

UNIT 1: WELCOME TO UNIVERSITY!

LESSON 3: CHALLENGES AND SUPPORT

Lesson aims:

- Understand vocabulary connected to expectations at university
- Understand general ideas and details of conversations about studying
- Understand details of short texts.

Lead-in

1. *Expectations at university.*
2. *Look at the picture and read the quotes below each image. Did you think the same when you started university?*



Amira – 1 st year Visual Arts student	José – 1 st year Psychology student	Sandra – Chemistry teacher
"From what I understand university students have to be more independent with studying and time management."	"I heard that university students have to read and write longer texts than they did at school."	"Communication is really important. When you have a problem you should contact the secretary of studies, your teacher, or even your classmates when you are working on a project together."

Listening

1. Listen to six conversations of students talking about their classes. Which class are they talking about?

*Listening track from <https://english-practice.net>

1		A	Twentieth Century History
2		B	English – Essay, Style, and Grammar
3		C	Art History
4		D	An Introduction to Biology
5		E	Chemistry
6		F	Computer Science

2. Listen again. Are these statements true or false?

		TRUE	FALSE
1	Conversation 1: There isn't much reading in this class.		
2	Conversation 2: Students do experiments in this class.		
3	Conversation 3: Students don't like Ms. Downs because she's unfair.		
4	Conversation 4: There's a lot of homework for this class.		
5	Conversation 5: The professor is interesting.		
6	Conversation 6: This class meets in a lab.		

Language

1. Read the transcript of one of the conversations and answer the questions.

A: Oh, I didn't know you were taking this class, too.
B: Yes. I think it's going to be interesting.
A: Yes, I think it'll be more interesting than the biology class we took last semester.
B: Yes, there was an awful lot of reading for that class, wasn't there? There isn't as much in this class. And I really enjoy doing the experiments! The equipment in the lab is state-of-the-art, too.

- a) Which phrases are used to talk about the **future**?
b) Which phrases are used to talk about the **past**?
c) Which words are used to express **opinion**?



**GRAMMAR
SUPPLEMENT:
THE FUTURE**

Speaking

1. *In pairs talk about your classes. Use the language from the previous exercise to give your opinion.*

Take notes answering the questions below about yourself and your partner.

Ask follow-up questions to get more information. For example: why? why not?

		ME	MY PARTNER
1	Did you like your classes last semester?		
2	What do you think about your classes this semester?		

Reading

1. *Read about the workshops and match the descriptions.*

Student Services Workshops

A. Strategies for Success	B. Academic Writing	C. Public Safety
What does it take to be successful at university? How do you communicate and collaborate with faculty and students to maximize your time? What academic techniques do successful students use to do well in their courses? Come to an interactive workshop that covers various techniques and strategies to do well this year.	This workshop will help students prepare for written assignments. In this interactive session students will learn about the writing process and the style they are expected to use for their assignments. Most importantly, students will learn about the University Writing Center and the resources available to them.	Safety comes first. This important workshop will cover important safety advice to use on campus and in Santiago. You will also be introduced to the safety resources at the university. Whether you're new to Santiago or have lived here all your life, this training will help you stay safe and know what to do in case the unexpected happens.

D. Taking Care of Yourself	E. Career development	F. EI and You
As a university student, you will have limited time and energy, so it's important to identify a realistic and effective plan to manage your well-being. In this workshop, you will develop a concrete plan for taking care of yourself during your first semester. You will identify a wellness goal, think about ways to meet this goal, and learn about the university resources available to support this goal.	Career Development is a continuous process. This series of workshops will help you identify opportunities and make informed decisions in order to transition from being a university student to a working professional. The workshops will provide participants with an overview of the variety of programs and resources available to students to help them develop professional skills such as looking for a job, writing a resumé, job interviews, etc.	Did you know that your emotional and social skills are four times more important than IQ when it comes to being successful in professional settings? This interactive workshop will invite you to learn about emotional intelligence (EI) and why it is important. It will also provide opportunities and practical resources for you to explore and improve your own EI, which will help you with interpersonal interactions with friends and family as well as your future work situations.
Glossary workshop = taller resumé = curriculum vitae assignment = tarea (IQ) Intelligence Quotient = (CI) Coeficiente de inteligencia (EI) Emotional Intelligence = inteligencia emocional		

1		This workshop has more than one session.
2		This workshop will help you organize your time effectively.
3		This workshop helps you apply for jobs.
4		This workshop could help you stay healthy while you are studying.
5		This workshop could help you to improve the way you interact with people.
6		This workshop will help you with written assignments.
7		This workshop will inform you about what to do in case of an emergency.



Check out the real workshops and other resources available to Universidad de Chile students on <https://aprendizaje.uchile.cl/> and [@aprendizajeuch](https://www.instagram.com/aprendizajeuch) on IG. Check out the Learning Center and/or Student Services at your faculty or campus too.

Writing

1. You want to attend one of the workshops. Fill out the form below to register for the workshop.

First name		
Last name		
email		
Faculty		
Major		
Year		
Which workshop(s) do you want to attend?		
Why?		

Final Lesson Task:



GRAMMAR SUPPLEMENT: NEED – OBLIGATION - SUGGESTIONS

1. Read the situations. What do you think the students should do? Which workshop should they attend and why? Talk with a partner about your ideas.

A	On Thursdays my last class finishes at 7.30 pm. Most of my classmates walk to the metro or bus stops, but I walk home in a different direction. I don't feel safe walking alone in the dark.
B	I have an assignment to write a paper for one of my classes. The professor gave us a lot of information about resources for this assignment, but I don't know how to organize my ideas and start writing.
C	I feel lucky to be studying at university, but I have to work on the weekends at a coffee shop. I took the job because I need money. Now, I'm having problems with studying because I don't have time. What should I do?
D	I'm having problems studying because I cannot find a time and place to study. In my house I don't have a quiet space to study and my younger brothers are always bothering me.
E	I am a very shy person. I'm having problems this semester because I don't always understand the assignments. I'm afraid to ask the professor for help and I don't have any friends to talk to.

Exit Ticket

Can you do these things?

I can understand vocabulary connected to expectations at university.	1	
I can understand general ideas and details of conversations about studying at university.	2	
I can understand details in short texts.	3	
	4	
	5	

My Top 5 Words from this lesson:

Homework: Self-study

[90 minutes per week]



1. **GRAMMAR SUPPLEMENT: The Future**
2. **Extra practice** (online): Reading Comprehension – Study Skills Tips

<https://learnenglish.britishcouncil.org/skills/reading/a2-reading/study-skills-tips>

Transcripts

LISTENING 1 - TRANSCRIPT

- 1
- A: So what do you think of the class so far?
B: I like it. What about you?
A: I love looking at the slides. And I really enjoy the discussion group.
B: But we sure have to do a lot of reading!
A: That's true, but it isn't as much as for English.
B: Right, but aren't these art books heavy?
A: Yeah. I guess that's what happens when you're studying the entire history of art since the beginning of time!
- 2
- A: Oh, I didn't know you were taking this class, too.
B: Yes. I think it's going to be interesting.
A: Yes, I think it'll be more interesting than the biology class we took last semester.
B: Yes, there was an awful lot of reading for that class, wasn't there? There isn't as much in this class. And I really enjoy doing the experiments! The equipment in the lab is state-of-the-art, too.
A: Do you think you'll be a chemistry major?
B: Maybe.

3

A: What's the matter?

B: Oh, I just got my essay back. She wrote so many comments on it! It's going to take hours to write a second draft.

A: Do you think she was unfair?

B: No, not at all. In fact, I really like her.

A: Yeah, Ms. Downs is great. She and the art history teacher are the best teachers I've ever had here.

B: I agree. I think my writing is really going to improve in this class.

A: Me, too.

4

A: Uh, oh. It looks like we got here too late. The computer lab is closed.

B: Oh, no, and I'm working on a very complicated web program...

A: Yeah, we have a lot of homework for that class, don't we?

B: Yeah, it's tough, but I love programming! Don't you?

A: No, it's hard for me. This isn't my favorite class. I prefer sciences like biology or chemistry.

B: Well, let me know if you need any help with your programs.

A: Thanks. That's really nice.

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A: What do you think of Professor Green?

B: He's so boring. I'm not crazy about this class. What about you?

A: Yes, Professor Green is a little boring, but the subject is so interesting! I love learning about the past. I'm particularly interested in the 20th century.

B: There's a lot of reading, though, isn't there?

A: True, and the books are so heavy!

B: They're not as heavy as those art books, though.

A: No, you're right about that!

6

A: Do you think this class is going to be easy or hard?

B: I think it's going to be okay. I don't think it'll be too hard. It's certainly not as hard as chemistry. Not yet, anyway.

A: Yeah, I guess because it's just an introductory course.

B: Right. It says here we're going to study the cell, basic genetics, and the human body.

A: Do we meet in a lab?

B: No, not for this class. We meet in a regular classroom.