CAREER PATHS

UNIVERSITY Studies

Book 1

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Express Publishing

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, prorate, 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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1 Preparing to Attend a University

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?

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 **GPAs**. 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.

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 schoo

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 counselo
C to help them prepare for standardized tests
D to find out what the preparatory requirements are

Vocabulary

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

1 __ GPA
2 __ score
3 __ preparatory
4 __ curriculum
5 __ requirement
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?

_____

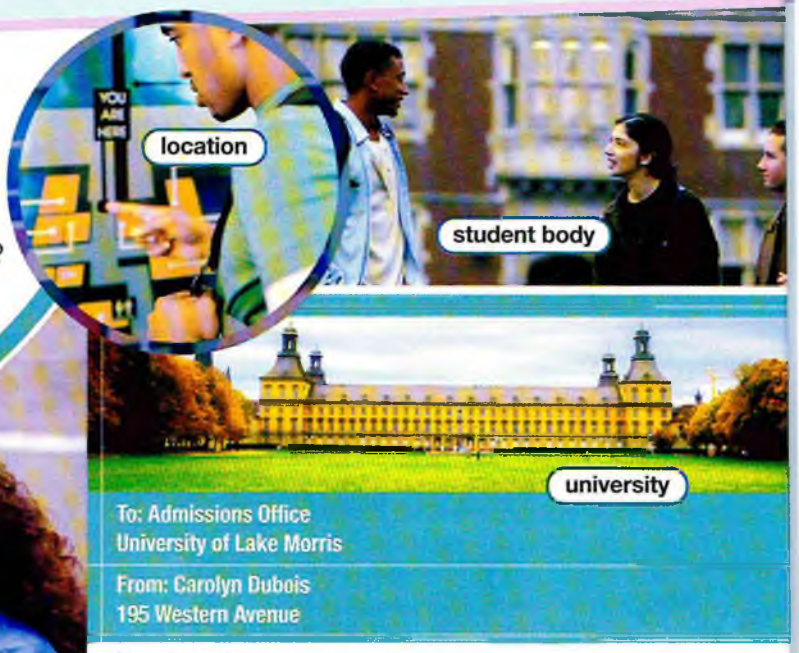
_____

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?



To: Admissions Office
University of Lake Morris

From: Carolyn Dubois
195 Western Avenue

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

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.

Vocabulary

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

1 __ diverse
2 __ culture
3 __ location
4 __ opportunity
5 __ research
6 __ university
7 __ reputation

- **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

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

WORD BANK

visit college student body
private population public

1 A _____ school is run with mostly government funding.
2 The _____ is made up of people from many different backgrounds.
3 After secondary school, many students attend _____.
4 Before applying, students should _____ a university first.
5 The _____ of the university is about five thousand people.
6 _____ 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).**

1 __ The woman is considering several colleges.
2 __ The man applied to a private school.
3 __ 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

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.**

1 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

2 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,

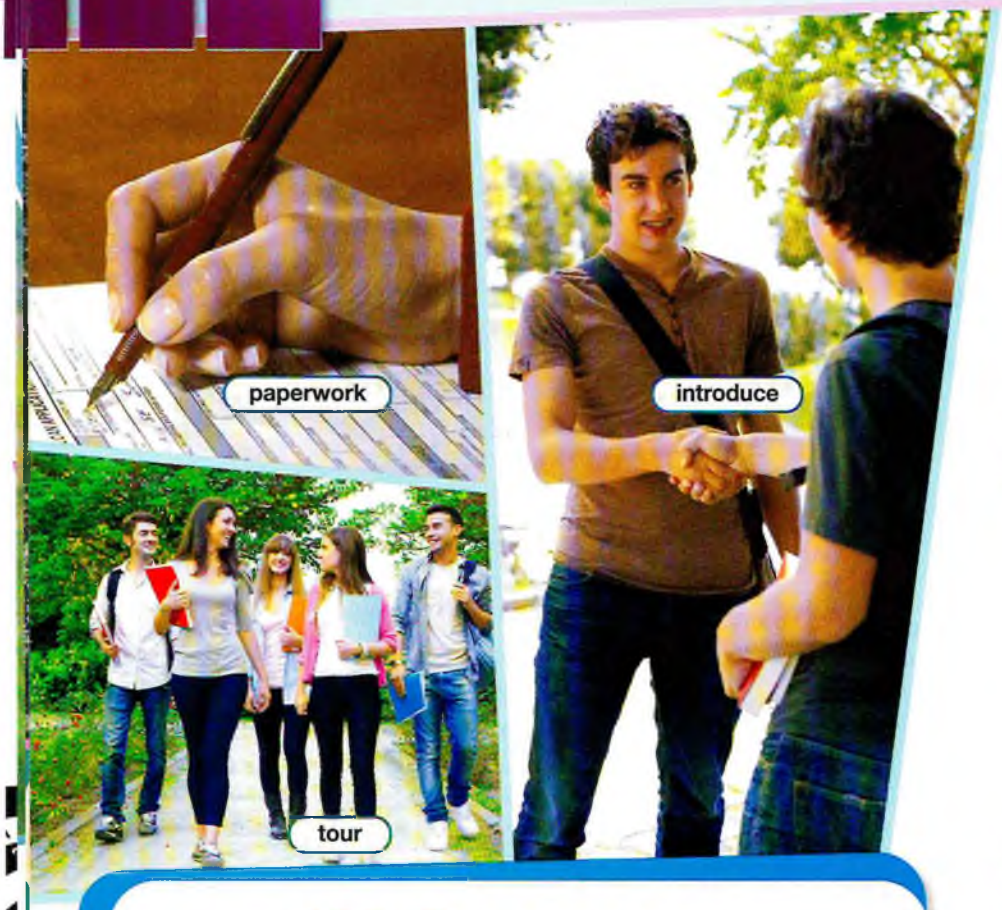
We received your application packet. However, we still need some materials from you. Please submit _____ _____.

If we do not receive _____ _____.

Let us know if you have any questions.

Admissions Department
University of Lake Morris

4 Orientation



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!

student ID

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
2 __ check in
3 __ welcome
4 __ transition
5 __ introduce
6 __ orientation
7 __ student ID

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

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/welcomed** 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, _____ _____.

5 Registration 1

Get ready!

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

1 What is a typical college registration process?
2 What are some causes of common registration errors?

Reading

2 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

3 Write a word that is similar in meaning to the underlined part.

1 Science 10B is a requirement that must be taken at the same time with Science 10A.
_ _ - r _ _ u i _ _ t _

2 The student reserved his place for English 195.
r _ _ _ s t _ _ e d

3 Until the student takes the requirement that must be completed first, she cannot take Advanced Physics.
p _ _ r _ _ _ i s _ _ e

4 Many students became members at the university for the spring term.
e _ _ o _ _ e d

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.

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

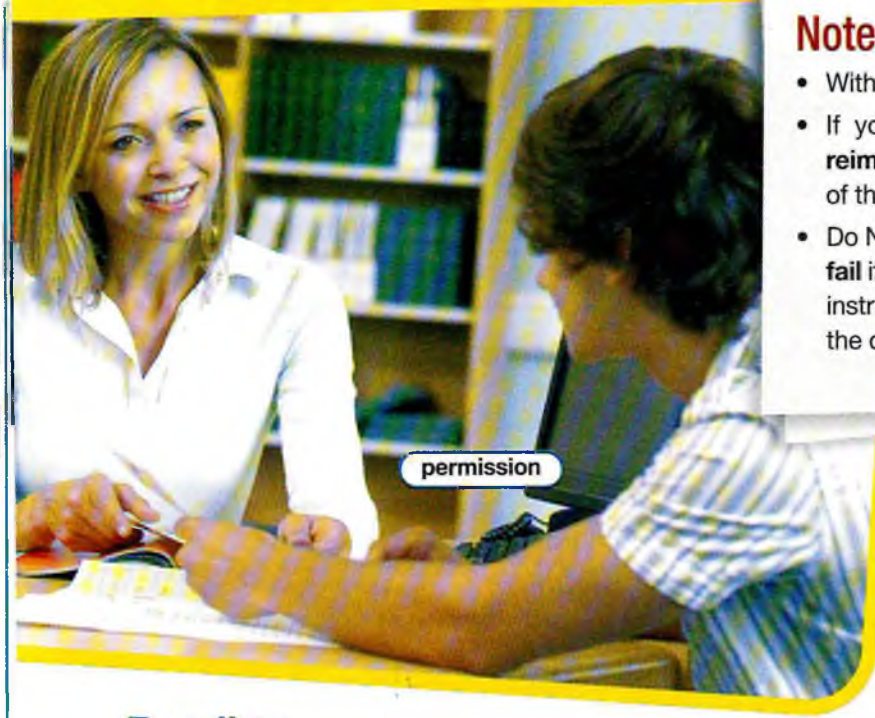
6 Registration 2

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?



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.

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.

Vocabulary

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

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

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

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
B withdraw from a class
C take a class pass/fail
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

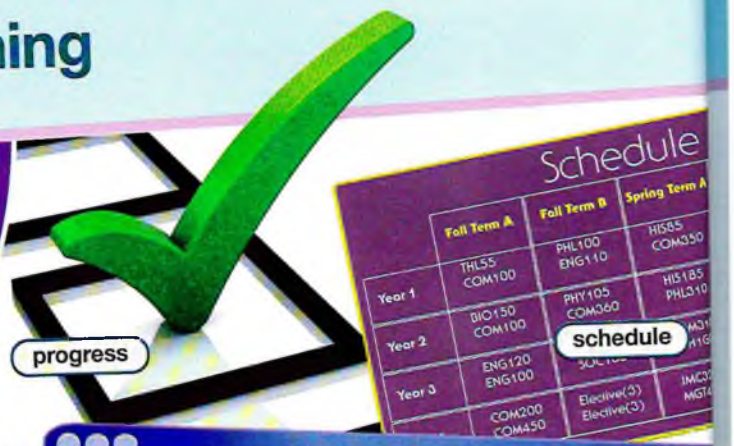
7 Academic Planning

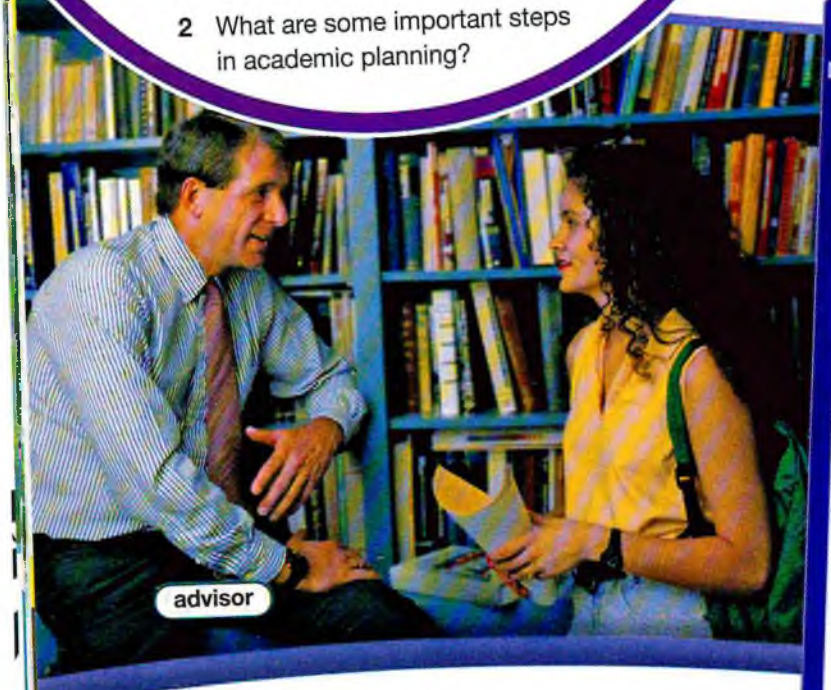
Get ready!

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?





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
2 __ outline
3 __ advisor
4 __ schedule
5 __ progress
6 __ substitute
7 __ mandatory

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 _____.

_____

8 Tuition and Fees

Lombardo College

Course Catalog

Section B: Tuition and Fees

- 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.

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
2 __ tuition
3 __ dispute
4 __ past due
5 __ residency
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 dat

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

WORD BANK

cancellation installments rate refund fee

1 The university charges an extra _____ if the payment is late.
2 A tuition _____ may be determined by where a student lives.
3 The cashier issued a(n) _____ after the student withdrew from the school.
4 The student had to register for classes again after the _____ of her schedule.
5 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.**

1 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

2 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

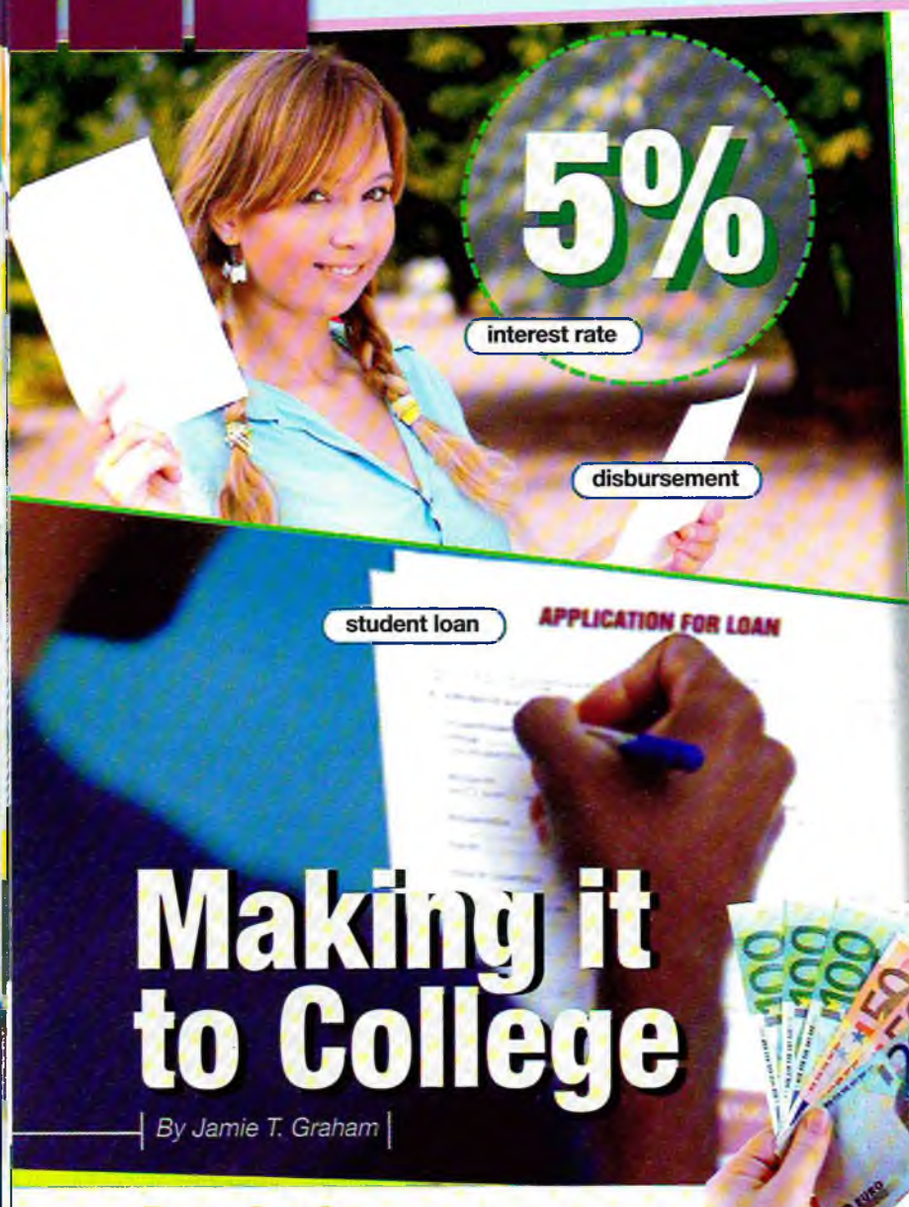
ATTENTION ALL STUDENTS:

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 _____ _____ .

9 Financial Aid



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 studen pay for school

D an extra amount that is chargec 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
- **B** student loans
- **C** different schools
- **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.

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

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

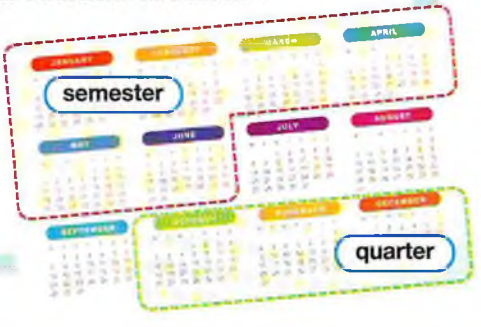
Dear Mr. Norton,

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



Reading

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

1 What is the main idea of the email?
- **A** which transfer requirements the student needs to complete
- **B** equivalency credits when transferring between colleges
- **C** the courses included in an articulation agreement
- **D** a problem encountered on a transfer application

2 Which of the following is NOT true about the student?
- **A** His credits are mostly applicable.
- **B** He is interested in transferring to a university.
- **C** His current school uses a quarter system.
- **D** He does not meet minimum requirements fo admission.

3 What problem might the student encounter?
- **A** He is not eligible to transfer at this time.
- **B** The two schools do not have an articulation agreement.
- **C** Quarter-long classes do not meet credit requirements.
- **D** His previous school is not an accredited institution.

Vocabulary

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

1 __ eligible
2 __ transfer
3 __ semester
4 __ applicable
5 __ accredited
6 __ community college

- **A** having completed the necessary requirements for something
- **B** following standards that are set by a particular agency
- **C** functional or useful in a particular situation
- **D** to move from one school to another to continu education
- **E** one of two main terms at some schools
- **F** 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

1 The class is full this _____, so the student will take it next term.
2 The school will _____ the requirement if the student passes a placement test.
3 Some students attend a(n) _____ before going to a university.
4 Students must earn a(n) _____ number of credits to be considered transfer students.
5 A class at one school might be a(n) _____ for a different class at another school.
6 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).**

1 __ The woman is planning to transfer to another school.
2 __ The man found an error in the articulation agreement.
3 __ 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

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.

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

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.