

UNIT 1: ACADEMIC TRAJECTORIES

LESSON 1: UNIVERSITY HERE AND ABROAD

Unit overview

- International academic opportunities and experiences
- Applications and personal statements
- Talking about interests, plans, hopes and fears
- Expressing opinion, asking for opinions, agreeing and disagreeing
- Modals of certainty, past tenses, future tenses
- Writing: paragraph structure and linking words and phrases

Lesson aims:

- Read for general information
- Use modals of certainty to express uncertainty
- Listen for details
- Use interactive phrases to have a discussion

Lead-In: Vocabulary

1. Match the international activities (1-7) with the definitions (A-G).

	1. International internship	a) A short-term job placement in another country to gain work experience.
	2. Semester abroad	b) Students or teachers temporarily switch institutions across countries.
	3. Student or faculty exchange	c) Academic courses taken in a foreign country, often for one term.
	4. Research collaborations	d) Agreements between schools in different countries to work together.
	5. International conferences or workshops	e) Sports events where international students represent their schools.
	6. International partnerships	f) Experts meet to present and share ideas in global academic events.
	7. International sport competition	g) Scientists from different countries work together on a joint project.

Reading

1. Read about the following people and activities. Decide which person would be interested in which activity. Tell your partner what words or phrases helped you decide.



Pedro Muñoz has a Law degree from the University of Chile. He has worked on education reforms in Chile and is currently interested in pursuing post-graduate studies connected to socioeconomic inequalities around the world.

Dr. Valeria Ríos, a leading Chilean ophthalmologist. She specializes in retinal disorders. She earned her medical degree from the University of Chile and completed advanced training in retinal surgery in Spain and the United States. She will present her groundbreaking research on diabetic retinopathy at this year's International Vision Science Conference.



María Paz Astorga has an undergraduate degree in Anthropology from the University of Chile and is a current PhD student at the School of Social and Political Science at Edinburgh University in Scotland. Her thesis focuses on the cumulative impacts and emerging social dilemmas resulting from renewable energy development in various regions of Latin America.

Javier Carrasco is a 4th year student studying Theater Design at the University of Chile. He would like to apply for an exchange program at a European university.



A) Experience a dynamic semester abroad in the UK, exploring theatre arts through hands-on workshops, backstage tours, and collaboration with professionals in costume, set, and lighting design at renowned institutions.

C) Call for Papers: *International Vision Science Conference*. We invite researchers, clinicians, and professionals to submit abstracts for the International Vision Science Conference, to be held in London, UK, October 15–18. Topics include:

- Retinal and optic nerve diseases
- Pediatric and geriatric ophthalmology
- Vision rehabilitation and low vision

Join us in shaping the future of vision science.

B) The Atlantic Fellows for Social and Economic Equity at the International Inequalities Institute, LSE is a fellowship programme. We are building a strong global community of people who are committed to using collective leadership to work towards social and economic justice for all.

D) Call for Papers: *Energy Justice in Latin America: Reflections, Lessons and Critiques*. The intention of the book is to present current or recent research on energy justice in Latin America.

Grammar: modals of certainty

When you are not 100% certain, you can use the modal verbs **could**, **might**, or **may** to make present simple sentences less certain. You can use **must** and **can't** for stronger degrees of certainty. See the Grammar Supplement.



GRAMMAR SUPPLEMENT: MODALS OF CERTAINTY

PRESENT SIMPLE	MODAL VERB + INFINITIVE
LSE is a good program for Pedro.	LSE could be a good program for Pedro, because...
Dr. Rios is interested in the conference.	Dr. Rios may be interested in the conference.
María Paz doesn't have enough experience.	María Paz might not have enough experience.
Use might not and may not (NOT could not) when you are less certain about a negative effect: LSE might not offer a scholarship. [NOT LSE could not offer a scholarship.]	

Speaking

1. Use the modals of certainty to discuss the people and activities and give reasons.

Example: Pedro could be a good candidate for the LSE program because...

Listening

1. Listen to two of the people from the reading talk about their experiences. Who are they?
2. Take notes about the positive and negative aspects of their experience.

	Positive aspects	Negative aspects
1		
2		

Speaking

1. Discuss the positive and negative aspects of the people's experiences. Use these expressions as you interact:

INTERACTIVE TURN TAKING LANGUAGE

To promote interaction	What do you think? Do you agree?
To interrupt politely	Can I interrupt? Sorry, can I say something?

To express agreement	<p>I think so too.</p> <p>You are so right.</p> <p>That's a good point.</p> <p>I totally agree with you.</p> <p>Me too. / Me neither.</p>
To express disagreement	<p>I really don't think so.</p> <p>I disagree.</p>
To express partial agreement + disagreement	<p>I see your point, but...</p> <p>Although I agree in part, I think...</p>

Final Lesson Task

1. Discuss positive and negative aspects of different international activities. Consider the following international activities or programs. Tell your partner which one you think is interesting. Give reasons for your ideas.

WORK AND TRAVEL	ONLINE INTERNATIONAL CONFERENCE	SEMESTER ABROAD
INTERNSHIP IN AN INTERNATIONAL ORGANIZATION	RESEARCH COLLABORATION	

Examples: I think X could be interesting because...
This one might be a good program, because...

Exit Ticket

Can you do these things?

<input type="checkbox"/>	I can read for general information.
<input type="checkbox"/>	I can use modals of certainty to express uncertainty.
<input type="checkbox"/>	I can listen for details
<input type="checkbox"/>	I can use interactive phrases to have a discussion.

My Top 5 Words from this lesson:

1	
2	
3	
4	
5	

Homework: Self-study

[90 minutes per week]

1. **GRAMMAR SUPPLEMENT**: Modals of certainty.
2. **Read and explore**: [University of Chile's International Relations Office](#).