to receive a **discount** on all purchases.

At the beginning of the school year, each student receives a **PO box**. It's located upstairs in our full-service **mailing center**. Students may send and receive mail from this location. Additionally, we have a **copy center** for student use.



bookstore

PO box

textbook

school supplies

apparel



## Reading

2 Read the webpage. Then, choose the correct answers.

- 1 What is the webpage mostly about?
  - A forms of payment permitted in the bookstore
  - B the locations of different bookstore services
  - C open jobs for students in the bookstore
  - D new products that are available in the bookstore
- 2 Which of the following is NOT found in the back of the bookstore?
 

A packets	C school supplies
B textbooks	D course materials
- 3 What is the likely reason for bookstore's special hours?
  - A More students will need the bookstore's services.
  - B The bookstore does not have enough staff during that time.
  - C New students will need help around campus.
  - D The bookstore will be training new employees then.

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |                    |                      |
|--------------------|----------------------|
| 1 __ packet        | 4 __ copy center     |
| 2 __ buyback       | 5 __ mailing center  |
| 3 __ special order | 6 __ school supplies |

- A a collection of documents or materials attached together
- B a bookstore's process of purchasing and requesting the shipment of an item
- C various tools that students use to complete coursework
- D a bookstore's process of purchasing used books from students
- E an office or counter where people can send packages or purchase postage
- F a place where people can make photocopies of documents for a fee



**4** Read the sentence pairs. Choose which word best fits each blank.

**1** textbook / discount

- A The student received a \_\_\_\_\_ when she showed her student ID.  
B Each professor ordered a specific \_\_\_\_\_ for his or her course.

**2** apparel / bookstore

- A All \_\_\_\_\_ sold on campus had the school name on it.  
B Course materials are purchased at the \_\_\_\_\_.

**3** PO boxes / accessories

- A The school assigned \_\_\_\_\_ to all of the students.  
B New students received \_\_\_\_\_ to attach to their book bags.

**5** Listen and read the webpage again. When is a special order necessary?

## Listening

**6** Listen to a conversation between a student and a bookstore clerk. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man needs course materials that are not in the bookstore.  
2 \_\_\_ The man previously mailed packages from the bookstore.  
3 \_\_\_ The woman shows the man how to make photocopies.

**7** Listen again and complete the conversation.

- Student:** 1 \_\_\_\_\_. Do you know where I can find a copy machine?
- Clerk:** We have a full-service copy center upstairs. You can make copies using your student ID.
- Student:** Wow! 2 \_\_\_\_\_. I could do that at the bookstore.
- Clerk:** We also have a mailing center upstairs. When 3 \_\_\_\_\_, you'll pick it up there. It'll be in your PO box.
- Student:** You know, I wondered where the PO boxes were. This is my first week on campus.
- Clerk:** Don't worry, you'll learn 4 \_\_\_\_\_.
- Student:** I'm 5 \_\_\_\_\_. So far, this is all so convenient. Thanks for the help.
- Clerk:** No problem. Okay, I placed the order. 6 \_\_\_\_\_ when the packet arrives.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Wow! I didn't know ...*  
*We also have ...*  
*I'm sure ...*

**Student A:** You are a student. Talk to Student B about:

- services at the campus bookstore
- the layout of the bookstore
- where to find certain products

**Student B:** You are a bookstore clerk. Talk to Student A about services at the campus bookstore.

## Writing

**9** Use the webpage and the conversation from Task 8 to fill out a bookstore's special order form. Include: the course requirement, the reason for order, and special instructions regarding the order.

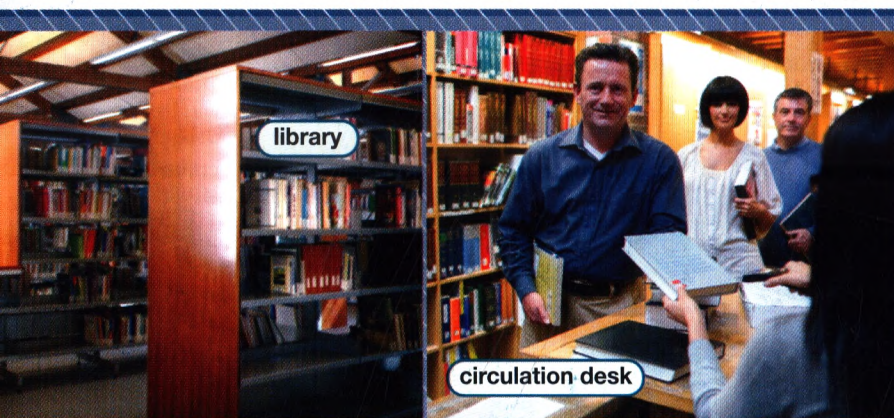




## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What reference materials are available at a university library?
- 2 How are older media resources handled in a library?



## Main Campus Library

## Main Floor

Most of the **library's** books and materials are located here. We use a high-quality electronic **database**. It's cross-referenced with the physical **library catalog**. There's always staff at the main **circulation desk** to help you find materials.

## Main floor services:

**Interlibrary loan** — If we don't have the book you need, we'll borrow it from another library.

**Reserves** — These are located behind the circulation desk in the reserve stacks. They are for authorized use only.

**Checkout** — This is handled at the circulation desk. It's the only location to check out and return books.

## Second Floor

The second floor of the library houses our **special collection**. This floor is made up of **rare** or out-of-print books. **Academic journals** and **periodicals** are on the shelves near the circulation desk. Books and **reference** materials from this section cannot be removed from the library. Instead, we provide desks, study rooms, and conference tables for student use.

## Basement

All **media** and other electronic resources are in the basement. There are three sound-proof viewing rooms for video recordings. You may use these for audio resources as well. For old news clippings or footage, use one of the two **microfilm** stations. Since there are only two stations, please reserve a time on the sign-up sheet.

## Reading

2 Read the directory. Then, complete the table.

Resource	Location
Reserves	1 _____ _____ _____
2 _____ _____ _____	On one of the shelves near the circulation desk on the second floor
Microfilm	3 _____ _____ _____

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- 1 \_\_ reserves
- 2 \_\_ reference
- 3 \_\_ periodical
- 4 \_\_ library catalog
- 5 \_\_ academic journal
- 6 \_\_ circulation desk
- 7 \_\_ special collection
- 8 \_\_ interlibrary loan

- A the process of requesting a book from another library
- B a type of periodical containing information about a specialized subject
- C available only for use within the library
- D a database with information about the books and materials in the library
- E books or materials not in normal circulation
- F a set of materials that is notable for some reason
- G the area or counter where patrons can take care of library business
- H a publication that releases issues at regular intervals



**4** Fill in the blanks with the correct words or phrases: *check out, microfilm, rare, database, media, library.*

- 1 All new students take a tour of the \_\_\_\_\_ before classes start.
- 2 The librarian searched the \_\_\_\_\_ for a specific title.
- 3 In order to \_\_\_\_\_ a book, the student must go to the front desk.
- 4 Video equipment is available for viewing \_\_\_\_\_.
- 5 The library has \_\_\_\_\_ materials that are not available anywhere else.
- 6 The professor looked at \_\_\_\_\_ of very old newspaper articles.

**5** Listen and read the directory again. What is often true of materials in a special collection?

## Listening

**6** Listen to a conversation between a student and a librarian. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man suggests a topic for the woman's project.
- 2 \_\_\_ The woman is new to the library's media room.
- 3 \_\_\_ The man recommends using microfilm for the project.

**7** Listen again and complete the conversation.

**Student:** I'm comparing an old movie 1 \_\_\_\_\_.

**Librarian:** That sounds interesting. First, let's search our database for the movies. What's the title?

**Student:** Hang on, I have it written down. Here you go. So 2 \_\_\_\_\_?

**Librarian:** If they're listed in the library catalog, we have them. Then, you can check them out, or use a media viewing room.

**Student:** I didn't know the library had media resources.

**Librarian:** There are all in the basement. 3 \_\_\_\_\_ down there.

**Student:** 4 \_\_\_\_\_ about it, I'll definitely use it.

**Librarian:** Okay, give me just a moment. Hmm, it looks like we don't have the movies you need.

**Student:** Oh no! Do I have 5 \_\_\_\_\_?

**Librarian:** 6 \_\_\_\_\_ borrowing them from another library through interlibrary loan.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*I'm starting a project ...*

*First, let's search ...*

*I'd recommend ...*

**Student A:** You are a student. Talk to Student B about:

- a project
- using the library catalog
- media resources

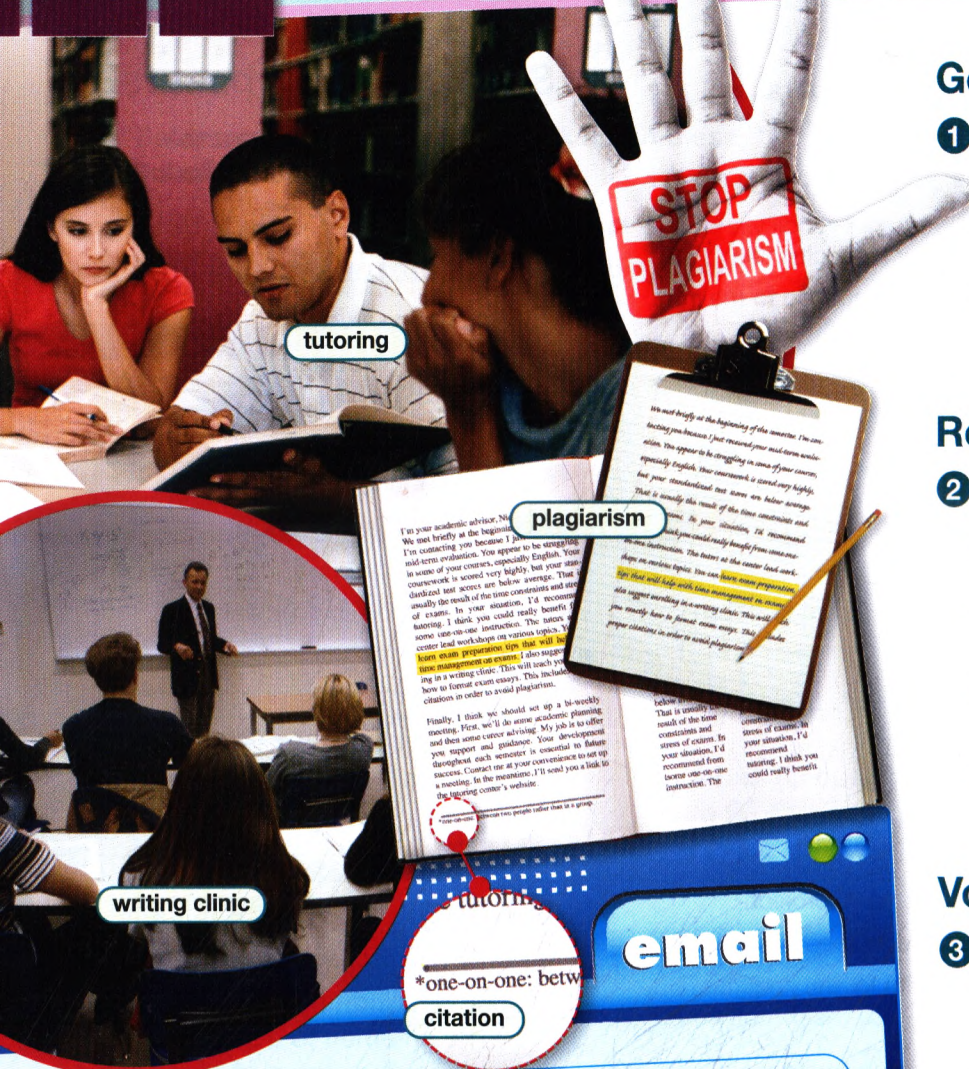
**Student B:** You are a librarian. Talk to Student A about a school project.

## Writing

**9** Use the directory and the conversation from Task 8 to write an email to a student. Include: the status of his or her request, where to find certain materials, and any additional research options.







## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What academic resources do tutoring centers offer?
- 2 How can a student use material written by others?

## Reading

2 Read the email. Then, mark the following statements as true (T) or false (F).

- 1  The student's standardized tests scores are very high.
- 2  The advisor recommends that the student enroll in a writing clinic.
- 3  The advisor scheduled a tutoring session for the student.

## Vocabulary

3 Match the words or phrases (1-7) with the definitions (A-G).

- 1  tutoring
- 2  writing clinic
- 3  one-on-one
- 4  career advising
- 5  standardized test
- 6  academic planning
- 7  exam preparation

- A the process of helping a student with particular studies or coursework
- B the process of helping a student study for a test
- C conducted between two people rather than in a group
- D the process of establishing a student's goals and ways to meet them
- E an exam with consistent material given to many students
- F a program that assists students with their writing skills
- G the process of helping a student determine his or her job interests

Hello Cynthia,

I'm your academic advisor, Nicholas Giles. We met briefly at the beginning of the semester. I'm contacting you because I just received your mid-term evaluation. You appear to be struggling in some of your courses, especially English. Your coursework is scored very highly, but your **standardized test** scores are below average. That is usually the result of the time constraints and stress of exams. In your situation, I'd recommend **tutoring**. I think you could really benefit from some **one-on-one** instruction. The tutors at the center lead **workshops** on various topics. You can learn **exam preparation** tips that will help with time management on exams. I also suggest enrolling in a **writing clinic**. This will teach you exactly how to format exam essays. This includes proper **citations** in order to avoid **plagiarism**.

Finally, I think we should set up a bi-weekly meeting. First, we'll do some **academic planning** and then some **career advising**. My job is to offer you **support** and guidance. Your **development** throughout each semester is essential to future success. Contact me at your convenience to set up a meeting. In the meantime, I'll send you a link to the tutoring center's website.

Mr. Giles



**4** Write a word that is similar in meaning to the underlined part.

- 1 The student chose his words carefully to avoid copying another person's ideas. p \_ \_ g \_ a r \_ \_ m
- 2 The advisor recommended that the student enroll in a group learning session. \_ o \_ \_ s \_ o \_
- 3 After completing her essay, the student ensured that it had accurate references to quotes from other materials. \_ i t \_ \_ \_ n s
- 4 The professor witnessed the student's growth and improvement during the term. \_ e \_ e \_ \_ p \_ e \_ \_
- 5 With assistance and encouragement from her family, the student had a successful year. s \_ \_ \_ o \_ t

**5** Listen and read the email again. How often will the student and advisor meet?

## Listening

**6** Listen to a conversation between a tutor and a student. Choose the correct answers.

- 1 What is the conversation mostly about?  
A the woman's feedback from a recent tutoring session  
B the tutoring services that the man recommends  
C tutoring sessions that conflict with the woman's class schedule  
D how other students benefited from the tutoring center
- 2 What is the woman likely to do next?  
A research exam preparation tips  
B rearrange her class schedule  
C contact her advisor  
D sign up for tutoring sessions

**7** Listen again and complete the conversation.

- Tutor:** Sure. 1 \_\_\_\_\_ the services we offer at the tutoring center?
- Student:** My advisor told me a little about them. But I 2 \_\_\_\_\_.
- Tutor:** Okay. First, 3 \_\_\_\_\_ one-on-one or group sessions?
- Student:** 4 \_\_\_\_\_. Can I do both?
- Tutor:** Sure. You can have an individual tutor and join the group workshops. It just depends on your needs.
- Student:** I mostly need help 5 \_\_\_\_\_.
- Tutor:** Well, we have a writing clinic.
- Student:** Does it cover citation? 6 \_\_\_\_\_ with that.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What services ...?*

*Would you prefer ...?*

*Can I ...?*

**Student A:** You are a tutor. Talk to Student B about:

- types of tutoring services
- his or her tutoring needs

**Student B:** You are a student. Talk to Student A about types of tutoring services.

## Writing

**9** Use the email and the conversation from Task 8 to write a referral to the tutoring center. Include: the student's academic status, what he or she needs help with, and academic resources he or she should consider.





## Get ready!

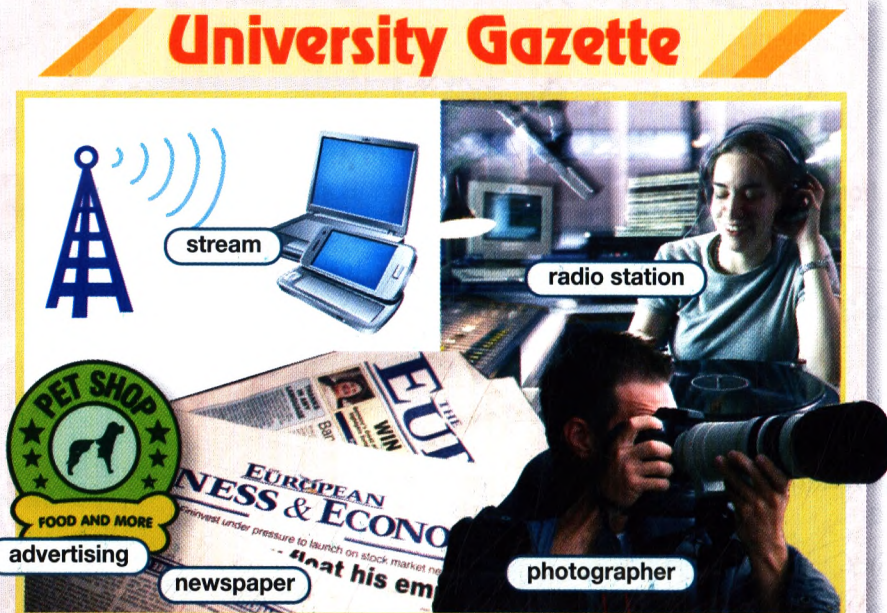
1 Before you read the passage, talk about these questions.

- 1 What are some types of media available on campus?
- 2 What are some positions at a campus newspaper?

## Reading

2 Read the listings. Then, complete the table.

Position	Requirements
Photographer	1 _____ _____ _____
2 _____	Understand stories relevant to campus community; handle advertising with local businesses
Web Content Manager	3 _____ _____ _____



## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- 1 \_\_ editor
- 2 \_\_ opinion
- 3 \_\_ relevant
- 4 \_\_ radio station
- 5 \_\_ journalism
- 6 \_\_ newspaper
- 7 \_\_ student-run
- 8 \_\_ photographer

- A useful or significant in a certain situation
- B a person skilled with a camera who takes pictures
- C an organization that broadcasts audio signals over airwaves
- D someone who makes major decisions about the content of a publication
- E the act of collecting and recording information for an agency or publication
- F something that someone thinks or feels about a particular subject
- G a periodical publication usually released daily or weekly
- H operated strictly by students

## Campus Classifieds

### University Gazette

Interested in **journalism**? Do you love writing? Maybe you just have an **opinion** about things going on around campus. Then consider a job with the University Gazette, your **student-run** campus **newspaper**. We release physical editions every Monday and online **newsletters** every day. And we're currently hiring for the new term. Check the positions below and contact our editor-in-chief for an interview.

Sports writer – doesn't have to be an athlete, but must understand general rules; will occasionally travel with football and basketball teams; must cover all **local** games.

**Photographer** – should be a photography major or minor; must attend school events on evenings and weekends.

Features **editor** – must have an understanding of stories that are **relevant** to the campus community; will be responsible for arranging **advertising** with local businesses.

### University Over-the-Air

Do you have a strong, clear voice? Do you easily engage with strangers? Or maybe you're interested in becoming a sound technician. University Over-the-Air might be for you. This on-campus **radio station** needs new staff for the term. Check the listings and contact our station manager.

Web Content Manager – will manage online **broadcasts** and website maintenance.

Camera Operator – will film weekly interviews that we **stream** live online.



**4** Read the sentence pairs. Choose which word best fits each blank.

**1 student-run / local**

- A** The reporter preferred to follow \_\_\_\_\_ events instead of national events.
- B** Every campus publication was \_\_\_\_\_, so faculty members were hardly involved.

**2 broadcast / stream**

- A** The radio station staff tried to \_\_\_\_\_ their own show.
- B** Students can now \_\_\_\_\_ the program from the website to any personal computer.

**3 advertising / newsletter**

- A** Upcoming university events are published in the \_\_\_\_\_.
- B** The editor met with many local companies about \_\_\_\_\_.

**5** Listen and read the listings again. What will a web content manager be responsible for?

## Listening

**6** Listen to a conversation between a radio host and a newspaper editor. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman worked as a photographer before being an editor.
- 2 \_\_\_ The man works for a student-run publication.
- 3 \_\_\_ The newspaper recently finished conducting its interviews.

**7** Listen again and complete the conversation.

**Radio Host:** How does it feel 1 \_\_\_\_\_ of the school newspaper?

**Editor:** It's amazing. I was the features editor last year, 2 \_\_\_\_\_ a promotion.

**Radio Host:** Well, congratulations.

**Editor:** Thanks. We're completely student-run and 3 \_\_\_\_\_.

**Radio Host:** The radio station is student-run as well. It must be 4 \_\_\_\_\_.

**Editor:** Sometimes. 5 \_\_\_\_\_ every time we publish an issue.

**Radio Host:** Now, I'm sure the listeners keep up with the online newsletters. But why don't you tell us what's going on at the Gazette?

**Editor:** 6 \_\_\_\_\_ for staff positions right now.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- How does it feel ...?*
- It's amazing.*
- Tell us about ...*

**Student A:** You are a radio host. Talk to Student B about:

- student-run publications
- his or her experience
- current activities at his or her publication

**Student B:** You are a newspaper editor. Talk to Student A about student-run publications.

## Writing

**9** Use the listings and the conversation from Task 8 to write a job application for a campus newspaper. Include: the position, your qualifications, and why you would be a good fit.



## Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What are some facilities found in a university computer lab?
  - 2 How do users typically access a secured network in a computer lab?

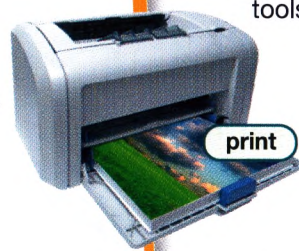


## Computer Lab

### Rules/Instructions

The **computer lab** is for use by ULM students and faculty only. It is NOT available to the general public. Users can utilize the network in various ways. Each course has a dedicated webpage accessible through our **interdisciplinary** application. That app is located on each computer's desktop. The University's **information security** restricts **access** to certain websites and prohibits certain activities. Unauthorized use of this **facility** is prohibited.

- 1 Please do not use more than one **workstation** at a time. Our policy allows only one computer per student.
- 2 Do not attempt to fix or alter any of the lab equipment. Contact **tech support** if you experience any problems. If you cannot access your **account** or forget your **password**, contact **IT**.
- 3 To sign on to the University's **network**:
  - a On the first screen, enter your **login** information. This will open your personalized desktop.
  - b Browse the Internet, view campus email, and open documents.
- 4 To **print** wirelessly in the computer lab:
  - a Select "print" from the document menu.
  - b Open the printer dialogue box and highlight one of the available printers.
- 5 Remember to sign off when you complete your session.



## Reading

- 2 Read the poster. Then, mark the following statements as true (T) or false (F).
- 1 \_\_\_ The computer lab is open to the public during certain hours.
  - 2 \_\_\_ Each user has a personalized desktop on the University network.
  - 3 \_\_\_ The poster includes instructions for fixing network problems.

## Vocabulary

- 3 Match the words (1-8) with the definitions (A-H).

- 1 \_\_\_ login
- 2 \_\_\_ account
- 3 \_\_\_ network
- 4 \_\_\_ facility
- 5 \_\_\_ workstation
- 6 \_\_\_ tech support
- 7 \_\_\_ interdisciplinary
- 8 \_\_\_ information security

- A a word or code used to represent someone over a network
- B technology that prevents unauthorized access to personal information
- C a system that shares information between devices
- D a department or person that helps with electronic or network problems
- E an area with a computer and a chair for use by one person
- F a record of a particular person that allows access to content on a network
- G something related to all or multiple areas of study
- H a place that offers particular tools or services



- 4 Fill in the blanks with the correct words or phrases from the word bank.

### Word BANK

access IT print computer lab password

- Some professors teach engineering classes in the \_\_\_\_\_.
- All computer and network issues are directed to \_\_\_\_\_.
- The student needed to \_\_\_\_\_ his essay before class.
- A(n) \_\_\_\_\_ was required to sign on to each computer.
- The student was denied \_\_\_\_\_ to the University's network.

- 5 Listen and read the poster again. Who is the computer lab available for?

## Listening

- 6 Listen to a conversation between a student and an IT rep. Choose the correct answers.

- What is the dialogue mostly about?
  - the man's difficulty printing his homework
  - the woman's attempts to fix a broken workstation
  - the man's inability to sign on to a network
  - the woman's recommendations for secure login information
- What will the man likely do next?
  - sign on to the university network
  - go to his next class
  - sign off of his current workstation
  - print a document for class

- 7 Listen again and complete the conversation.

**Student:** I need help in the East Campus computer lab. I can't access the University network.

**IT Rep:** Are you getting 1 \_\_\_\_\_ ?

**Student:** Yes. It says "invalid account."

**IT Rep:** That means you didn't enter you login information accurately.

**Student:** 2 \_\_\_\_\_ that problem before.

**IT Rep:** Sometimes students 3 \_\_\_\_\_ are case-sensitive.

**Student:** I remember that. And my username is just my first initial and last name.

**IT Rep:** Try to sign on 4 \_\_\_\_\_.

**Student:** 5 \_\_\_\_\_, \_\_\_\_\_ don't think it'll work. Yeah, it's the same error.

**IT Rep:** Hmm ... Did you 6 \_\_\_\_\_ a few computers?

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*How can I help you?*

*Are you getting ...?*

*I'll refresh ...*

**Student A:** You are an IT rep. Talk to Student B about:

- using the university network
- new features
- information security

**Student B:** You are a student.

Talk to Student A about using the University network.

## Writing

- 9 Use the poster and the conversation from Task 8 to write a memo to the student body. Include: upcoming changes to the university network, new and improved features, and reminders about signing in to student accounts.





forum

From: Professor Jennings, Computer Sciences  
 To: Dean of Academic Affairs  
 Subject: Online Learning Options

I'm writing to advocate for an upgraded **VLE** for our students. There are many reasons to **integrate** classroom material and online material. It's always best to have as many student services and resources as possible. Each program incorporates **collaborative** elements for student interaction. Thus, students won't lose the social aspect of classroom learning. Additionally, topics discussed in class can become questions on the course's **forum**. This feature is very helpful for quieter students who do not speak often in class. They'll gain participation credits for starting **threads** and contributing posts. Student can also **chat** with each other through **instant messages**. There are usually cost concerns with any technological changes to the university. However, an upgraded VLE program will create minimal costs. This **software** is electronically-based and easy to maintain. Students **download** the course materials onto their personal computers. The standard features are already familiar to most students. These features include **blogs**, **calendars**, and file-sharing. Tutorials are optional, depending on the needs of the course. Course **announcements** are posted online and synced to student calendars as well. Students already utilize these features in other programs. Wouldn't they appreciate the added convenience?

Thank you for considering my suggestions.

Robin Jennings



calendar

## BLOG

ULM STUDIES AND MORE

Add a new topic

thread



What do you think of the new university magazine on medical studies?  
 Friday 22 March. 20:30



I think it is a rich source of information but needs a lot of improvement yet.  
 Friday 22 March. 20:35



I find the information important but the magazine is very difficult to find.  
 Friday 22 March. 20:30



Try to link for it at the entrance of the library on the first week of every month.  
 Friday 22 March. 20:35

instant message

20:35

## Get ready!

## 1 Before you read the passage, talk about these questions.

- 1 What are some typical features of online learning?
- 2 How can classroom learning and online learning work together?

## Reading

## 2 Read the email. Then, choose the correct answers.

- 1 What is the purpose of the email?
  - A to suggest an upgrade to the university's VLE program
  - B to identify which departments benefit most from virtual learning
  - C to outline different students' feedback on e-learning
  - D to resolve a technical problem with a VLE program
- 2 Which of the following is NOT included in the standard software?
  - A blogs
  - B tutorials
  - C calendars
  - D file-sharing
- 3 According to the passage, what do quieter students gain from the program?
  - A the ability to blog about the class
  - B access to instant messages
  - C social interaction
  - D participation credits

## Vocabulary

## 3 Match the words or phrases (1-6) with the definitions (A-F).

- |                   |                      |
|-------------------|----------------------|
| 1 __ forum        | 4 __ integrate       |
| 2 __ thread       | 5 __ collaborative   |
| 3 __ announcement | 6 __ instant message |

- A a brief communication that someone types and sends over the Internet
- B an online environment where people can add content for others to view
- C including the participation of multiple people
- D a piece of information given publicly or distributed amongst a group
- E to use two things together to contribute to the same process
- F a series of related posts on a forum



**4** Read the sentence pairs. Choose which word best fits each blank.

**1 VLE / calendar**

- A** The university's \_\_\_\_\_ is very easy to use.  
**B** The student added an event to her personal \_\_\_\_\_.

**2 chat / download**

- A** Course materials are available to \_\_\_\_\_ all day.  
**B** The program allows students to \_\_\_\_\_ with each other.

**3 software / blog**

- A** The professor writes new material for his \_\_\_\_\_ once a week.  
**B** The IT representative uploaded the \_\_\_\_\_ on the system.

**5** Listen and read the email again. How does an online program benefit students?

## Listening

**6** Listen to a conversation between two instructors. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman prefers a different VLE program than the university uses.  
 2 \_\_\_ The man found the VLE program easy to use.  
 3 \_\_\_ The program requires a small cost to the university.

**7** Listen again and complete the conversation.

- Instructor 1:** It doesn't replace classroom learning. Professors can integrate the VLE program  
 1 \_\_\_\_\_.
- Instructor 2:** Then students have no reason to come to class. They'll spend all their time online.
- Instructor 1:** Not if you set up the course properly. You should give it a chance.
- Instructor 2:** 2 \_\_\_\_\_. Won't classroom discussions suffer?
- Instructor 1:** Actually, discussions will be enhanced. Each class has a forum 3 \_\_\_\_\_ their thoughts online.
- Instructor 2:** That could be useful. But will the professors have access to these threads?
- Instructor 1:** Absolutely. Professors can 4 \_\_\_\_\_ to follow a particular format.
- Instructor 2:** Still, it seems like 5 \_\_\_\_\_ for the university's budget.
- Instructor 1:** There's hardly any cost at all. The software is free and solely electronic. Students download all their materials.
- Instructor 2:** Hmm ... Maybe I should 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Did you try ...? / What features ...? / I think it's ...*

**Student A:** You are an instructor. Talk to Student B about:

- VLE in the classroom
- useful features
- his or her concerns about the program

**Student B:** You are an instructor. Talk to Student A about VLE in the classroom.

## Writing

**9** Use the email and the conversation from Task 8 to write a letter from a student to the university administration. Include: your activity at school, the benefits of a VLE, and how a better VLE would help you succeed.





## The Future of Learning:

### Distance Education at Standish University

Standish University offers **web-based** alternatives to the traditional classroom setting. Our **distance learning** program includes **online courses** and **interactive** web workshops. We currently offer a **blended** program. This means that some aspects of the program are on our campus, while others are **off-site**. Courses are exclusively taught online using various Internet activities and materials. However, all exams are conducted on-site. We have special accommodations for students with conflicting schedules and physical disabilities.

Daily activities mirror a traditional classroom course. Students "attend" lectures via **webinar**. They can submit questions in advance and throughout the lecture. Each course has its own **VoIP** system. This way, students can participate in class by voice. Study groups are conducted via **web conferencing**. Students can connect through audio or video chat on the course's site. It's easy and convenient!

But **e-learning** isn't always about convenience. For some students, it's a necessity. Those who can't physically attend class every day benefit tremendously. And there are advantages for professors, too! The program tracks student progress so professors can focus on teaching. They also have the freedom to decide whether their students need **synchronous learning** or **asynchronous learning**.

**Learn more on our website.**

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some features of e-learning?
- 2 How does a distance learning program work?

## Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is true about the distance learning program?
  - A It requires students to attend on-site study groups.
  - B It combines on-campus and off-campus elements.
  - C It is designed for students attending multiple universities.
  - D It is preferred by most of the university's professors.
- 2 Which of the following is NOT included in this program?
  - A synchronous learning
  - B web conferencing
  - C web-based exams
  - D VoIP systems
- 3 According to the passage, how do professors benefit from the program?
  - A They can conduct office hours on the Internet.
  - B They are able to teach additional classes each term.
  - C They do not need to be present for exams.
  - D They use a web program to track student progress.

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |                 |                         |
|-----------------|-------------------------|
| 1 ___ blended   | 4 ___ online course     |
| 2 ___ webinar   | 5 ___ distance learning |
| 3 ___ web-based | 6 ___ web conferencing  |

- A a process of connecting people by chat over the Internet
- B a live presentation that is broadcast over the Internet
- C any process of taking courses outside of the classroom
- D including features from multiple sources
- E occurring over the Internet
- F a class that is conducted strictly over the Internet



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1 interactive / off-site**

- A** In an \_\_\_\_\_ class, students are expected to ask questions.
- B** Students can attend the \_\_\_\_\_ class without leaving home.

**2 e-learning / VoIP**

- A** With \_\_\_\_\_, students can ask questions by voice.
- B** Many busy people prefer \_\_\_\_\_ instead of a classroom environment.

**3 synchronous learning / asynchronous learning**

- A** With \_\_\_\_\_, all students progress at the same pace.
- B** Students learn on different schedules with \_\_\_\_\_.

**5** Listen and read the advertisement again. What is the benefit of a blended program?

## Listening

**6** Listen to a conversation between a university representative and a prospective student. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man is enrolled in a distance learning program at another school.
- 2 \_\_\_ The woman recommends a classroom environment for some lectures.
- 3 \_\_\_ The man's schedule prevents him from driving to campus daily.

**7** Listen again and complete the conversation.

**Representative:** Well, we offer a blended program. All 1 \_\_\_\_\_, but exams are taken on campus.

**Student:** That's reasonable. But how do I communicate with the professor?

**Representative:** There are interactive options for students and professors.

**Student:** Yeah? 2 \_\_\_\_\_?

**Representative:** Each course has a VoIP system. Students and professors 3 \_\_\_\_\_ conferencing for their meetings.

**Student:** That sounds fascinating. How do I enroll?

**Representative:** Registration is 4 \_\_\_\_\_ traditional courses. Check out our website for all the information.

**Student:** This all sounds really convenient. I'm very busy. I simply don't have time to 5 \_\_\_\_\_ every day.

**Representative:** Then this program is probably perfect for you.

**Student:** I think it is. 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Can you explain ...? / Each course has ... / This sounds ...*

**Student A:** You are a university representative. Talk to Student B about:

- a distance learning program
- the benefits of e-learning
- how to enroll

**Student B:** You are a prospective student. Talk to Student A about a distance learning program.

## Writing

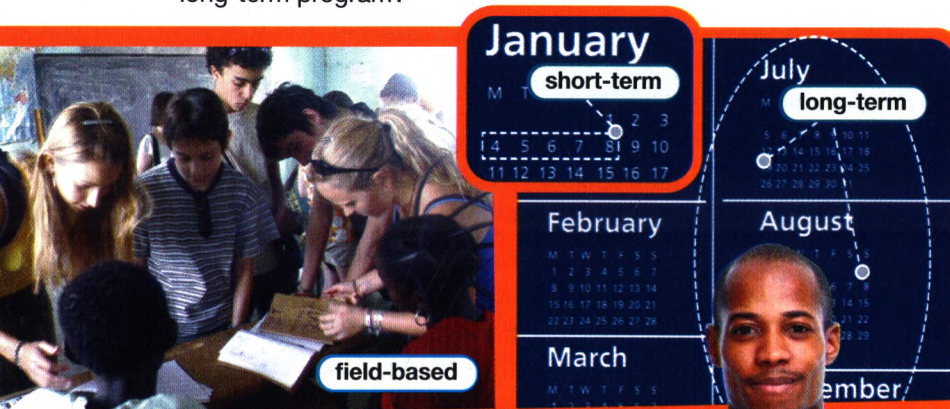
**9** Use the advertisement and the conversation from Task 8 to write a letter of interest from a student about an e-learning program. Include: why the program interests you, which features are most important to you, and your plans to enroll.



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different programs available to those studying abroad?
- 2 What is the difference between a short-term program and a long-term program?



January

short-term

July

long-term

February

August

March

September

field-based

foreign

exchange student

## “Which Program is Right For Me?”

### Answers to Common Questions about Studying Abroad

Congratulations on your decision to study abroad! Becoming an **exchange student** is one of the best decisions you can make. It will greatly improve your academic and cultural experience. But there are many decisions to make before you get on a plane. Consider all the available programs to determine which is right for you.

**Short-term** or **long-term**? Do you want to spend only a few months in a **foreign** country? Or a whole academic year? You should decide first the **duration** of your stay. Here are some things to consider: Did you ever spend time away from friends and family before? Are you able to make new friends quickly? Answers to these questions will help you decide on the duration.

Are you looking for a **multicultural** experience? Or, in contrast, would you like to study alongside students from your home country? For a multicultural experience, choose an **integrated program**. To study with students from your home country, choose an **island program**. There are also several **hybrid** programs which include elements of both. Finally, you can choose a **field-based** program. This involves studying a specific trade or working in the **host country**.

You may be able to save money with a **direct exchange** program. Find out if your school is a **sponsor**.

## Reading

2 Read the brochure. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The duration of a student's stay is the student's final decision.
- 2 \_\_\_ An integrated program is best for a multicultural experience.
- 3 \_\_\_ Island programs are recommended for students who want to work in the host country.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- 1 \_\_\_ exchange student
- 2 \_\_\_ sponsor
- 3 \_\_\_ field-based
- 4 \_\_\_ hybrid
- 5 \_\_\_ multicultural
- 6 \_\_\_ duration
- 7 \_\_\_ host country
- 8 \_\_\_ foreign

- A a university or organization that facilitates an exchange program
- B the length of time for which something occurs
- C an exchange program with a freeform curriculum
- D related to more than one group of people or nationality
- E someone who travels to another country for part of his or her education
- F relating to a different country than the country where someone is currently
- G an exchange program that includes courses with home-country students and host-country students
- H a place where exchange students from another country travel to



**4** Choose the sentence that uses the underlined part correctly.

- 1 **A** The duration of the long-term program was two years.  
**B** The island program allowed the students to fully immerse themselves in the host culture.
- 2 **A** The students studied for three years on a short-term study abroad program.  
**B** Direct exchange allows students to pay home-school tuition while studying abroad.
- 3 **A** Students often have difficulty adjusting to foreign cultures.  
**B** In an integrated program, students only interact with others from their home country.

**5** Listen and read the brochure again. What should a student decide first before becoming an exchange student?

## Listening

**6** Listen to a conversation between two students. Choose the correct answers.

- 1 What did the woman want to accomplish during her study abroad program?
- A** gaining employment in the host country  
**B** learning the language of the host country  
**C** documenting her experiences in the host country  
**D** obtaining citizenship in the host country
- 2 How did the woman pay for her trip?
- A** She saved up money before the program.  
**B** She applied for scholarships.  
**C** She took out a loan.  
**D** She entered a direct exchange program.

**7** Listen again and complete the conversation.

- Student 1:** That would be great. Now, I know you did a **1** \_\_\_\_\_ - \_\_\_\_\_ program. Why?
- Student 2:** I wanted to experience the culture of my **2** \_\_\_\_\_. I needed time to travel and learn the language.
- Student 1:** That makes sense. What about the type of program?
- Student 2:** It was an **3** \_\_\_\_\_. I really wanted to make new friends in a foreign country.
- Student 1:** Hmm ... I might try an **4** \_\_\_\_\_. I'd rather be around other students who speak my language.
- Student 2:** I understand that. It would still be very valuable, I'm sure.
- Student 1:** **5** \_\_\_\_\_ ?
- Student 2:** Actually, I did a **6** \_\_\_\_\_ program.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Why did you ...?*  
*I understand that.*  
*What about ...?*

**Student A:** You are a student. Talk to Student B about:

- the duration of a study abroad program
- types of study abroad programs
- paying for a study abroad program

**Student B:** You are a student. Talk to Student A about studying abroad.

## Writing

**9** Use the brochure and the conversation from Task 8 to write an email from a student to an advisor about studying abroad. Include: the type of study abroad program that interests you, the duration of the program, and aspects of the program you are unsure about.



# 10 International Students



passport



affidavit of support



foreign student advisor

## INTERNATIONAL STUDENTS Pre-departure Checklist

### 1 TOEFL

Make sure you have copies of the exam results to demonstrate your **proficiency** in **EFL**. Studying abroad can be a very **intensive** language experience. You should be prepared with a strong knowledge of the language. If you still need to take the test, ask your advisor for testing information.

### 2 Affidavit of Support

This document proves that you can support yourself financially during your exchange. There are many unexpected costs that may occur during your program. It is important to be well-funded.

### 3 Student Visa

You must have a student visa in order to study in the host country. There are very serious consequences for neglecting this step. You must bring your student visa in addition to your **passport**. Also, be sure your passport is still **valid**. Contact your local government office about applying for a student visa.

### 4 Form I-20

This form is specific to students studying in the United States. Without it, the customs officer may not **grant** you access into the country.

### 5 Foreign Student Advisor

Make sure you know the name, address, and phone number of your foreign student advisor. This person will be an invaluable resource to you. Also, locate your country's **embassy** when you arrive in the host country.

## Get ready!

### 1 Before you read the passage, talk about these questions.

- 1 What are some required documents for an international student?
- 2 Where can international students get help from?

## Reading

### 2 Read the checklist. Then, mark the following statements as true (T) or false (F).

- 1  The TOEFL demonstrates an ability to speak English proficiently.
- 2  A student visa is needed to help students find work.
- 3  A customs officer may not grant access into a country without a foreign student advisor.

## Vocabulary

### 3 Match the words (1-7) with the definitions (A-G).

- 1  student visa
- 2  grant
- 3  affidavit of support
- 4  passport
- 5  form I-20
- 6  embassy
- 7  foreign student advisor

- A an official who assists students from foreign countries
- B a document verifying that someone has the financial capability to support him or herself
- C to allow a person to have something
- D a place where representatives from another country live and work
- E a document that allows someone to travel to foreign countries
- F a document allowing a foreign student to live in another country
- G a document verifying a foreign student's eligibility to live in the United States



**4** Read the sentences and choose the correct words.

- 1 The student passed the **EFL/TOEFL** on her first try.
- 2 A person's passport must be **valid/intensive** in order to travel.
- 3 Exchange students must demonstrate **proficiency/embassy** in the host country's language.
- 4 Learning a new language can be **valid/ intensive**.
- 5 International students traveling to the United States study **EFL/form I-20**.

**5** Listen and read the checklist again. What is the affidavit of support?

## Listening

**6** Listen to a conversation between a student and an advisor. Choose the correct answers.

- 1 What is the purpose of the conversation?  
A to prepare for the arrival of foreign students  
B to investigate study abroad programs  
C to interview an exchange student  
D to review completed requirements
- 2 How should the student locate the foreign student advisor?  
A checking a webpage  
B contacting the host university  
C sending emails to exchange students  
D waiting until arrival in the host country

**7** Listen again and complete the conversation.

- Student:** Well, I 1 \_\_\_\_\_. And I have two copies of my exam results.
- Advisor:** Good. What about an 2 \_\_\_\_\_?
- Student:** No, I don't have that yet. Where can I get the form?
- Advisor:** You can print it from the 3 \_\_\_\_\_. You can also get a form I-20 there.
- Student:** Actually, 4 \_\_\_\_\_ already.
- Advisor:** Okay. Did you contact the 5 \_\_\_\_\_?
- Student:** No, I didn't. Who is that?
- Advisor:** That's the staff member 6 \_\_\_\_\_ who will help you once you arrive. He or she is a very important person to know.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

- I just want to make sure ...*  
*Did you contact ...?*  
*No, I didn't ... yet.*

**Student A:** You are a student. Talk to Student B about:

- your plans to study abroad
- the requirements you completed already
- the requirements you still need to complete

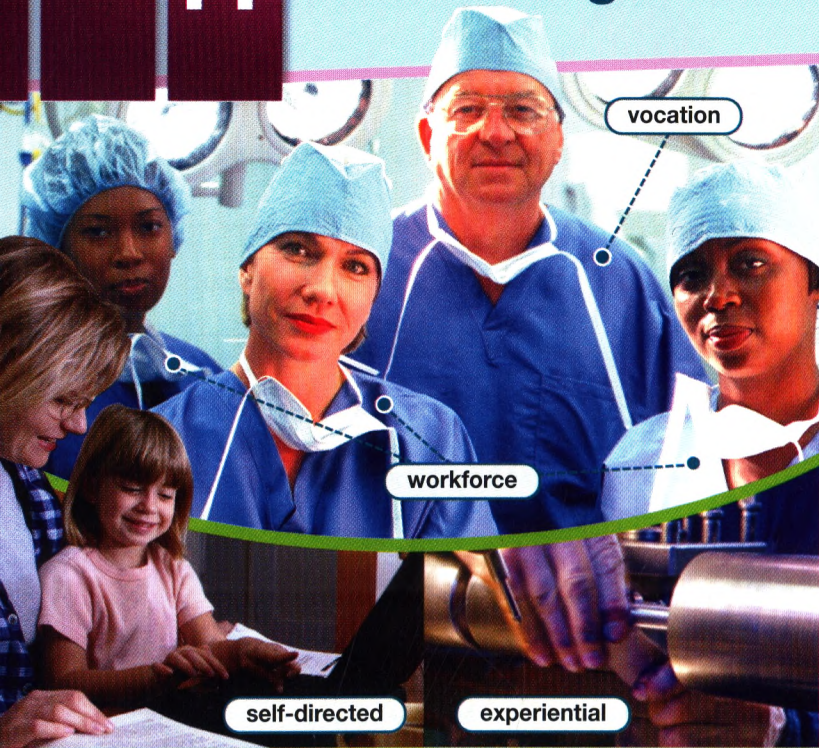
**Student B:** You are an advisor. Talk to Student A about his or her plans to study abroad.

## Writing

**9** Use the checklist and the conversation from Task 8 to write an email to an advisor. Include: progress with your requirements for studying abroad, particular forms and documents, and people you need to contact.







## HVVC, Inc. Continuing Education

HVVC is proud to announce a new company-wide **initiative**. Employees are encouraged to take courses at a local **post-secondary school**. HVVC will pay for all courses, including registration fees, textbooks, and transportation. This new program is separate from our recently-launched **adult education** initiative.

By taking courses at a local institution, employees may progress within their particular **vocations**. We know that companies who invest in their **workforces** are more productive. Additionally, **professional development** leads to greater job satisfaction among employees.

Technology is constantly changing. We intend to **evolve** in response to that change by investing in our workforce. We want our employees to be aware of all new technology related to their jobs.

All courses will be **non-degree**. Instead, they are designed to promote personal and professional **enrichment**.

Combined with the **experiential** knowledge from your job, these courses should be very beneficial. We hope to prepare employees for higher positions and better pay.

This **self-directed** initiative will begin immediately and will continue until further notice. Check with your immediate supervisor to explore options within your department. We hope you and your co-workers take advantage of this initiative!

Sincerely,  
HVVC Management

enrichment

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some different reasons adults choose continuing education?
- 2 What industries might encourage professional development?

## Reading

2 Read the bulletin. Then, mark the following statements as true (T) or false (F).

- 1  The company is combining a continuing education program with an adult education program.
- 2  Employees do not earn degrees for completing the program.
- 3  Employees are required to enroll in the new program

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- 1  continuing education
- 2  non-degree
- 3  professional development
- 4  evolve
- 5  post-secondary
- 6  workforce
- 7  vocation
- 8  adult education

- A to change and grow gradually over time
- B someone's long-term job or career
- C academic learning that occurs after someone already has a career
- D occurring after secondary school
- E the number of people who are working in a particular area
- F the process of learning more about an industry that someone is already working in
- G the process of teaching basic subjects to adults who are past the typical age of college students
- H not leading to a particular qualification or certificate



**4** Write a word or phrase that is similar in meaning to the underlined part.

- The employees talked about the personal growth they experienced in the training.  
\_ \_ r \_ \_ h \_ \_ t
- The students enjoyed the hands-on and interactive nature of the course.  
\_ \_ \_ \_ r \_ \_ n \_ \_ a l
- Since the course was under the students' control and at their pace, the teacher was very flexible about deadlines.  
\_ \_ l \_ \_ \_ \_ e c \_ \_ d
- The company started a(n) series of events to improve employees' job skills.  
\_ n i \_ \_ \_ t \_ v \_

**5** Listen and read the bulletin again. Why is the company offering to pay for continuing education?

## Listening

**6** Listen to a conversation between two employees. Choose the correct answers.

- What is the man's concern about continuing education?  
A He doesn't need professional development.  
B He is too busy with his job responsibilities.  
C He does not have enough money.  
D He feels he would not learn anything new.
- What is the woman's goal?  
A to work in a different industry  
B to earn a promotion to management  
C to teach a continuing education course  
D to move to another department

**7** Listen again and complete the conversation.

- Employee 1:** Did you get the email about the 1 \_\_\_\_\_ initiative?
- Employee 2:** No. I need to 2 \_\_\_\_\_ today. What is it?
- Employee 1:** The company is encouraging us to take some 3 \_\_\_\_\_.
- Employee 2:** What kind of classes?
- Employee 1:** Any class related to our field.
- Employee 2:** I'd love to do some 4 \_\_\_\_\_ . I just can't afford it.
- Employee 1:** That's the best part. The company is offering to pay for it.
- Employee 2:** Are they really? That's quite a big investment in their 5 \_\_\_\_\_ .
- Employee 1:** Sure it is. But think about the rapid change of 6 \_\_\_\_\_ .

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Did you get the ...? / I'd love to ... but ...  
If I took some classes ...*

**Student A:** You are an employee. Talk to Student B about:

- continuing education
- benefits for employees
- benefits for the company

**Student B:** You are an employee. Talk to Student A about continuing education.

## Writing

**9** Use the bulletin and the conversation from Task 8 to write an email to a co-worker. Include: benefits of continuing education, classes you took, knowledge gained from taking continuing education courses.

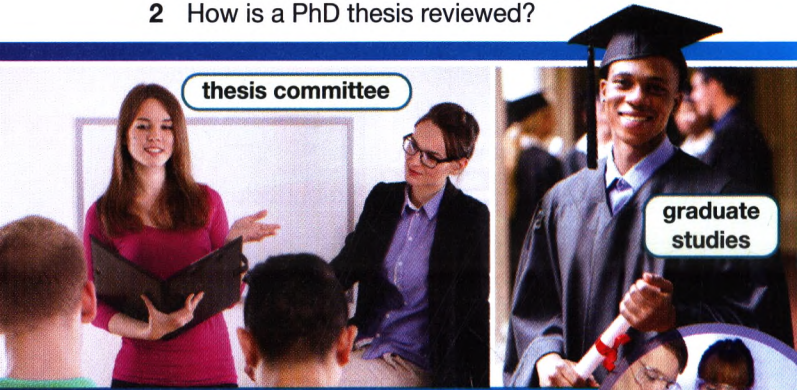




## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the steps in the graduate thesis process?
- 2 How is a PhD thesis reviewed?



From: Tim Sanchez  
To: Lucy Clarke  
Subject: My final thesis

Ms. Clarke,  
I attached the final version of my **thesis**. As you know, I'm earning this master's degree **en route** to a PhD. I hope this thesis will qualify me for a fellowship. As a doctoral student, I'd like to be a **research assistant**. It would be valuable for the **post-doctoral** work I'm considering. So I want to make sure I'm doing everything right. What's the next step?

Tim

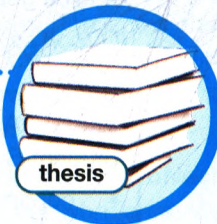
From: Lucy Clarke  
To: Tim Sanchez  
Subject: RE: My final thesis

Tim,  
I submitted your thesis to the **thesis committee**. Now, we wait for them to notify us. Then, you'll **defend** your thesis before the committee.

I think your thesis is very strong. It's thorough and **original**. I'm sure it will qualify you for a number of **postgraduate** fellowships. You just need to research which type is best for you. If this university offers you an **institutional fellowship**, you must complete it here. If you want to go somewhere else, you'll need a **portable fellowship** instead.

The thesis is also a great foundation for a doctoral **dissertation**. That'll be similar to the thesis process, with one major difference. That is, dissertations at this university must be **peer-reviewed**. So you'll need to find other experts in your field to read it. But otherwise, you'll find the process very familiar. Good luck with your further **graduate studies**!

Ms. Clarke



## Reading

2 Read the emails. Then, choose the correct answers.

- 1 What is the purpose of the emails?
  - A to discuss a student's fellowship applications
  - B to outline the required revisions on a student's thesis
  - C to help a student apply for a graduate program
  - D to review the steps towards completing a graduate degree
- 2 Which of the following is NOT true of the student's thesis?
  - A It requires a defense.
  - B It went through peer review.
  - C It is under review by the thesis committee.
  - D It contains primarily original work.
- 3 What does the advisor recommend?
  - A researching different types of fellowships
  - B contacting the thesis committee right away
  - C applying for post-doctoral positions
  - D finding experts to peer review the thesis

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                   |                               |
|-------------------|-------------------------------|
| 1 __ defend       | 5 __ graduate studies         |
| 2 __ en route     | 6 __ research assistant       |
| 3 __ original     | 7 __ thesis committee         |
| 4 __ dissertation | 8 __ institutional fellowship |

- A accomplished in the process of completing something else
- B a financial award to conduct research or teach at a particular school
- C educational courses taken after completing a bachelor's degree or higher
- D to present supporting evidence for a thesis to a committee
- E a panel of professionals who review a student's work for approval
- F created for the first time by a person
- G someone who helps out a professor or researcher
- H an advanced, detailed project required to complete a doctoral degree



**4** Read the sentence pairs. Choose which word or phrase best fits each blank.

**1** peer-reviewed / post-doctoral

- A The student submitted a \_\_\_\_\_ project for his doctoral thesis.  
B The professor completed \_\_\_\_\_ work before he started teaching.

**2** original / postgraduate

- A The student got a job instead of completing \_\_\_\_\_ studies.  
B The project must be \_\_\_\_\_, and not a copy of someone else's work.

**3** thesis / portable fellowship

- A Each graduating senior was required to submit a \_\_\_\_\_.  
B With a \_\_\_\_\_, a student can work at any institution.

**5** Listen and read the emails again. Why are postgraduate projects often peer-reviewed?

## Listening

**6** Listen to a conversation between a student and an advisor. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man will soon defend his thesis.  
2 \_\_\_ The man submitted his thesis for peer review.  
3 \_\_\_ The woman recommends doctoral studies for the man.

**7** Listen again and complete the conversation.

**Student:** My thesis 1 \_\_\_\_\_, though. Could that hurt me?

**Advisor:** No. This university doesn't require peer review for 2 \_\_\_\_\_.

**Student:** That's a relief. But wait, my roommate had her project peer-reviewed. What's 3 \_\_\_\_\_?

**Advisor:** You only need a peer-review during the 4 \_\_\_\_\_.

**Student:** Oh, that makes sense. She was a 5 \_\_\_\_\_.

**Advisor:** Right. What about you? Are you considering a PhD?

**Student:** I don't know. It might be nice to 6 \_\_\_\_\_ here.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*What if ...?*

*Don't worry.*

*Are you considering ...?*

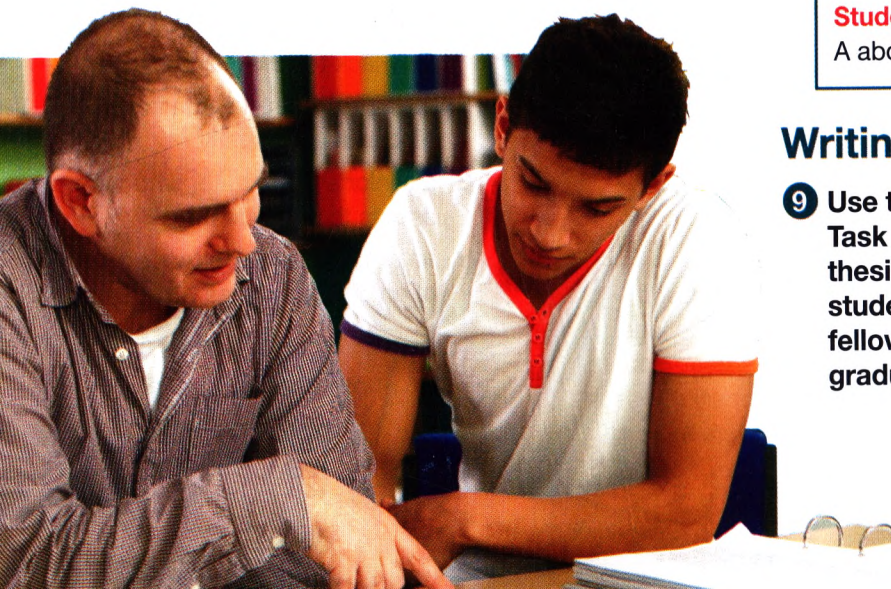
**Student A:** You are a student. Talk to Student B about:

- your final project for a graduate program
- the next steps in the process
- eligibility for further graduate studies

**Student B:** You are an advisor. Talk to Student A about his or her final project.

## Writing

**9** Use the emails and the conversation from Task 8 to write an evaluation of a student's thesis. Include: a brief assessment of the student's thesis, his or her eligibility for fellowships, and potential for further graduate studies.





## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some university positions?
- 2 What are the highest and lowest faculty positions?



Standish University

Administration

About Us

**Chancellor** Theresa Blake became our university **president** five years ago. She has an impressive background in academia. She was **dean** of the College of Science and Medicine for many years. Before becoming an **administrator**, she was a **distinguished professor** in the Behavioral Sciences department. Her original research in psychology earned her many honors during her career.

Professor Lorenzo Diaz recently accepted the job of **provost**. The position begins next term. He is excited about helping the president improve the university. Currently, he is the **chair** of the Engineering department. As a **full professor**, he is responsible for several notable research projects. Professor Diaz has a long history with SU. Many years ago, he was a graduate student here. He started his teaching career as a **TA** in the Mathematics department.

Professor Calvin Li will be the new provost's **deputy**. Professor Li began his career as an English **lecturer** at Lombardo College. His excellent work quickly earned him the position of **associate professor**. He came to SU as an **adjunct professor**. The position was only intended to last for one term. However, he and SU were a great fit. So he became a full professor with **tenure**.

## Reading

2 Read the webpage. Then, mark the following statements as true (T) or false (F).

- 1  The university will have a new chancellor in the next term.
- 2  The provost attended the university as a student.
- 3  The deputy provost started his career at another institution.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- 1  chair
- 2  provost
- 3  lecturer
- 4  chancellor
- 5  deputy
- 6  administrator
- 7  associate professor
- 8  distinguished professor

- A a professor who has demonstrated particular excellence and achievement
- B someone who is responsible for managing a group and making decisions
- C an instructor who doesn't have authority to make departmental decisions
- D an administrator who oversees a particular department
- E a relatively new professor who may lack teaching experience
- F the highest-ranking administrative official at a university
- G a senior administrator who assists the president
- H an assistant who performs some of an official's duties



**4** Fill in the blanks with the correct words: *dean, tenure, full professor, adjunct professor, TA, president.*

- 1 A(n) \_\_\_\_\_ is an accomplished instructor with a secure job.
- 2 The \_\_\_\_\_ must make major decisions about the university's future.
- 3 The professor hopes to receive higher pay and \_\_\_\_\_ next year.
- 4 In order to complete his PhD, the man temporarily worked as a(n) \_\_\_\_\_.
- 5 The \_\_\_\_\_ of academic affairs monitors curriculums.
- 6 The professor has a(n) \_\_\_\_\_ who grades the students' papers.

**5** Listen and read the webpage again. What position does professor Lorenzo Diaz currently have?

## Listening

**6** Listen to a conversation between an interviewer and an applicant. Choose the correct answers.

- 1 What is the main idea of the conversation?
  - A the man's experience as a research assistant
  - B the man's previous teaching positions
  - C the man's achievements as a graduate student
  - D the man's plans to be an administrator
- 2 What position is the man eligible for at his current university?
  - A associate professor
  - B adjunct professor
  - C full professor
  - D distinguished professor

**7** Listen again and complete the conversation.

- Interviewer:** Let's start 1 \_\_\_\_\_ real faculty position.
- Applicant:** Sure. I was an 2 \_\_\_\_\_ while I completed my PhD.
- Interviewer:** Wait, your résumé says you 3 \_\_\_\_\_.
- Applicant:** That's right. I was only an adjunct 4 \_\_\_\_\_ . That was at Lombardo College.
- Interviewer:** Oh, I see. Then you were a lecturer at Standish University?
- Applicant:** That's right. That's where I teach currently. I'm 5 \_\_\_\_\_ an associate professor there.
- Interviewer:** But you're applying here instead. Why is that?
- Applicant:** This university has better 6 \_\_\_\_\_ for me.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

*Your résumé says ...*

*I started as ...*

*This university has better ...*

**Student A:** You are an interviewer. Talk to Student B about:

- an open position at your university
- his or her qualifications
- his or her current position

**Student B:** You are an applicant. Talk to Student A about an open position at a university.

## Writing

**9** Use the webpage and the conversation from Task 8 to write an evaluation of a job candidate. Include: the candidate's current position, which position he or she is applying for, and whether you recommend hiring the applicant.



## Get ready!

1 Before you read the passage, talk about these questions.

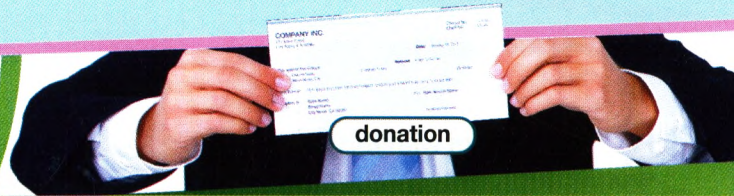
- 1 What are some benefits of joining an alumni association?
- 2 How can an alumnus give back to his or her university?



## Reading

2 Read the newsletter. Then, choose the correct answers.

- 1 What is the purpose of the newsletter?
  - A to advertise the formation of a new alumni association
  - B to describe the careers of a university's notable alumni
  - C to encourage former students to participate in alumni activities
  - D to compare alumni groups from several universities
- 2 Which of the following is NOT included in membership?
  - A access to the alumni directory
  - B regular membership fees
  - C events in an alumnus' local area
  - D an opportunity to teach at the university
- 3 According to the newsletter, how can alumni contribute actively?
  - A contacting the events coordinator
  - B making a donation
  - C accessing the alumni directory
  - D visiting the social networking site



## Sea Lions for Life!

### Newsletter of the Standish University Alumni Association

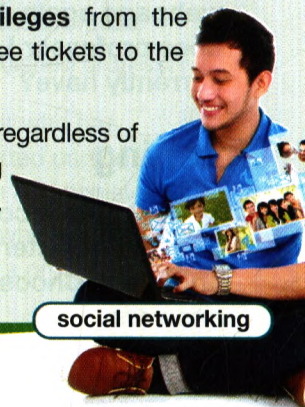
I realize everyone has busy lives. However, we have a responsibility to our **alma mater**. Working with the **alumni association** is not only a rewarding experience. It benefits the university and future generations of students.

There are many ways for an **alumnus** to participate. The easiest way is becoming a member of the association! **Dues** are payable twice a year. And you may cancel your membership at any time. If you want to participate actively, contact me or the **events coordinator**. One of us will get back to you about the next step. **Donations** are always welcome. But your time is actually the most valuable contribution you can make.

You'll also benefit personally from association membership. It includes access to the entire alumni directory. You can **reconnect** with old classmates through our **social networking** site. Each major city has a local **chapter** of the alumni association. That makes it easy to **network** with alumni near you. Chapter heads host events for local alumni and prospective students. They also receive special **perks** and **privileges** from the university. Last year, hosts received free tickets to the championship football game!

Ultimately, we value your participation, regardless of the method. Please join us in ensuring the continued success of this university.

*Karen Stokowsky, President  
Standish University Alumni Association*



## Vocabulary

3 Match the words or phrases (1-6) with the definitions (A-F).

- |                |                         |
|----------------|-------------------------|
| 1 __ privilege | 4 __ social networking  |
| 2 __ donation  | 5 __ events coordinator |
| 3 __ reconnect | 6 __ alumni association |

- A money that is given to help a cause
- B something special that someone is allowed
- C a person who organizes activities
- D to re-establish contact with someone
- E a group of alumni who remain in contact
- F the use of social media to communicate



**4** Write a word or phrase that is similar in meaning to the underlined part.

- Many former students like to support their colleges or universities where they graduated.  
a \_ \_ \_ \_ t \_ r \_ s
- The alumnus started a local division of his school's alumni association. \_ h \_ p \_ \_ \_
- After graduation, the student attended events to meet beneficial contacts.  
n \_ \_ w \_ \_ \_
- Alumni were required to pay membership fees every month to the association. d \_ \_ \_
- The students received special bonuses for attending university events. \_ \_ r \_ s
- As a graduate of the university, the woman recommends the university to prospective students. \_ l \_ \_ \_ u \_

**5** Listen and read the newsletter again. What is the easiest way for an alumnus to participate?

## Listening

**6** Listen to a conversation between an alumnus and an events coordinator. Mark the following statements as true (T) or false (F).

- The man regularly participates in alumni association events.
- The woman recommends that the man sign up for the newsletter.
- The man is interested in using the social networking site.

**7** Listen again and complete the conversation.

**Coordinator:** I'm glad to hear that! However, I see you're not a member of the association. Are you **1** \_\_\_\_\_ ?

**Alumnus:** I thought about it. But I just don't have the time.

**Coordinator:** I understand that. But **2** \_\_\_\_\_, basic membership has no time commitment.

**Alumnus:** Hmm ... What would I have to do?

**Coordinator:** Semi-annual dues are **3** \_\_\_\_\_ for membership.

**Alumnus:** Well, I would like to support the school. Is there anything else?

**Coordinator:** Nothing else is required. **4** \_\_\_\_\_ great privileges.

**Alumnus:** Really? Like what?

**Coordinator:** **5** \_\_\_\_\_ a social networking site for alumni. But you must be a member to access it.

**Alumnus:** **6** \_\_\_\_\_ reconnect with some old classmates. Okay, sign me up.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then, switch roles.

**USE LANGUAGE SUCH AS:**

*Are you interested ...?*

*What would I ...?*

*Really?*

**Student A:** You are an events coordinator. Talk to Student B about:

- joining the alumni association
- how membership benefits the school
- how membership benefits him or her

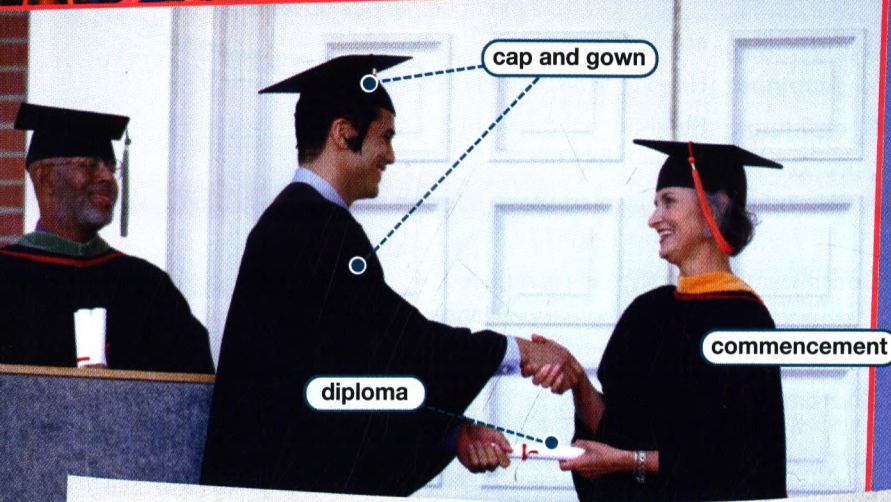
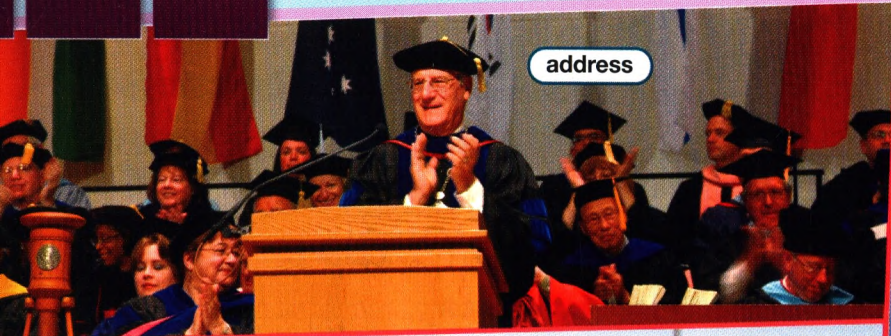
**Student B:** You are an alumnus. Talk to Student A about joining the alumni association.

## Writing

**9** Use the newsletter and the conversation from Task 8 to write an email from an alumnus to an events coordinator. Include: your alumni status, an event you'd like to host, and the benefits of the event.



# 15 Graduation



## University of Lake Morris

### Spring Graduation Guide

This guide is for students participating in **commencement** next week. Failure to comply with these instructions may affect your ability to **graduate**.

#### Prior to the ceremony:

The ceremony starts at two o'clock. Tell your family and friends to arrive at least thirty minutes in advance. Graduates must arrive an hour early for class pictures in **academic dress**. Please wear your **cap and gown** at this time. If you are receiving a doctorate degree, please wear your **hood**. Then, you'll get in line for the procession.

#### During the ceremony:

Please exhibit proper **decorum** during the program. Improper behavior during any portion, especially the president's **address**, won't be tolerated. Two **honorary graduates** will speak before the president hands out **diplomas**. Any special recognition will be announced when you receive your diploma. This may be **cum laude**, **magna cum laude**, or **summa cum laude**.

#### After convocation:

Exit the hall the same way you entered. After that, you're done. Congratulations, grads!

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What special acknowledgements are given at a graduation ceremony?
- 2 How do graduates dress at commencement in your country?

## Reading

2 Read the guide. Then, mark the following statements as true (T) or false (F).

- 1  Students are encouraged to include family and friends in their class pictures.
- 2  The ceremony includes students receiving doctorate degrees.
- 3  The diplomas will be given out by the honorary graduates.

## Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- 1  diploma
- 2  address
- 3  decorum
- 4  graduate
- 5  honorary graduate

- A a formal speech given to a large group of people
- B to complete a program of coursework and earn a degree
- C the expected or proper behavior in a formal situation
- D a certificate indicating graduation from an institution
- E someone who hasn't completed normal requirements but earns a special degree



- 4 Place the words or phrases from the word bank under the correct headings.

### word BANK

academic dress    convocation    cum laude  
cap and gown    hood    summa cum laude  
commencement    magna cum laude

Levels of Achievement	Types of Ceremonies	Graduation Clothing

- 5 Listen and read the guide again. What is proper commencement decorum?

## Listening

- 6 Listen to a conversation between two students. Choose the correct answers.

- What is the dialogue mostly about?
  - how to check eligibility for graduation at a university
  - what graduates must do during a ceremony
  - where families will sit during commencement
  - who will give addresses at a ceremony
- What is true about the man?
  - He forgot to purchase a cap and gown.
  - He lost his graduation guide.
  - He is graduating summa cum laude.
  - He is receiving an honorary degree.



- 7 Listen again and complete the conversation.

**Student 1:** I know the ceremony starts at two o'clock. But I don't know 1 \_\_\_\_\_, or anything like that.

**Student 2:** I guess 2 \_\_\_\_\_ the graduation guide.

**Student 1:** No, I didn't. There's a graduation guide? What 3 \_\_\_\_\_?

**Student 2:** We have to be there an hour early. They're taking pictures of us in 4 \_\_\_\_\_.

**Student 1:** Oh, so 5 \_\_\_\_\_ in cap and gown.

**Student 2:** Yes, definitely. Then 6 \_\_\_\_\_ in the gym.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

### USE LANGUAGE SUCH AS:

*I'm confused about ...*  
*I guess you didn't ...*  
*Wait, you're ... right?*

**Student A:** You are a student. Talk to Student B about:

- an upcoming commencement
- what to do before the ceremony
- what will happen during the ceremony

**Student B:** You are a student. Talk to Student A about an upcoming commencement.

## Writing

- 9 Use the guide and the conversation from Task 8 to write a schedule for a graduation ceremony. Include: what students must do before the ceremony, what will happen during the ceremony, and what friends and family should know about the ceremony.



# Glossary

**academic dress** [N-UNCOUNT-U15] **Academic dress** is special clothing that is worn by students, professors, or other members of academia on formal institutional occasions.

**academic journal** [N-COUNT-U3] An **academic journal** is a periodical containing information about a specialized academic subject or branch.

**academic planning** [N-UNCOUNT-U4] **Academic planning** is the process of establishing a student's goals and forming strategies to meet them.

**access** [N-UNCOUNT-U6] **Access** is the state of being able to use or get something.

**accessories** [N-COUNT-U2] **Accessories** are items that people wear or carry in addition to their primary clothing.

**account** [N-COUNT-U6] An **account** is a record of a particular person that allows him or her to access content over a network.

**address** [N-COUNT-U15] An **address** is a formal speech that is given to a large group of people.

**adjunct professor** [N-COUNT-U13] An **adjunct professor** is a professor who is working at a university temporarily or on a special assignment.

**administrator** [N-COUNT-U13] An **administrator** is someone who is responsible for managing a group or department and making decisions.

**adult education** [N-UNCOUNT-U11] **Adult education** is the process of teaching basic and remedial subjects to adults who are past the typical age of secondary or college students.

**advertising** [N-UNCOUNT-U5] **Advertising** is the process of broadcasting or displaying materials that promote a company's products or services.

**affidavit of support** [N-COUNT-U10] An **affidavit of support** is a document verifying that someone has the financial capability to support him- or herself while in a particular country or academic institution.

**alma mater** [N-COUNT-U14] An **alma mater** is a school that someone graduated from or attended.

**alumni association** [N-COUNT-U14] An **alumni association** is a group of alumni from a particular institution who remain in contact, and often participate in particular events or activities together.

**alumnus** [N-COUNT-U14] An **alumnus** is someone who attended and graduated from an institution.

**announcement** [N-COUNT-U7] An **announcement** is a piece of information that is given publicly or distributed amongst a group.

**apparel** [N-UNCOUNT-U2] **Apparel** is an item, such as an article of clothing, that someone can wear.

**associate professor** [N-COUNT-U13] An **associate professor** is a relatively new professor who may not have a very extensive background in teaching or research.

**asynchronous learning** [N-UNCOUNT-U8] **Asynchronous learning** is a teaching process in which different students receive information at their own paces.

**blended** [ADJ-U8] If something is **blended**, it combines features or elements from multiple sources.

**blog** [N-COUNT-U7] A **blog** is a webpage that displays someone's ideas or opinions about something, and is typically updated with new information frequently.

**bookstore** [N-COUNT-U2] A **bookstore** is a business that sells books, and often offers other services on a college campus.

**broadcast** [N-COUNT-U5] A **broadcast** is a transmission of electronic data, such as video or audio, over a large area.

**buyback** [N-UNCOUNT-U2] **Buyback** is a store's process of purchasing used products back from customers who no longer need them for the purpose of reselling them.

**calendar** [N-COUNT-U7] A **calendar** is a diagram or list of events that occur on particular dates.

**cap and gown** [N-COUNT-U15] A **cap and gown** is a type of academic dress that is worn by graduates during a commencement.



**career advising** [N-UNCOUNT-U4] **Career advising** is the process of helping a student determine what jobs he or she is interested in and suited for.

**chair** [N-COUNT-U13] A **chair** of a university is an administrator who oversees a particular department.

**chancellor** [N-COUNT-U13] A **chancellor**, or president, of a university is its highest-ranking administrative official and makes major decisions for the institution.

**chapter** [N-COUNT-U14] A **chapter** is one particular branch of an organization.

**chat** [V-I-U7] To **chat** is to communicate with someone by sending short, typed messages over the Internet.

**check out** [V PHRASE-U3] To **check something out** is to formally borrow it from a library.

**circulation desk** [N-COUNT-U3] A **circulation desk** is the area or counter in a library where users can check out and return books, and take care of other library business.

**citation** [N-COUNT-U4] A **citation** is a reference explaining that a quote or short piece of writing in an essay or article is actually from another source or written by another author.

**collaborative** [ADJ-U7] If something is **collaborative**, it includes the participation of multiple people.

**commencement** [N-COUNT-U15] A **commencement**, or convocation, is a ceremony in which students graduate from an institution.

**commercial** [ADJ-U1] If something is **commercial**, it is related to private, for-profit businesses or industries.

**computer lab** [N-COUNT-U6] A **computer lab** is a facility where users are allowed to access computers for personal or academic use.

**continuing education** [N-UNCOUNT-U11] **Continuing education** is academic learning that occurs after someone already has a career, and typically after he or she completes a regular college education.

**contract** [N-COUNT-U1] A **contract** is an official, legal agreement between two people or groups.

**convocation** [N-COUNT-U15] A **convocation**, or commencement, is a ceremony in which students graduate from an institution.

**copy center** [N-COUNT-U2] A **copy center** is a place where people can make photocopies of documents and other materials, often with a fee.

**cum laude** [ADV-U15] If a student graduates **cum laude**, he or she has reached a generally high level of academic achievement, below the level of magna cum laude.

**database** [N-COUNT-U3] A **database** is a searchable electronic record of a large amount of information.

**dean** [N-COUNT-U13] A **dean** of a university is an administrator who oversees a general area of the institution.

**decorum** [N-UNCOUNT-U15] **Decorum** is expected or proper behavior in a formal situation.

**defend** [V-T-U12] To **defend** a thesis is to present evidence that supports it, usually to a thesis committee, for approval.

**deputy** [N-COUNT-U13] A **deputy** is someone who assists an official, and may perform some of that official's duties.

**development** [N-UNCOUNT-U4] **Development** is the process of growing and becoming better at something.

**diploma** [N-COUNT-U15] A **diploma** is a certificate indicating that a student has graduated from an institution.

**direct exchange** [N-UNCOUNT-U9] **Direct exchange** is a type of exchange program in which universities allow exchange students to pay their regular home-country tuition while attending school in another country.

**discount** [N-COUNT-U2] A **discount** is a reduction in the amount of money that something costs.

**dissertation** [N-COUNT-U12] A **dissertation** is an advanced, detailed project or report that is required for students to earn a doctoral degree.

**distance learning** [N-UNCOUNT-U8] **Distance learning** is the process of taking an academic course without being physically present in a classroom.



# Glossary

- distinguished professor** [N-COUNT-U13] A **distinguished professor** is one of a few high-ranking professors at a university who has demonstrated excellence and achievement in his or her field of expertise.
- donation** [N-COUNT-U14] A **donation** is money that someone gives officially to a person or group, usually for the purpose of helping someone or improving something.
- download** [V-T-U7] To **download** something is to transfer it from a network onto a computer or other device.
- dues** [N-COUNT-U14] **Dues** are payments that someone makes in order to be a member of an organization.
- duration** [N-COUNT-U9] A **duration** is the length of time for which something occurs.
- editor** [N-COUNT-U5] An **editor** is someone who makes major decisions about the content of a publication.
- educational affiliation** [N-UNCOUNT-U1] **Educational affiliation** is a relationship between a school and a commercial business that is either on the school's campus or serves the school's students in an off-campus location.
- EFL** [N-UNCOUNT-U10] **EFL** (English as a Foreign Language) is the process of learning English for someone who does not speak it natively, and does not live in a country where it is commonly spoken.
- e-learning** [N-UNCOUNT-U8] **E-learning** is a type of distance learning that occurs over the Internet.
- embassy** [N-COUNT-U10] An **embassy** is a place where representatives from a particular country live and work while stationed in a different country.
- en route** [ADV-U12] If something is done **en route**, it is accomplished in the process of doing something else.
- enrichment** [N-UNCOUNT-U11] **Enrichment** is the process of improving something or making it more effective.
- events coordinator** [N-COUNT-U14] An **events coordinator** is someone who organizes activities or occasions and communicates the details to people who will attend.
- evolve** [V-I-U11] To **evolve** is to change and grow gradually over time.
- exam preparation** [N-UNCOUNT-U4] **Exam preparation** is the process of helping a student study for a test.
- exchange student** [N-COUNT-U9] An **exchange student** is someone who travels to another country to complete part of his or her education.
- experiential** [ADJ-U11] If something is **experiential**, it is related to the process of doing something directly rather than learning about it in a classroom.
- F-1** [N-COUNT-U1] An **F-1** is a visa that allows foreign students to study at universities in the United States.
- facility** [N-COUNT-U6] A **facility** is a place that offers particular tools or services.
- field-based program** [N-COUNT-U9] A **field-based program** is an exchange program in which students have a more freeform curriculum, and often engage in on-the-job training and independent study projects.
- foreign** [ADJ-U9] If something is **foreign**, it relates to a different country than the country where someone is currently.
- foreign student advisor** [N-COUNT-U10] A **foreign student advisor** is an administrative official at a college or university who assists students from foreign countries.
- form I-20** [N-COUNT-U10] A **form I-20** is a document verifying a foreign student's eligibility to live in the United States while attending school.
- forum** [N-COUNT-U7] A **forum** is an online environment where people can post questions, opinions, or information for others to view.
- full professor** [N-COUNT-U13] A **full professor** is an experienced professor who is considered an expert in his or her field and whose job and salary are secure.
- full-time** [ADJ-U1] If a worker is **full-time**, he or she works a minimum number of hours per week, which is usually set between thirty-five and forty hours.
- grace period** [N-COUNT-U1] A **grace period** is a length of time after something is supposed to be completed during which there is no penalty for not yet completing it.



**graduate** [V-I-U15] To **graduate** is to complete a program of coursework and earn a degree or diploma.

**graduate studies** [N-COUNT-U12] **Graduate studies** are educational courses that are taken after a student has already earned a bachelor's degree or higher.

**grant** [V-T-U10] To **grant** someone something is to allow the person to have it.

**honorary graduate** [N-COUNT-U15] An **honorary graduate** is someone who has not completed the normal requirements to earn a degree, but receives a special "honorary" degree for other academic contributions to an institution.

**hood** [N-COUNT-U15] A **hood** is a type of academic dress that is worn by doctoral graduates during commencement.

**host country** [N-COUNT-U9] A **host country** is a country where students from another country travel to in an exchange program.

**hybrid program** [N-COUNT-U9] A **hybrid program** is an exchange program that combines elements of island programs and integrated programs, allowing students to take some courses with other students from their home country as well as courses with host-country students.

**in excess** [ADV-U1] If something occurs **in excess** of something else, it occurs to a greater degree.

**information security** [N-UNCOUNT-U6] **Information security** is technology that prevents unauthorized people from accessing someone's personal account information.

**initiative** [N-COUNT-U11] An **initiative** is a program or series of events that is intended to improve something.

**instant message** [N-COUNT-U7] An **instant message** is a brief communication that someone types and sends to another person over the Internet.

**institutional fellowship** [N-COUNT-U12] An **institutional fellowship** is a type of financial support that is awarded to a graduate student for teaching or performing research, and must be conducted at the particular school that is offering the fellowship.

**integrate** [V-T-U7] To **integrate** two things is to use both of them together in the same process.

**integrated program** [N-COUNT-U9] An **integrated program** is an exchange program in which exchange students take normal courses alongside regular students from the host country.

**intensive** [ADJ-U10] If something is **intensive**, it requires a lot of time or effort.

**interactive** [ADJ-U8] If something is **interactive**, it involves the participation of its viewers or users.

**interdisciplinary** [ADJ-U6] If something is **interdisciplinary**, it is related to all or multiple areas of study.

**interlibrary loan** [N-COUNT-U3] An **interlibrary loan** is a library's process of requesting a book from another library.

**island program** [N-COUNT-U9] An **island program** is an exchange program in which exchange students interact mostly with other students from the same home country.

**IT** [N-UNCOUNT-U6] **IT** (information technology) is a department that implements, updates, and maintains an institution's computers and other electronics.

**journalism** [N-UNCOUNT-U5] **Journalism** is the act of collecting and recording information for an agency or publication such as a newspaper, magazine, television network, or radio station.

**lecturer** [N-COUNT-U13] A **lecturer** is an instructor who does not have the authority to participate in departmental decisions, and whose duty is typically to teach undergraduate courses only.

**library** [N-COUNT-U3] A **library** is a place where people can access or borrow books and other reference materials.

**library catalog** [N-COUNT-U3] A **library catalog** is a database with information about the books and other materials stored in a library.

**local** [ADJ-U5] If something is **local**, it is related to people or activities that happen within a fairly small region.

**login** [ADJ-U6] **Login** relates to a word or code that someone uses to represent him- or herself over a network.



# Glossary

- long-term** [ADJ-U9] If something is **long-term**, it occurs over a great amount of time.
- magna cum laude** [ADV-U15] If a student graduates **magna cum laude**, he or she has reached a very high level of academic achievement, above the level of cum laude but below the level of summa cum laude.
- mailing center** [N-COUNT-U2] A **mailing center** is an office or counter where people perform mail-related tasks, such as sending packages and purchasing postage.
- media** [PLURAL-U3] **Media** are electronic materials that display information in a format besides print, and include photographs, video recordings, and audio recordings.
- microfilm** [N-UNCOUNT-U3] **Microfilm** is a system for preserving images and documents on very small strips of film, so they can be easily stored and then magnified for viewing.
- multicultural** [ADJ-U9] If something is **multicultural**, it is related to more than one group of people or nationality.
- network** [N-COUNT-U6] A **network** is a system that shares information between devices, either through wires or across airwaves.
- network** [V-I-U14] To **network** is to meet other people who may offer social or professional benefits.
- newsletter** [N-COUNT-U5] A **newsletter** is a periodical publication that is usually released weekly or monthly and provides information on a specific subject matter for a small group of people.
- newspaper** [N-COUNT-U5] A **newspaper** is a periodical publication that is usually released daily or weekly.
- non-degree** [ADJ-U11] If education is **non-degree**, the students who participate in it do not earn a degree.
- off-site** [ADJ-U8] If something is **off-site**, it occurs in a place aside from where its primary activities are created or take place.
- one-on-one** [ADJ-U4] If something is **one-on-one**, it is done between two people rather than in a group.
- online course** [N-COUNT-U8] An **online course** is an academic course that is conducted strictly over the Internet.
- opinion** [N-COUNT-U5] An **opinion** is something that someone thinks or feels about a particular subject.
- original** [ADJ-U12] If something is **original**, it was created for the first time by a particular person, and it does not use the exact words or ideas of anyone else.
- packet** [N-COUNT-U2] A **packet** is a collection of documents or other materials that are attached together.
- part-time** [ADJ-U1] If a worker is **part-time**, he or she works less than the number of hours required to be full-time.
- passport** [N-COUNT-U10] A **passport** is a document that allows someone to travel to foreign countries.
- password** [N-COUNT-U6] A **password** is a secret word or code that someone uses to access his or her account over a network.
- peer-reviewed** [ADJ-U12] If an article or report is **peer-reviewed**, it is read and critiqued by other people who are experts in the particular field.
- pending** [ADJ-U1] If something is **pending**, it has not yet occurred, but is expected to as long as particular conditions are met.
- periodical** [N-COUNT-U3] A **periodical** is a publication, such as a newspaper or magazine, that releases issues at regular intervals.
- perk** [N-COUNT-U14] A **perk** is something that does not serve a main purpose, but is an additional advantage or benefit.
- photographer** [N-COUNT-U5] A **photographer** is a cameraperson who takes photographs.
- plagiarism** [N-UNCOUNT-U4] **Plagiarism** is the unethical act of claiming someone else's words or specific ideas as one's own.
- PO box** [N-COUNT-U2] A **PO** (post office) **box** is a small, locked box that someone can rent in order to receive mail securely.



**portable fellowship** [N-COUNT-U12] A **portable fellowship** is a type of financial support that is awarded to a graduate student for teaching or performing research, and may be conducted at any school the recipient chooses.

**post-doctoral** [ADJ-U12] If something is **post-doctoral**, it occurs after someone has already earned a PhD.

**postgraduate** [ADJ-U12] If something is **postgraduate**, it occurs after someone has already earned a bachelor's degree or higher.

**post-secondary** [ADJ-U11] If education is **post-secondary**, it occurs after secondary school.

**president** [N-COUNT-U13] The **president**, or chancellor, of a university is its highest-ranking administrative official and makes major decisions for the institution.

**print** [V-T-U6] To **print** something is to transfer it from an electronic format into a physical format on paper.

**privilege** [N-COUNT-U14] A **privilege** is something special that someone is allowed to do or have, but does not apply to everyone.

**professional development** [N-UNCOUNT-U11] **Professional development** is the process of learning more about a career or industry that someone is already working in, in order to become better at it.

**proficiency** [N-UNCOUNT-U10] **Proficiency** is the state of being skillful at something.

**provost** [N-COUNT-U13] A **provost** of a university is a senior administrator who assists the president and manages major affairs of the institution.

**radio station** [N-COUNT-U5] A **radio station** is an organization that broadcasts audio signals across airwaves.

**rare** [ADJ-U3] If something is **rare**, it is one of only a few items of its particular kind.

**reconnect** [V-I-U14] To **reconnect** is to make contact with someone after not being in contact for a long time.

**reference** [ADJ-U3] If a library book is **reference**, it can be viewed while a user is in the library, but it cannot be checked out.

**relevant** [ADJ-U5] If something is **relevant**, it has use or significance in a particular situation.

**research assistant** [N-COUNT-U12] A **research assistant** is someone who assists a professor or researcher, often as part of an educational process.

**reserves** [N-UNCOUNT-U3] **Reserves** are books or other materials that are not in normal circulation in a library, to be used by students in specific courses.

**school supplies** [N-COUNT-U2] **School supplies** are various tools that students use for studying and completing coursework, including pens, notepads, calculators, and many other items.

**self-directed** [ADJ-U11] If something is **self-directed**, it requires people to help and motivate themselves, and exercise their own personal discipline.

**short-term** [ADJ-U9] If something is **short-term**, it occurs over a small amount of time.

**social networking** [N-UNCOUNT-U14] **Social networking** is the use of the Internet and other electronic media to communicate with people.

**social security number** [N-COUNT-U1] A **social security number** is a unique identification number that is assigned to each United States citizen, as well as others who are approved to work in the United States.

**software** [N-UNCOUNT-U7] **Software** is data that is loaded into a computer to make it perform particular functions.

**special collection** [N-COUNT-U3] A **special collection** is a set of materials in a library that is notable for some reason, often because the materials are rare.

**special order** [N-COUNT-U2] A **special order** is a bookstore's process of purchasing and requesting the shipment of a particular book at the request of an individual customer.

**sponsor** [N-COUNT-U9] A **sponsor** is a university or organization that organizes an exchange program.



# Glossary

- standardized test** [N-COUNT-U4] A **standardized test** is an exam with consistent material that is administered to many students across different regions and institutions.
- stream** [V-T-U5] To **stream** something is to access its content over the Internet as it is broadcast.
- student visa** [N-COUNT-U10] A **student visa** is a document allowing a foreign student to live in another country while attending school as a full-time student.
- student-run** [ADJ-U5] If something is **student-run**, its operations are managed strictly by students.
- summa cum laude** [ADV-U15] If a student graduates **summa cum laude**, he or she has reached the highest level of academic achievement, above the level of magna cum laude.
- support** [N-UNCOUNT-U4] **Support** is the act of giving someone assistance or encouragement.
- synchronous learning** [N-UNCOUNT-U8] **Synchronous learning** is a teaching process in which a group of students are taught the same material at the same time.
- TA** [N-COUNT-U13] A **TA** (teaching assistant) is a student who assists a professor with a course, and may be responsible for teaching parts of the course, grading coursework, or facilitating study groups.
- tech support** [N-UNCOUNT-U6] **Tech support** is a department or person who helps people when they have problems with electronic devices or networks.
- tenure** [N-UNCOUNT-U13] **Tenure** is a guarantee of lifetime employment that a university awards professors.
- textbook** [N-COUNT-U2] A **textbook** is an academic book that is used in a course.
- thesis** [N-COUNT-U12] A **thesis** is an advanced, detailed project or report that is required for students to earn a master's degree.
- thesis committee** [N-COUNT-U12] A **thesis committee** is a panel of experts and professionals who review a student's thesis for approval.
- thread** [N-COUNT-U7] A **thread** is a series of related posts on a forum.
- TOEFL** [N-COUNT-U10] The **TOEFL** (Test of English as a Foreign Language) is an exam for EFL students to demonstrate their knowledge of English.
- tutoring** [N-UNCOUNT-U4] **Tutoring** is the process of helping students with particular studies or coursework outside of class.
- valid** [ADJ-U10] If something is **valid**, it is accepted by a legal or official organization.
- VLE** [N-COUNT-U7] A **VLE** (virtual learning environment) is a computer program that allows students to access course materials over a network.
- vocation** [N-COUNT-U11] A **vocation** is someone's long-term job or career.
- VoIP** [N-UNCOUNT-U8] **VoIP** (voice over Internet protocol) is a technology that provides users with a telephone connection that operates over the Internet.
- web conferencing** [N-UNCOUNT-U8] **Web conferencing** is the process of connecting multiple people or groups by audio or video chat over the Internet.
- web-based** [ADJ-U8] If something is **web-based**, it occurs on or through the Internet.
- webinar** [N-COUNT-U8] A **webinar** is a live presentation or lecture that occurs over the Internet, and generally allows viewers to submit comments or questions to the presenters.
- workforce** [N-COUNT-U11] A **workforce** is the number of people who are working in a particular area, or who are available to work.
- workshop** [N-COUNT-U4] A **workshop** is a small group of people who are working together to learn about something under the guidance or leadership of someone who is familiar with the topic.



**workstation** [N-COUNT-U6] A **workstation** is an area with a computer and a chair that is designated for use by one person.

**work-study** [ADJ-U1] If something is **work-study**, it is related to a program that allows students to work on campus while attending school.

**work visa** [N-COUNT-U1] A **work visa** is a document indicating that someone has permission to work in a particular foreign country.

**writing clinic** [N-COUNT-U4] A **writing clinic** is a program that tutors and assists students with writing skills.