

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЧЕРНІГІВСЬКА ПОЛІТЕХНІКА»

**UNIVERSITY LIFE**

**Методичні вказівки до практичних занять та для самостійної роботи  
студентів нелінгвістичних спеціальностей з дисципліни «Іноземна мова»**

Обговорено і рекомендовано  
на засіданні кафедри іноземних мов  
професійного спрямування

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UNIVERSITY LIFE. Методичні вказівки до практичних занять та для самостійної роботи студентів нелінгвістичних спеціальностей з дисципліни «Іноземна мова»/ Укл. Дивнич Г.А. Чернігів: НУ «Чернігівська політехніка», 2021. 41 с.

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## Вступ

Методичні вказівки призначені для студентів вищих навчальних закладів денної форми навчання нелінгвістичних спеціальностей для навчання спілкуванню у ситуації «University life».

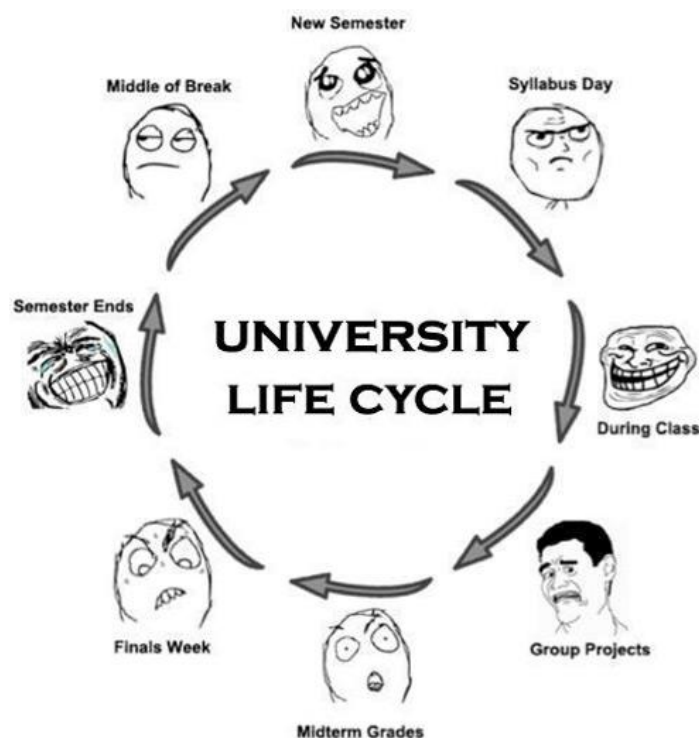
Мета даних методичних вказівок – забезпечити формування у студентів навичок усного та писемного мовлення у академічному дискурсі.

Методичні вказівки складаються з двох модулів (4 розділи – по 2 у кожному модулі). Кожен розділ містить тематичний текст для опрацювання та посилання на онлайн-ресурси з певним завданням, завдання для самостійного вивчення, а також фінальні комунікативні завдання для модульного контролю.

Матеріал, розміщений у методичних вказівках, сприятиме формуванню соціокультурної компетентності студентів та створює основу для їх успішної комунікації у англomовному академічному середовищі.

## MODULE 1

### I. Education: University



#### Questions for group discussion:

*How do you feel about entering this university? What are your expectations of studying at this university?*

**Exercise 1. Read the extracts from the section “Education & Training” on the European Commission website. Give Ukrainian equivalents of the words underlined.**

*How is higher education in Europe structured?*

Each country has its own individual higher education system – but all are part of the European Higher Education Area (EHEA). The EHEA system helps ensure that higher education systems across Europe are compatible – and that students, researchers and academics in Europe can collaborate and study or work abroad more easily. Qualifications across Europe are comparable through the European Qualifications Framework.

*Which higher education qualifications can I take in Europe?*

The main higher education qualifications offered across Europe are as follows:

#### ***Bachelor’s degree***

Most full-time Bachelor's study programmes in Europe last 3 or 4 years (this will be longer if you study part-time). To do a Bachelor’s degree, you usually need some school qualifications first – this varies so check the entry requirements for your chosen study programme. Bachelor’s degrees are highly regarded by employers. They are a great way to gain vital skills and knowledge to help you develop your career. Most study programmes involve lectures and classes, with assessment through

essays, exams and coursework. Many also involve a period of time working in industry or working on industry-related projects.

### ***Master's degree***

Most full-time Master's study programmes in Europe last 1 or 2 years (this will be longer if you study part-time). To do a Master's degree, you usually need a Bachelor's degree or other undergraduate qualification first. Master's degrees are highly regarded by employers. They are a great way to gain deeper or additional skills and knowledge to help you develop your career. In particular, they may also help you gain professional status – for example if you wish to become chartered in your profession. If you prefer, you could opt for a Master's that focuses on independent research, where you study one subject closely with the guidance of a supervisor, producing a thesis or dissertation.

### ***Doctorate/PhD***

Most full-time doctorates in Europe last around 3 or 4 years (this will be longer if you study part-time). To do a doctorate, you usually need a Bachelor's degree and a Master's degree first. Doctorates are ideal for people with a passion for research and discovery. They are especially useful if you want to work in academia, become a specialist in a particular field, or be an industry researcher. Doctorates usually involve a lot of independent study and research, specialised in one particular subject. You may attend some classes, but usually you carry out your own independent research, under the guidance of your supervisor. The aim of a doctorate is to break new ground – to produce new information and ideas or to conduct original research to help advance your subject. You may be expected to produce papers throughout your programme, and to produce a thesis for evaluation. To apply, you usually have to submit a research proposal, outlining what your doctorate will aim to achieve.

### ***What is the European Credit Transfer and Accumulation System?***

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised.

60 ECTS credits are the equivalent of a full year of study or work. In a standard academic year, these credits are usually broken down into several smaller modules. A typical 'short cycle qualification' typically includes 90-120 ECTS credits. A 'first cycle' (or bachelor's) degree consists of either 180 or 240 ECTS credits.

Usually a 'second cycle' (or master's) degree equates to 90 or 120 ECTS credits. The use of the ECTS at the 'third cycle', or Ph.D. level, varies.

ECTS is applied to support student mobility between higher education institutions. The course catalogues, Learning Agreements and Transcripts of Records help the recognition and transfer of credits earned by students during a mobility period abroad.

*(Information is taken from: [https://ec.europa.eu/education/node\\_en](https://ec.europa.eu/education/node_en))*

**Exercise 2. Read the text from Ex. 1 again and find the words to make up phrases:**

- a) to do a \_\_\_\_\_
- b) to gain \_\_\_\_\_ / \_\_\_\_\_
- c) to develop \_\_\_\_\_
- d) to attend \_\_\_\_\_
- e) to carry out \_\_\_\_\_
- f) to produce \_\_\_\_\_ / \_\_\_\_\_
- g) to earn \_\_\_\_\_

**Exercise 3. Based on the text, how is university education different from the school?**

**Exercise 4. Read the dialogue and underline synonyms that a student and a teacher use:**

*Student:* Do we have to go to all the lectures to do the course or just yours?

*Teacher:* You must attend all the lectures to complete the course.

*Student:* Excuse me. Where will next week's class be? In this room?

*Teacher:* No. Next week's class will be held in Room 405.

*Student:* When do we have to give you our essays?

*Teacher:* You have to hand in your essays on Friday.

*Student:* When do we have to send in our university applications?

*Teacher:* You have to submit your application by December 1st.

*Student:* What do I have to do if I want to leave the course?

*Teacher:* If you want to withdraw from the course, you have to go to the College Office.

**Exercise 5. Replace the underlined verbs with different verbs that have the same meaning in the context.**

1. Who is giving the lecture today?
2. Can I receive a grant for the course?
3. Is it more difficult to obtain a place at university?
4. You have to pass the exams before you can enter university.
5. He's studying physics, I think.
6. I think they are carrying out some research into the cause of asthma.
7. I always take detailed notes at lectures.
8. The course goes on for three years.

**Exercise 6. Replace all the uses of *do* or *get* in this paragraph with the alternatives. Use the table below.**

<i>Expressions with do/get</i>	<i>Alternatives</i>
do an exam	I have to <b>sit/take an exam</b> in biology at the end of term.
do research, do a research project	Our class <b>carried out/conducted a research project</b> into the history of our school.

do a course	I decided to <b>enrol on/take</b> a course in computer programming.
do a degree/diploma	She <b>studied for/took</b> a degree in engineering.
do a subject (e.g. law)	I <b>studied/took history and economics</b> in high school.
do an essay/assignment	All students have to <b>write an essay/assignment</b> at the end of term.
do a lecture/talk	Professor Parkinson <b>gave a lecture</b> on American Civil War.
get a degree/diploma	He <b>obtained/was awarded a diploma</b> in Town Planning in 1998.
get a grade	Her essay <b>received/was given</b> an A-grade.
get a qualification	You will need to <b>obtain/acquire a qualification</b> in social work.
get an education	The country is poor; only 27% of children <b>receive</b> a basic <b>education</b> .

I have three daughters. The oldest one did a degree in economics at Birmingham University. She got her bachelor degree last year and is now doing some research on taxation laws in different countries. The second one is doing a course at Newcastle University. She's doing history. She loves it, though she says she has to do far too many assignments. My youngest daughter is still at school. She's doing her school-leaving exams in the summer. She'll go to university next year if she gets good enough grades in her exams. She wants to do sociology and then get a social work qualification. My daughters are all getting a much better education than I ever had.

**Exercise 7. Fill in the table with different parts of speech. Check in the dictionary when necessary.**

<i>verb</i>	<i>noun</i>	<i>adjective</i>
to employ	an employer ...	employed ...
	a student ...	
	a lecture ...	
to research		
	education	
		dependent independent
to graduate		
	information	



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## Focus on Grammar

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a) Read the text about the University education again (exercise 1) and find examples of Present Simple tense.

b) Read the situations given below and decide where to use Present Simple:

- repeated actions (regularly, often, never)
- actions taking place right now
- developing situations
- actions set by a timetable or schedule
- actions taking place around now (temporary)
- daily routines
- arrangements for the near future

*What tense will you use for the situations left?*

c) Match the situations stated above and the following sentences:

1. We are having English class now.
2. We are gathering today after classes to discuss the project.
3. Our classes start at 8:00.
4. I feel my English skills are improving.
5. Peter never asks questions on lectures.
6. I usually wake up at 6:30, have breakfast and go to the University.
7. Peter is working hard these days.

d) Put the verbs in brackets into Present Simple or Present Continuous tense and explain your choice.

Dear Mum,

I \_\_\_\_\_(write) to tell you how I \_\_\_\_\_(get) on in my first term at university. In fact, I \_\_\_\_\_(really enjoy) myself. I \_\_\_\_\_(study) quite hard as well, but at the moment I \_\_\_\_\_(spend) a lot of time making new friends. I \_\_\_\_\_(attend) lectures every morning, and most afternoons I \_\_\_\_\_(study) in the library. In fact, I \_\_\_\_\_(write) this letter right now instead of an essay on Shakespeare.

Everything \_\_\_\_\_(cost) a lot here, and I \_\_\_\_\_(save) to buy a coat for the winter months. It \_\_\_\_\_(get) really cold here in the evenings.

I now \_\_\_\_\_(know) some other students and we \_\_\_\_\_(have) quite a good time.

I \_\_\_\_\_(look) forward to coming home next month.

See you soon.

Kate

e) *This is a daily schedule of Michelle Hattan from the University of Illinois (taken from [www.collegexpress.com](http://www.collegexpress.com)). Make up sentences using the notes; tell the class how it differs from your daily routine.*

*Example: His first alarm rings at 7:10 am.*

7:10 am	first alarm
7:20 – 7:50 am	get up
8:40 – 9:00 am	the long walk to class on the opposite side of campus.
9:00 – 10:00 am	Intro to Fiction
10:00 am – 12:00 pm	my professor's office hours
12:00 – 1:00 pm	Dynamics lecture (a crazy mechanical engineering class)
1:00 – 2:00 pm	Modeling Human Physiology
3:00 – 6:00 pm	Research!
6:00 – 7:00 pm	dinner with friends
7:00 – 8:00 pm	Engineering Council meeting.
8:00 pm – 12:00 am	Work on homework at the library!

**Exercise 8. Work in pairs. Ask each other about your University life. Be ready to speak about your partner.**

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**Exercise 9. Read the sentences. Underline and translate new phrases on the topic.**

- I did the first draft of my essay last week and the final draft this week. I have to hand it in tomorrow. Then the teacher gives us feedback after about a week.
- We don't have exams at my school. We have continuous assessment, [system where the quality of a student's work is judged by pieces of course work and not by one final examination]
- The local technical college provides training for young people in a variety of professions.
- After secondary school, 30% of the population go on to higher/tertiary education, and 20% of adults do some sort of further education course during their lives.
- Does your government recognise foreign qualifications for school teachers?

**Exercise 10. Complete these questions with the appropriate words.**

1. What homework do we have to \_\_\_\_\_ tonight?
2. In which month do students usually \_\_\_\_\_ their final exams in your country?
3. Who do we have to \_\_\_\_\_ our essays in to?
4. Who is \_\_\_\_\_ today's lecture on Shakespeare?
5. What do we need to do if we want to \_\_\_\_\_ from the course?
6. In which room is the translation class going to be \_\_\_\_\_?
7. Have you done the first \_\_\_\_\_ of your essay yet?

8. Do you prefer exams or continuous \_\_\_\_\_?
9. Do you always \_\_\_\_\_ to all your lectures?
10. Does the college \_\_\_\_\_ training in computer skills?

**Exercise 11. Choose the correct collocation.**

1. I'm happy to say that you have all *sat / taken / passed* your maths test.
2. Will the teacher *give / provide / make* us some feedback on our essays?
3. The university *agrees / recognises / takes* the school-leaving exams of most other countries.
4. It isn't compulsory to *assist / attend / listen* all the lectures at this university.
5. How long will it take you to *complete / carry out / fulfil* your degree?
6. You must *submit / send / write* your application in before the end of June.
7. Several students have decided to *withdraw / go / leave* the course this year.
8. I want you all to *write / hold / keep* a vocabulary notebook.

**Exercise 12. Work in groups to answer the following questions:**

1. What types of classes do students have at your university?
2. What do you do at different types of classes?
3. How is your knowledge assessed?

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## Self-study task

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**Task 1. Read the text “Top 4 Benefits of Higher Education”. Summarise each part (1-4) in one-two sentences.**

High school graduation is something most young people look forward to – not just because it’s an accomplishment, but also because of the freedom it brings. No more school! No more 6 a.m. alarm clock, no more hall passes, no more homework. Sure, entering the work force will entail a schedule, but it’ll be different than school – there’s a paycheck involved, and no classes to sit through.

Most young people face important questions as they approach this point in life. Why continue your education beyond high school? What options are available? In this article series, we’ll delve into these, as well as other considerations young people should keep in mind when choosing an educational program, a school or an academic plan for their life.

### *1. Career Preparation*

Some young people have a pretty solid idea of what type of career they would like to have as an adult. For such people, post-secondary education will primarily serve as a means for gaining the skills, training and knowledge necessary to enter their desired profession.

This is one of the most acknowledged reasons for people to seek higher education. However, many young people aren’t sure what they want to do – and that’s okay. Having goals is great, but nothing says that we need to have our lives totally planned out by the age of 17. In fact, many major universities encourage incoming students not to select an area of focus until after their freshman year, or in some cases, their sophomore year. So, even if you’re not sure what profession you’re interested in pursuing, you should remain mindful that academic environments offer one of the best places to explore your options and make that choice.

### *2. Broader Practical Benefits*

Preparing oneself for a career isn’t the only practical benefit of a college education. According to a 2013 report by The College Board, there are many other important ones. Consider the following areas in which people with more than a high school diploma tend to be more successful:

*Economic:* The median yearly income of someone with a high school diploma alone is \$35,400, compared to \$44,800 with a two-year (Associate’s) degree and \$56,500 with a four-year (Bachelor’s) degree. Even taking into account the repayment of student loan debt, two-year and four-year degree-holders tend to earn substantially more over their lifetimes than those with only a high school diploma.

*Health:* People who obtain post-secondary education tend to make healthier choices. In 2012, only 8% of four-year degree-holders surveyed smoked, compared to 20%

with an Associate's degree and 25% with a high school diploma alone. Among 25-34-year-olds, 85% of those with a Bachelor's degree and 71% with an Associate's degree reported exercising weekly, compared to 60% of those with no post-secondary education. This trend remained constant throughout all age brackets.

*Civic Involvement:* Among those who hold a Bachelor's degree, 45% report knowing "quite a bit" about current political issues, compared to 34% with some college or a two-year degree and 21% with a high school diploma alone. Among people ages 25-44, 73% of Bachelor's degree-holders and 58% of Associate's holders voted in the 2012 presidential election, compared to 42% of those with a diploma alone. In 2012, 17% of those with no post-secondary education reported volunteering, compared to 29% of those with some college or a two-year degree and 42% with a Bachelor's or higher.

### 3. *Personal Development*

Not all skills are clearly connected to a career or statistics, but they can be equally as important to a well-rounded, fulfilling life. The following benefits, typically derived from a successful higher education experience, can prove to be major enhancements to your life:

*Better communication* (written and verbal): Many higher education programs feature advanced writing and speaking assignments; this trains individuals to express themselves clearly and communicate more effectively with others.

*Critical thinking skills:* The ability to think and to think well – to ask questions, to analyze and to reflect, for example – is crucial to all areas of life. The ability to identify and solve problems comes in handy in one's personal and social life as well as on the job. Critical thinking skills can be cultivated in any number of higher education programs, whether you're learning to diagnose a problem in a car's engine or analyzing a literary work. See our article titled *The Importance of Good Thinking* for added perspective on this point.

*Identification of skills:* Young people may find that they have skills they didn't know they had as they are exposed to new things and new ideas in a higher education environment. You may be surprised to find that you excel at a certain type of math, have a knack for dancing or want to read more from a certain author. There are many great things to know that will broaden your prospects in life and pursuing higher education will expose you to many of them.

*Realization of passions:* Young people may be shocked to learn that they love physics in college, or that they really want to pursue art. Putting yourself in an educational setting where you can dabble with different disciplines can wake you up to passions you never knew or realized were there.

*Greater sense of discipline:* While programs vary, in many higher education settings, students are given more responsibility than ever before. They must take initiative, manage their time well and remain organized. These skills can transfer to all other

areas of life, from keeping one’s living space livable to being a reliable person to excelling at one’s job.

#### 4. Pursuing a Passion

This is perhaps the least-accepted reason, culturally, to pursue higher education. Some hold that the time and financial investment of post-secondary school should only be pursued with practical, concrete career goals in mind. However, pursuing our passions is an extremely important component of a healthy, well-lived life.

When I first began thinking about college, I had no clue what I wanted to be when I grew up. But I knew that I had an intense love of philosophy – asking and thinking about questions such as what has value in the world and how we should treat one another. I could have made myself miserable by entering a program that had more clear career prospects but less interest to me, or I could have skipped college altogether and read my books on my own. But I knew I wanted to commit a substantial amount of time and energy to rigorous study of the discipline. I’ve heard it a million times: “What can you do with that degree?”

With that degree, I can show that I worked hard. With the education that led up to that degree, I am a better thinker and writer. Just as important, I think, is that I spent four years of my life immersed in something I love and realizing that I want to incorporate it in how I behave and what I do throughout my life. My studies have influenced how I treat others and the work I do for Good Choices Good Life – incorporating important philosophical concepts into practical decision-making advice. We can figure out ways to apply our passions as we pursue them.

*(Original text by Amee LaTour: <http://www.goodchoicesgoodlife.org/choices-for-young-people/the-benefits-of-higher-education/>)*

**Task 2. Watch the video “Student Ask Mark Zuckerberg “Is Bachelor’s degree necessary for success?” at Red Cache Network (youtube.com). What is the value of higher education for Mark Zuckerberg?**

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**Task 3. Write a Facebook post expressing your opinion regarding the benefits of higher education and its necessity.**

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## Final task

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### Writing 1

**Your friend Andrew has entered a university in Cambridge. Write an e-mail to him about your university life and ask about his experience (100 – 150 words).**

Look through your email, tick if you have the following:

- clear structure: opening, main body, closing, signature
- informal greeting
- short sentences
- contractions
- linking words

What would be the list like for a formal letter?

Look at the phrases. Where can we use them? Write down **I** for an informal letter and **F** for a formal one.

- How are you?
- Dear Sir/ Madam,
- To whom it may concern
- I hope you are doing well
- I am writing to make a reservation
- just a quick note to ...
- Could you please let me know if
- I would also like to know if
- Can you call me...
- I am attaching my CV for your consideration.
- Please see the statement attached.
- I'm attaching/sending you ...
- I can't wait to see you soon.
- Send my love to ...
- Yours faithfully,
- Yours sincerely,
- Best wishes,
- Kindly,
- Love,
- Sincerely Yours,

### Writing 2

**There is an open call for the participants of the academic mobility program in the UK. Write a letter of motivation to go for a semester study, stating:**

- *what you are studying at the university;*
- *why you want to participate in the academic mobility;*
- *what benefit you can bring to the receiving university.*

### Optional\*

Create a meme with a clear focus on university life in Chernihiv.

## II. Higher education in Great Britain

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"This college is very expensive, but when you graduate they give you a diploma, house, car, wife, kids and a dog."

### Questions for group discussion:

*What do you know about the education in GB? Where did you take this information from?*

*Would you like to study in GB? Why?*

*How do you think the life of an English student differs from yours?*

**Exercise 1. Read the text "Advantages and Disadvantages of the UK Education System". Write short notes in the table below the text.**

### Advantages and Disadvantages of the UK Education System

Going to college is one of the most important things you are going to do in your entire life, so you may as well choose something worthwhile. All of your research led you to study in England, but how much do you actually know about the educational system there? Are you familiar with all the goods and the bads? Do you want to convince yourself even more that you are making the right choice? Well, MasterGrades.com is about to find out.

#### *The Goods of Studying in England*

There are certainly some clear advantages to studying in England — otherwise, we wouldn't be struggling to get in there as we do, and the media wouldn't advertise it like this either. So here's why students are bumping heads to get into a college in England:

Students go abroad because they want to study. Obviously, if they do decide to leave their home country, this is because they couldn't be provided the equipment or resources that they needed. Considering that the UK has some of the top-ranked universities in the world, you will find everything you need there in terms of facilities, research, socializing and sports.



As opposed to most universities around the world that take around four years or more to get a degree, a university in England can offer it after three years or less. The courses are more focused, and you can gather the knowledge much faster than you would in a US college, for instance. You will get your degree much more quickly and you can start earning your own income. This can also be a disadvantage, depending on how you look at it.

Since professors are rather strict with you, you can't get away with sleeping through your classes and partying like an animal because you have too much free time on your hands. It's focused on the subject and it really wants you to study — which is why the British educational system bred so many geniuses.

*The Disadvantages of the British Educational System*

While there are indeed advantages to the British educational system, but at the same time, there are also disadvantages. Before you set out for an education in the UK, here's what you need to prepare yourself for.

An education in the UK will require that you know exactly what you want to become halfway through high-school so that you have a basis. This is the opposite of American students who can change their majors 2–4 times during university and still not be affected by it.

Remember when we said that graduating early is an advantage? Well, it can also be a disadvantage. Since you take 3 years to study what others do in 4 or 5, you do not have the time to actually let that info sink in or go deeper. And if your college does decide to go deeper, prepare for the next disadvantage.

We've all heard about stressed students who do not sleep or eat during exam period because they are too stressed — and that part is true. While there's less time to get a degree in the UK, there's also more stress — because you have to dab all that info in your brain in less time than normal. Add that to some pretty hardcore professors; you will definitely need a lot of coffee to get by.

While there are some disadvantages for studying in the UK, it's also certainly worth it. A degree you get here will be recognized and appreciated in the entire world.

(Original text by Melissa Harvey: <https://medium.com/@melissaharvey000/advantages-and-disadvantages-of-the-uk-education-system-79f478e81fdc>)

Advantages	Disadvantages

**Exercise 2. Write 3 sentences describing similarity between higher education in Ukraine and Great Britain. Use the words: *both, and, also, ...***

**Exercise 3. Write 3 sentences describing difference between higher education in Ukraine and Great Britain. Use the words: *but, while, however, ...***

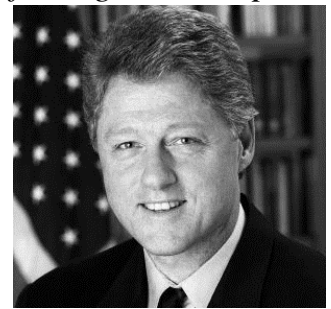
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### Focus on Grammar

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*Read an extract from the article “7 Rulers of Countries Who Studied at Oxford” (taken from Oxford Royal Academy website) and find examples of using Past Simple.*

The story of Bill Clinton’s time in Oxford begins with the will of Cecil Rhodes, the British imperialist and businessman. In order to promote civic leadership among young people, Rhodes left money in his will to sponsor non-British scholars to come and study at Oxford. To be a Rhodes Scholar is highly prestigious, and it was a Rhodes scholarship that brought Clinton, a graduate of Georgetown University, to University College, Oxford, in 1968. He studied Philosophy, Politics and Economics, but left for Yale Law School before he took his degree. The Australian Prime Ministers Bob Hawke, Tony Abbott and Malcolm Turnbull were all also Rhodes Scholars. Clinton defeated Bush in 1992 to become the 42nd President of the United States of America. In 1996, he was re-elected for a second term.



*Tick the situations referring to the usage of Past Simple. What grammar tense do the other ones refer to?*

- giving recent news
- giving information referring to the past
- when there is a result in the present
- when the time is not specific
- when the time in the past is clear
- with ‘for’ and ‘since’, when the actions have not finished yet
- with ‘for’ when the actions have already finished
- a series of completed actions
- habits in the past
- experiences

*Fill in the missing information for Past Simple usage:*

**Ствердні речення**

*I worked yesterday.*

*I bought a hat yest.*

**Заперечні речення**

*I \_\_\_\_\_ yesterday.*

*I \_\_\_\_\_ a hat yest.*

**Запитальні речення**

*\_\_\_\_\_ you \_\_\_\_\_ yesterday?*

*\_\_\_\_\_ you \_\_\_\_\_ a hat yest.?*

*Change the sentences, using Past Simple:*

1. He usually drives to work. – *He drove to work yesterday.*
2. He usually works from 8 a.m. to 5 p.m.
3. She usually has dinner at home.
4. They usually meet in a café.
5. He usually play games on the computer.
6. They always celebrate the Mother's Day.
7. She usually wears black.
8. He always stays late at work.
9. We often have rest at the river bank.
10. They always invite us to a party.

*Go around the class and put questions to find people who: (write down the names with some detailed information)*

1. Went to school at 6.
2. Liked Maths at school.
3. Had excellent marks in most of subjects at school.
4. Applied to the university without much thinking.
5. Did all the homework yesterday.
6. Finished doing the first lab last week.
7. your variant ...

*Share what you have found out with the whole group.*

### ***Group work***

*Revise the Present Perfect form. Think of the time period since the beginning of the University studies and till the present. What have you done/studied/achieved so far? Make a list of 5 sentences.*

*Compare your achievements in small groups. Be ready to report on what similar achievements you have and what is special.*

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## Self-study task

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### Task 1. Revise irregular verbs. Fill in their translation.

❖ those that do not change

cost	cost	cost	КОШТУВАТИ
cut	cut	cut	
hit	hit	hit	
hurt	hurt	hurt	
let	let	let	
put	put	put	
shut	shut	shut	

❖ those that have the same second and third forms

lose	lost	lost	
get	got	got	
keep	kept	kept	
sleep	slept	slept	
feel	felt	felt	
leave	left	left	
meet	met	met	
buy	bought	bought	
think	thought	thought	
make	made	made	
spend	spent	spent	
build	built	built	
find	found	found	
have	had	had	

hear	heard	heard	
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❖ those, that have three different forms

be	was/were	been	
drive	drove	driven	
write	wrote	written	
choose	chose	chosen	
speak	spoke	spoken	
know	knew	known	
begin	began	begun	
drink	drank	drunk	
sing	sang	sung	
go	went	gone	
do	did	done	
eat	ate	eaten	
forget	forgot	forgotten	
give	gave	given	
see	saw	seen	
take	took	taken	

**Task 2. Read the text “The UK vs US Higher Education System”. Make a list of similar and a list of different features of both educational systems. Which one do you like more? Why?**

### **The UK vs US Higher Education System**

The UK and US are the top destinations for international students all over the world. They are both famed for having the most prestigious and world-ranking universities such as Cambridge and Harvard. Currently, the US is no.1 with the highest number of international students while the UK sits at no.2. Still, though they share many cultural similarities, their education systems and higher education in particular are remarkably difference. Here, we break down the key differences for you.

### Cost & Length

Both UK and US universities have a large range of tuition cost from university to university. It depends on the prestige of the institution and whether it's public or private. However, UK institutions are more regulated by the government than US institutions. Thus, on average the cost of tuition for UK institutions is lower than US institutions. The cost of living will also range drastically from region to region in both countries. For example in the UK, the cost of living in Newcastle Upon Tyne is 39% cheaper than London with rent being 65% lower.

Perhaps the biggest difference between the UK and US higher education system is the time it takes to complete an undergraduate Bachelor's degree. It takes one year less in the UK with a total of 3 years. On the other hand, it takes 4 years in the US to complete a Bachelor's degree. However, the overall time taken to complete a UK Bachelor's Degree could possibly be equal to the time for a US university for international students.

### Pre-requisites

This is because to be accepted into a UK university, students need to complete either A-levels (1-2 years) or a Foundation (1 year) programme. Conversely, most but not all US universities prefer students to take the Scholastic Assessment Test (SAT). The SAT is a lot simpler compared to A-levels or Foundation as the material tested is high school level. Students usually study this on their own or take supplementary tuition classes.

For international students who are non-native English speakers, both countries have their respective English Language Test. These tests are required to prove student's English writing, reading, listening and speaking abilities. US universities prefer TOEFL while UK universities prefer IELTS.

### Curriculum

The UK higher education system is much more focused and specialized than the US. Students are required to have already decided on their intended field of study when they select a programme. Hence, it has more depth in the student's chosen field.

The US universities on other hand, reflect the individualist spirit of the country by giving students much more choice and freedom. US university students are given two years to choose a major of intended study. In the mean time, students are free to take a range of subjects of their choosing while also required to study subjects outside their major. There is a bigger emphasis on having a larger breadth of knowledge to produce more holistic liberally educated students. They can also elect to have a double major or a minor, with the two chosen fields not being necessarily directly related.

### Assessments

UK universities use an honors system from First Class to Third Class while the US utilizes a 4.0 GPA scale with the traditional A to F.

US universities often assess student's performance through a large combination of methods throughout the semester such as presentations, quizzes, participation, discussion, assignments etc. Amidst that a substantial part of the grade is given to a midterm and final exams. Thus, in the US higher education system assessment is continuous. The UK is more heavily lecture and exam based. Though in many cases they do have a mixture of assignments, discussions and presentations. The big final exam is a much larger and significant portion of the grade. In some cases, the entire grade is based on the final.

### Employment

In terms of work opportunities, in the UK you are able to work off campus part-time for 20 hours a week during school days and full time during holidays. However, in the USA, students are limited to working primarily on campus in places like the student center, bookstore or cafeteria. To work off campus students need to apply for a Curricular Practical Training (CPT). The job or internship needs to be directly related to your major.

After graduation, US students often have a slightly easier chance of getting a job because of Optional Practical Training (OPT). Under OPT status, students are granted the privilege to work in the US for a year. Students in STEM fields such as Engineering however are granted the opportunity to extend their OPT status by another 3 years. Currently, students have three months to find employment. If they wish to stay longer they need to apply for the highly competitive H1B Visa where it needs to be shown that the position is one that cannot be easily fulfilled by an American worker.

In the UK, students must find a job Tier 2 sponsor licence within four months of completing their course. The job requires a salary at least £20,800. The visa can be granted for up to 5 years and will depend on the length of appointment. It's important to note that many parents and students assume that students will easily gain employment and stay in overseas. In truth, the job market is highly competitive market in both countries.

### Other Things To Consider

There are also a much higher number of universities in America compared to the UK. This is obviously due to its very large geographic size but it also means prospective students have a more diverse selection to choose from. You can choose to study in snowy Minnesota or sunny California. The cultural norms also differ widely from region to region, there is a large divide between Northern and Southern states. While the UK is definitely not homogeneous, a large divide also exist between rural and urban areas, it is arguably less varied weather and culture wise.

US universities also have a more hardcore 'school spirit.' Sports is an integral part of most universities' identity. Athletic events and sports games are massive events attended by thousands of fans both in and outside the schools. If students are interested in on campus housing, the two countries differ as well. In the UK, students live in student halls where they have their own bathrooms but shared kitchen and

bathrooms. US students on the other hand have to share their rooms with another students but have their own bathrooms in their dorms.

*(Original text at: <https://theglobalscholars.com/2018/12/19/us-vs-uk-education-system/>)*

**Task 3. Watch the video “Oxford vs. Cambridge” at WillieWillieHarrySte (youtube.com). Make notes on the achievements of both universities – which one do you think is better?**

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## Final task

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### *Writing*

**Your friend is thinking of applying to Cambridge and Oxford universities. Write a letter to share your opinion on these universities and if it is worth trying.**

### *Speaking*

**Student A: your friend (Student B) is studying in Oxford. He has come to Ukraine for winter holidays. Share your experience of entering and studying at the universities. (*Make up the dialogue. 10 replicas from each student*)**

### *Group project*

Make teams of 4-5 students and follow the steps:

1. Write down questions about the education in Great Britain that you would like to ask. Choose one area (e.g. extracurricular activities).
2. Search for the information to answer your questions. You might try the Internet, as well as social groups on Facebook.
3. Share the information with your project group and prepare the joint presentation using the information you found.
4. Give the presentation about higher education in Great Britain to your groupmates using the phrases given below (up to 10 slides).

### *Focus on Phrases for Presentations*

#### Introducing the topic

*As you all know, today I am going to talk to you about...*

*Today I would like to outline...*

*The purpose of my presentation today is to ...*

#### Structuring the presentation

*I'll start with / Firstly I will talk about... / I'll begin with  
then I will look at ...*

*next...*

*and finally...*

*I will be glad to answer any questions that you may have at the end.*

### Starting the presentation

*To begin with ... . To start with .*

*Let's start/begin by looking at ...*

*I'd like to start by looking at ... .*

*Before I start, does anyone know...?*

### Changing the topic/speaker

*Now I'd like to move on to ... .*

*Next I'd like to take a look at ... .*

### Summary

*To sum up...*

*So to summarize the main points of my talk...*

### Finishing and thanking

*Thank you for your attention.*

*That brings the presentation to an end.*

*I'd like to thank you (all) for your attention and interest.*

### Inviting questions

*Does anyone have any questions?*

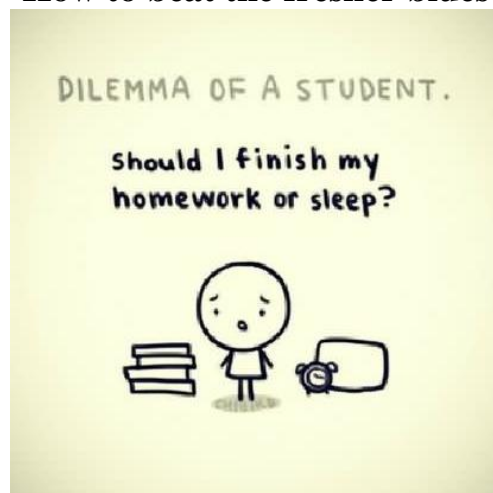
*If anyone has any questions, I'll be pleased to answer them.*

*I will be happy to answer your questions now*

*If you have any questions, please don't hesitate to ask*

## MODULE 2

### III. How to beat the fresher blues



#### Questions for group discussion:

*What made you feel nervous when you started studying at the university? Why?*

*What helped you to adapt to the University life?*

#### Exercise 1. Read the text “How to beat the fresher blues”. What type of writing is it? Translate the words in bold.

When the initial excitement of university begins to fade, it's normal to feel lost, **homesick** or even overwhelmed. But, as Russ Thorne explains, there are things you can do to make it easier.

The first few weeks of student life can be a blur of lectures, late nights, fuzzy mornings, **reading lists** and repeating what A-levels you did (and where) over and over again. And then it all stops, and things become clear: you're here, maybe a long way from home, for the next few years.

Many first year students find this period **challenging**, says Philip Ryland, associate dean (student experience) in the Faculty of Management at Bournemouth University, but there's a lot you can do about it.

“Uni is an important social experience,” he says. “Make the time to meet your fellow students, play sport, join clubs and societies and meet local people.”

If you're concerned about adjusting to degree-level study, again your **peers** can guide you. Look for course social events – they provide opportunities to meet like-minded people and mix with students in other years.

“Students at other levels of the programme will have a better understanding of how the programme is delivered and assessed and perhaps what is expected from you,” says Ryland.

Many issues come from a lack of balance – too much (or too little) work, **socialising**, sleep and so on can all take their toll.

“We recommend that students do what they can to get a balance between their physical, psychological, social and academic wellbeing and to recognise that all of those things influence each other,” says Gareth Hughes, psychotherapist and researcher at the University of Derby.

It’s not necessarily about giving things up, he continues. “Many students drop hobbies or socialising when **deadlines** or exams approach and it’s easy to see why, but those things usually help them manage stress better and keep their energy levels up.” Look after your body, too: eat well, exercise, drink water and get the odd early night. “All have been shown to benefit **academic performance**,” adds Hughes.

So you’ve joined the Gin Society, done some laundry and eaten a hot meal. Anything else? Your degree, of course. Get involved, says Jack Wallington, community director at The Student Room.

“Talk to your **tutors**, delve into that reading list. Find the things that you really love,” he says, adding that while the weekly essay won’t always thrill you, “if you’re mixing it up with something different then it will be so much easier to stay motivated.”

Everyone gets the fresher blues in different ways, but the treatment is the same.

“Talk,” says Wallington. Speak to your friends – you may find they feel the same way and will be relieved you brought it up. Mine forums for advice, call home, or get support from your uni’s student services team.

Mainly, though, give yourself permission to feel low. Then you can start doing something about it.

“Don’t be surprised if you’re having worries or concerns; pretty much everyone does at this point,” adds Wallington. “By focusing on doing things that motivate and interest you, and by being open with the people around you, uni will soon feel like home.”

(Original text at: <https://www.independent.co.uk/student/uwe/how-to-beat-the-fresher-blues-a7420866.html>)

**Exercise 2. Find words in the text that match the verbs as in the example:**

to have	<i>worries</i>	to feel		to meet	
	<i>concerns</i>				
to drop				to join	

**Exercise 3. Write corresponding words in each line:**

1. Beginning of studies: *late nights*, ...

2. Social experience: *play sport, ...*
3. Course involvement: *talk to the tutors, ...*

**Exercise 4. Complete the sentences with a few words from the text above:**

1. ... there's a lot you can \_\_\_\_\_.
2. Make the time to \_\_\_\_\_.
3. ... your peers can \_\_\_\_\_.
4. Many issues come \_\_\_\_\_.
5. ... give yourself permission \_\_\_\_\_.

**Use the phrases to speak how you managed stress during your first weeks at the university.**

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*Focus on Grammar*

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*Write down the Comparative and Superlative forms of the adjectives below. Underline what is changed / added.*

cheap – \_\_\_\_\_ – \_\_\_\_\_

cold – \_\_\_\_\_ – \_\_\_\_\_

small – \_\_\_\_\_ – \_\_\_\_\_

beautiful – \_\_\_\_\_ – \_\_\_\_\_

expensive – \_\_\_\_\_ – \_\_\_\_\_

hardworking – \_\_\_\_\_ – \_\_\_\_\_

*good* – \_\_\_\_\_ – \_\_\_\_\_

*bad* – \_\_\_\_\_ – \_\_\_\_\_

*little* – \_\_\_\_\_ – \_\_\_\_\_

*much* – \_\_\_\_\_ – \_\_\_\_\_

*many* – \_\_\_\_\_ – \_\_\_\_\_

*Compare difficulties of a school and a university.*

*What is the most interesting/challenging/difficult/etc. at the university?*

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## Self-study task

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**Task 1. Read the post of a real student from Bristol who suffered from fresher blues. What is his recipe of overcoming it?**

### HOW TO BEAT THE FRESHERS WEEK BLUES

There are few pauses that feel longer than waiting for your door to be knocked on.

It might not be the most dramatic horror story, or the typical drunken freshers' tale that gets passed around on the 16 bus back to Stoke Bishop. But for some, freshers' week is the loneliest week of their University lives. This is the story of people staying in their rooms as everyone else on their floor goes out, or of not knowing where to sit at the dinner table in catered halls and being a little bit nervous that they won't have anyone to sit with.

I didn't get off to the best start last year and considered dropping out. I eventually settled on moving halls as I didn't want to give up on University quite that quickly. The thing that changed it all around for me was joining societies. Once they introduced me to new people, and after that once my course got started, I quickly fell deeply in love with Bristol. Within a month or so those initial weeks seemed like a distant memory, a hazy nightmare.

I've spoken to a lot of people about this since, and I found out that many felt this way at the beginning. The key thing that everyone mentioned was that everyone else seemed to be having so much fun.

I had expectations of Freshers' being the best week of my life. It turned out to be rather dull and lonely. If any of this feels familiar, please believe me that you are not alone. Fresher's week doesn't have to be the most amazing week of your life but if it's not then that doesn't mean it has to be the worst either. Just stick it out, join societies and find ways to bump into new people. Wait for it to get better. It will get better.

In the meantime, go and knock on someone's door.

*(Original text at: <https://www.bristol247.com/student/features-student/how-to-beat-the-freshers-week-blues/>)*

**Task 2. Watch the video “Being a Fresher or Freshman – Relax!” by SandyMakesSense at youtube.com. What is her advice? Compare with the text above.**

**Task 3. Write a post on Facebook of your experience of being a fresher and what challenges you have overcome.**

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## Final task

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### *Speaking*

**You are invited to the social meeting of first-year students. Get ready to speak about your first weeks at the university. What was it like? How did you manage stress? (50 – 100 words).**

***Useful phrases:***

*First...*

*To begin with...*

*First of all...*

*Then....*

*Besides, ...*

*Moreover,...*

*Furthermore,...*

*All in all...*

*As I said / mentioned...*

*I think / believe that...*

*As far as I'm concerned....*

*To my mind...*

*In my view...*

*I'm sure that...*

*I strongly believe that...*

*I have no doubt that...*

*To tell you the truth*

*to be honest / frank*

*The point I'm trying to make is that...*

*Let me put it this way:...*

*Briefly said,...*

*In short,...*

**Share your experience in a group of 4-5 people and prepare a leaflet “*Tips for a fresher*”. Present it to the whole group.**

#### IV. The best societies to join at the university

##### Questions for group discussion:

*Can you remember a film where the main character is involved in a student society?*

*Are you involved in any societies? Would you like to?*

*What society would you like to create yourself?*



##### **Exercise 1. Read the text “The best societies to join at the university” and find the types of societies mentioned.**

Heading to university for the first time is very exciting – if a little nerve-racking – for the majority of students. But sometimes the sheer number of opportunities on offer can feel completely overwhelming.

We’re constantly told to make the most out of our time in higher education, and take every opportunity presented to us. But when it comes to sports clubs and societies, it’s not as simple as trying them all - who’s got time for that?

*...for making new friends*

They say one of the hardest parts of university life is settling in, and so perhaps the most primary reason for finding the right societies to join will be to meet new people.

Unsurprisingly, people with common interests tend to get on well – so to meet those you will really gel with, get involved with something you’re passionate about. Particularly ‘social’ societies tend to include sports teams and drama troupes. You’ll also find very friendly people involved with volunteering and community service.

Alternatively, stepping slightly out of your comfort zone can sometimes reveal interests you never knew you had, and therefore bring fresh people into your social circles. It’s worth trying at least one society you’re not sure about, just in case. I’ve heard Magic Soc is good...

*...for learning new skills*

There is no place like university for expanding your skills repertoire and mixing with experts. With so many talented people from all walks of life in one place, you’ll have plenty of opportunities to learn from the best.

You also have great access to expensive resources often free of charge, such as art studios and theatres and concert halls for performance. So if you’re looking to try something new, and get good at it, try a ‘Give it a Go’ workshop in art, music or sport. You’ll be amazed at how many people are starting from scratch.



If you're looking for something more nice, many universities offer smaller skills-based groups such as baking and craft societies.

*...for keeping fit and healthy*

While the obvious answer to keeping fit at university is to join a sports club, there are plenty of societies on offer for students who aren't into competition. High intensity work out classes like aerobics and hot yoga can make for really effective sessions, all at minimal cost and available on your doorstep.

If intensive fitness isn't your thing, more relaxed groups such as walking societies can be very sociable.

*...for impressing employers*

Employers now look specifically for evidence of transferable skills, and one of the best ways to acquire these is through engagement with academic and vocational societies.

Most universities have groups set up for various departments – ranging from Literature and History to Chemistry and Engineering societies, which are a good first step.

However particularly impressive is evidence that you can work in a team, handle responsibility and meet deadlines – such as would be required of you in the average workplace. For this, you might like to get involved in media societies.

Most universities produce at least one student paper, and many also feature entirely student-run radio and television stations, as well as various magazines and creative projects. Stepping up as an editor, contributor or technician will really boost your confidence and your archives; and to go to an employer with published work or broadcast footage is likely to set you apart from the rest.

*...for making a difference*

Students are well-known for their activism, and universities offer an ideal environment to come together and campaign for what matters to you. Many societies will represent specific charities and organise official projects and events, such as Amnesty International.

Many universities also feature political unions – such as the Durham Union and UCL Union Debating Society – who will frequently host events for prominent external speakers and take part in competitive debates.

*...just for a laugh*

University is also full of silly societies and special interest groups designed for meeting like-minded people and trying something a little whacky. From Mario Kart Society (Essex), to groups for Douglas Adams fanatics (York) and curry appreciators (Bath), there's something for literally everybody.

But while these societies sound like a laugh, they do tend to take themselves quite seriously – so don't mess with Assassins Guild.

**Exercise 2. Explain the following phrases used in the text (in English):**

*to make the most of time, to settle in, to go on well with smb, to get good at smth, to start from scratch, to make a difference*

**Exercise 3. Match the phrases:**

to take	volunteering
to meet	responsibility
to get involved with	interests
to step out of	every opportunity
to reveal	deadlines
to handle	your comfort zone

**Exercise 4. Write down 3 sentences about your university life using phrases from ex. 3.**

**Exercise 5. Discuss in groups and give answers to the following questions:**

1. What student societies exist at your university?
2. What opportunities does the university provide for doing sport?
3. How can societies help to impress a future employer?

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**Focus on Grammar**

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*Read the extract from the article “Benefits of joining a student society” and analyse the tenses used.*

The obvious benefit of joining a student society is the impact it will have on your social life. You will meet people who share an interest with you, and you will widen your social network beyond your course and the people you live with.

However, there are also real gains in terms of your employability - the skills, qualities and knowledge you offer to prospective employers, which suggest that you will successfully adapt to life as a graduate in the workplace.

All societies depend on events for their success, such as meetings, matches, competitions, trips and fundraising events. Consequently, if you’re an organizer or officer of your society, you will develop lots of experience and expertise in event planning and organization.

Even if you aren’t an active member of a student society with an administrative position, you will demonstrate a number of qualities simply by becoming a member. Firstly, you will be a team player who is able to show commitment to fellow members of the society.

Secondly, by succeeding in your academic work alongside your participation in a society, you will demonstrate time management skills and come across as a well-rounded individual.

*Why do you think Future Simple is used in the text?  
When do we use “be going to” to refer to future actions?*

*Here are some of **The 50 things to do before you leave university** from the online journal “Independent”. Choose 5 that you believe you will actually do one day and 3 that you are going to do in the nearest future. Share in groups and make a summary to share in the class.*

1. Feed the campus wildlife.
2. Have an epic karaoke night at your house using just YouTube and your natural star quality.
3. Go on a date with someone you would normally say no to - give them a chance.
4. Hand in an essay early.
5. Busk on campus for a charity (even if you have zero talent).
6. Teach someone something.
7. Read a book that isn't study-related.
8. Sleep out under the stars.
9. Study in every library that exists at your university (like you're ‘on tour’ - but studying).
10. Sit in on a lecture that's completely out of your field, but that you've always been fascinated by.
11. Apply for internships and jobs.
12. Turn up at a 8 am lecture along with all the other students dressed in your PJs and dressing gowns.
13. Get involved in a play or some kind of performance (e.g. fashion show, etc.).
14. Visit all historical building and monuments in your town (including churches).
15. If you think a lecture was particularly good, try and instigate a standing ovation.

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## Self-study task

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**Task 1. Read the article of Ben Mock about the students' societies. What are the things to check before joining one? Write your recommendation (around 100 words).**

### **Everything you need to know about student societies at university**

I often tell people to consider joining university societies (or student clubs) in order to take a break from academia and to do something in their spare time other than drink and party. Societies and clubs at university are a diverse collection of groups and organisations ranging from sports teams to hobby organisations to political and liberation groups.

If this is something that you are considering joining when you get to university, take my virtual hand and let me guide you through the minefield that the world of societies can be.

#### *Choosing your society*

It can be daunting to decide which club or society to join when you first get to university. The options are endless but unfortunately your time is not. So first take a moment to think about what it is that you want to get out of your society. Do you want to join a sports team to continue playing a sport you already love, or is it time to start playing the sport you always wanted to? Are there any hobbies that you have been interested in picking up, but have never found the time? Or are you just looking to meet more people that have similar interests to you?

Or you could use this opportunity to try something completely different, something that you would never usually have the opportunity to do

Once you've decided on this, it is then worth looking through the list of clubs or societies that your university offers (you can usually find this on the university website or when you first arrive at university) and having a couple that you want to know more about.

Then most societies will offer a taste session so you can join in and try it out, without the commitment and then continue if you end up loving the club that you have chosen.

#### *Consider commitment and expenditure*

Sorry kids, but life ain't free most of the time. Quite often you may have to pay a membership or annual fee to join. As a member of a society executive committee, I can tell you that this goes towards funding events and equipment for the society. This fee can range from less than £5 to more than £100 depending on how technical a club you decide to join.

At this point, consider how willing you are to commit to the society. In terms of a sports society, are you looking to stay healthy, learn a new sport or just be active during the week, or are you looking to be the cream of the crop and represent your university? This decision will affect how much time and money you will need to put aside for that particular society.

Furthermore, while the wakeboarding society sounds awesome, will you actually have the time to justify the £50 membership fee? Even low-priced societies should factor into this equation.

There is no point joining a society if you aren't going to show up half the time. So how do you deal with this? Well, most societies will host an introductory session, and I would encourage you to attend these to see if the society is for you. It will also give you a chance to meet current members and ask about issues such as amount of commitment and potential future expenditures.

Or if you are looking for just some light relief, that doesn't require too much of a commitment, there will also be a selection of free clubs that you can join that won't require too much time or money commitment.

*Societies may not do what they say on the tin*

Let's say that politics or social justice or a liberation movement is your kind of thing. It is likely that many of the groups that fall into these categories (specific political parties, feminist societies and the like) will hold a particular viewpoint.

Many of these organisations will have a discussion format for their meetings, and so you may feel that it is not worth your time to attend, especially if you hold an opposing viewpoint.

There is nothing worse than attending a society meeting where you feel alone and isolated because everyone else holds "the society's opinion". If you do decide to stick it out, be warned that this may work against you if you choose to run for positions on the exec committee, as people may feel that you would be a detriment to the society's image. Just remember that while everyone is entitled to their opinion, others may forget that when everyone else around them shares the same opinion.

*Do what you are comfortable with doing*

Again, this applies mainly to activist groups and political organisations. Just because you are a member that does not mean that you are automatically obliged to participate in all the society's events. Imagine that you are a member of the environmental society and the exec announces that they are organising a protest at a local refinery, where they will be chaining themselves to the gates of the complex. You do not have to go anywhere near that if you don't feel comfortable.

Keep yourself safe and happy, both physically and mentally. If people think less of you because you don't participate in some events, that is not a society you want to be part of. Important to include here, a society should never ask you to do anything explicitly illegal or legally dubious.

### *Try new things*

Your university experience will depend heavily on what you make of it. There is no point joining a society in third year, finding out that it's awesome and wishing you had joined in first year. Equally, it's OK to try things you never go back to.

But the important thing to do is not be afraid to take a leap and try something new. Take me for example: I mentioned that I joined the role-play society when I joined university. I had never done role-play before and I thought it might be seen as "uncool". However, I very quickly came to love it, and I have made some of my closest friends from the experience.

So try new things because at the end of the day, that's what university is all about.

*This article was updated by Student Content Editor Seeta Bhardwa in August 2019. This article was originally published in March 2016*

*(Original text at: <https://www.timeshighereducation.com/student/advice/student-blog-everything-you-need-know-about-student-societies-university>)*

**Task 2. Look through the website of clubs and societies at University of Sidney: <https://www.usu.edu.au/Clubs-Societies.aspx>. Prepare a short overview, state which societies you would recommend and why.**

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## Final task

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### *Speaking and writing*

**Imagine you want to create a society (of your choice). Prepare a leaflet stating:**

- name of the society
- its aim
- its target group
- what activities are planned
- what benefits it can give its members

**Present your ideas to your groupmates.**

*The groupmates are to choose the society to join. The student with the largest amount of participants wins.*

## COURSE PROJECT

### UNIVERSITY MAPPING

Go around your university and its territory. Find out what is going on and where. On an A4 paper make the university plan and mark areas that:



make you happy



you think are really beautiful



you don't have access to



you use for studying

etc. – make up your own symbols and mark the places on the map

Present your map to the group explaining how you see the university.

The map with the most detailed planning and proper presentation gets the maximum points.

### Optional\*

**Write an article “Ten reasons to choose CPNU”.**



## Рекомендована література

1. Foley M., Hall D. MyGrammarLab. Intermediate. Pearson Education Limited, 2012. 373 p.
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3. Resources for teachers. University of Oxford. URL: <http://www.ox.ac.uk>
4. The Independent. URL: <http://www.independent.co.uk>
5. Wilson C. SpeakOut 2<sup>nd</sup> edition. Pre-Intermediate. Pearson Education Limited, 2015. 176 p.
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