

ON AND OFF CAMPUS

OVERVIEW

In this unit, you will learn general information about different universities around the world. Also, you will talk about your daily life at university and discuss issues related to university rankings and college life.

LANGUAGE FOCUS

- Vocabulary related to daily activities
- Collocations with *have, go, make, do, take*
- Telling the time
- Present Progressive

LOOK AROUND

1. The images below all show different universities around the world. Do a quick search on the USP-[mobility program page](#) to find out: Do any of them have student mobility programs in partnership with USP? If so, in which institutes?



HARVARD UNIVERSITY

(Extracted from <https://college.harvard.edu/admissions/visit/> Accessed on May 18, 2016)



UNIVERSITY OF LOS ANDES (Extracted from <http://www.archdaily.com/571585/university-of-los-andes-public-space-and-integrated-care-center-daniel-bonilla-arquitectos> Accessed on May 18, 2016)



MOSCOW STATE UNIVERSITY (Extracted from https://www.flickr.com/photos/mr_letof/3409087336 Accessed on May 18, 2016)



UNIVERSITY OF CAPE TOWN (Extracted from <http://www.travelstart.co.za/blog/50-photos-of-cape-town-that-will-make-you-want-to-live-in-the-mother-city/> Accessed on May 18, 2016)



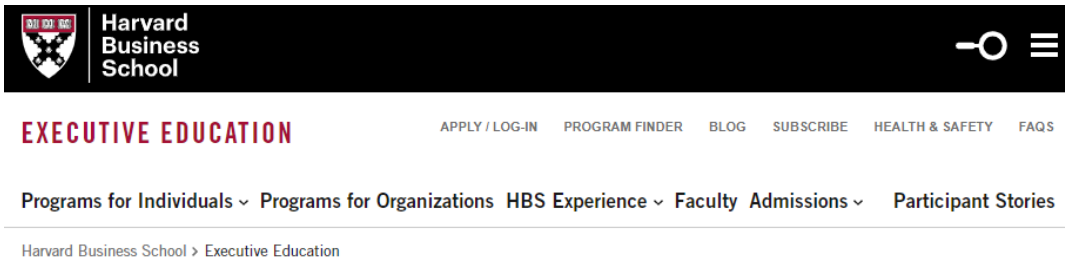
b KING'S COLLEGE

(Extracted from <http://thetab.com/uk/cambridge/2013/11/20/odd-things-about-kings-college-cambridge-30997> Accessed on June 13, 2016)

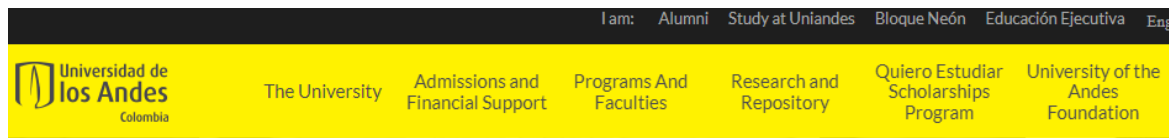
LOOK AROUND

2. Explore the headings of 2 university sites. Then answer the questions.

I-

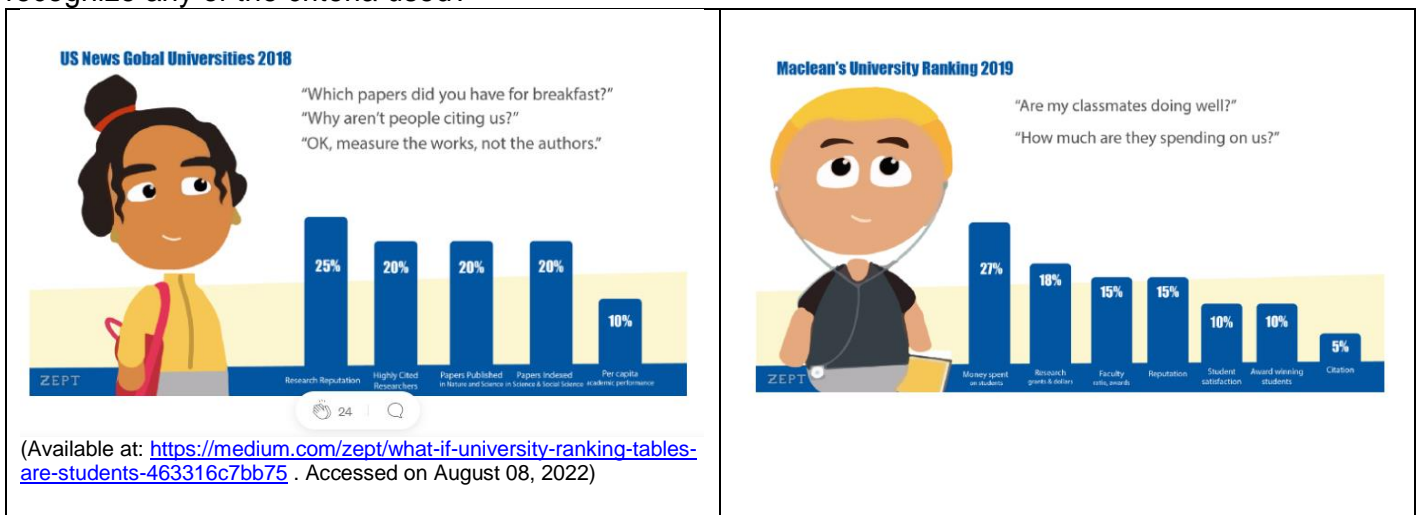


II-



- What kind of services does each Institution highlight on the site? What can you conclude?

3. In order to rank universities, institutions use different criteria. Look at the images and answer: can you recognize any of the criteria used?



4. What would be an ideal university for you? What services would it have?
How does USP match your criteria?

LOOK CRITICALLY

Now think and share:

- To what extent can we believe in rankings?
- Are they necessary? Why? Why not?

LOOK CLOSER

READING

1. You are going to read a text called *A Day in the Life of a Pitt Graduate Student*. Study the image below and answer: what does "Pitt" stand for?



2. Before you read the text, study the list of daily activities below and tick the ones that are true for you.

<input type="checkbox"/>	go to bed early
<input type="checkbox"/>	get up late
<input type="checkbox"/>	come to university by public transport
<input type="checkbox"/>	walk to university
<input type="checkbox"/>	come to university after work
<input type="checkbox"/>	go to work after university
<input type="checkbox"/>	work at university
<input type="checkbox"/>	get home before 7pm

<input type="checkbox"/>	have classes at university
<input type="checkbox"/>	read academic texts
<input type="checkbox"/>	do lab studies
<input type="checkbox"/>	have a meal at the university restaurant
<input type="checkbox"/>	research at the library
<input type="checkbox"/>	practice sports at CEPEUSP
<input type="checkbox"/>	take a shower in the morning
<input type="checkbox"/>	have meetings

LOOK IT UP

Do you know which verb collocates in the expressions below?
Use a dictionary to find out.

HAVE, GO, MAKE, DO or TAKE?

_____ breakfast / _____ out for dinner / _____ a cold
 _____ shopping / _____ a nap / _____ homework
 _____ the dishes / _____ a meeting / _____ friends / _____ a photo

LOOK CLOSER

3. Read what one of the Pitt graduate students, Landon Locke, says about his daily life. Match four pictures to their equivalent paragraphs.



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- a) **8:00 a.m** - This is our apartment in Squirrel Hill. We love our neighborhood, which is only 2 miles from the University of Pittsburgh. I am heading out to catch the bus after saying goodbye to my wife and 2 cats.
- b) **8:05 a.m** - Here comes my bus. It's a great and free way to get to work with my Pitt ID. At this point I am starting to think about what I need to do today in lab.
- c) **8:25 a.m** - I arrive at my cubicle to check email and plan my day. I love the view out my window especially in the morning.
- d) **10:30 a.m** - I am preparing some lab equipment for a research study which will take place in the afternoon.
- e) **12 p.m** - I am having lunch at Tamarind which is a great Indian lunch buffet restaurant. Luckily, my wife is telecommuting today so she joins me.
- f) **1:30 p.m** - I just completed an imaging study at the Nuclear Medicine Department at the University Hospital. It's fun to interact with patients and have the opportunity to use a clinical scanner.
- g) **3 p.m** - I am meeting with members of the University of Pittsburgh Postdoctoral Society. We are putting together an agenda for when we meet with Pitt faculty members regarding issues that affect the lives of Pitt postdocs.
- h) **8 p.m** - Besides work, it's important to leave the lab sometimes and check out what Pittsburgh has to offer. Pittsburgh is a great city in terms of culture and music. Tonight one of my favorite bands is playing on Carson St. so I gather some friends to eat sushi and check out the show.

Glossary

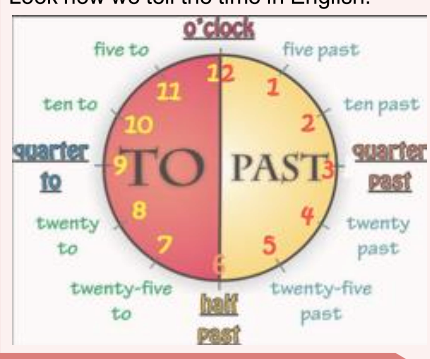
to head out: to go

to telecommute: to work remotely, when employees do not have to go to a central place to work.

(Extracted from <http://www.coolpgh.pitt.edu/grad-life/landon-locke.php> Accessed on June 08th, 2016)

LANGUAGE TIP

Look how we tell the time in English:



LOOK CLOSER

4. Read the text again and write **T** for true or **F** for false. Correct the false statements.

- () The first thing he does at work is visiting patients.
- () It takes about 20 minutes for him to get to the university.
- () He doesn't have to pay for the bus to go to university.
- () He doesn't like Japanese food.
- () He is alone in the city.
- () Landon sounds happy in Pittsburg.

5. Work in pairs and discuss: Is Landon's daily life similar to yours? Explain and compare.

USEFUL LANGUAGE

-His daily life is very **different from** /**similar to** mine.

-He works in a hospital **but** I work in a clinic.

-**Both of us** like Japanese food.

6. What is your daily routine like? Use the vocabulary you learned in activity 2, p. 4 and describe it to your classmates. Remember to include the times you do some of the activities.



Available at: <https://digbr.com/looking-back-graduating-seniors-reflect-on-their-experiences-at-lsu/>. Accessed on August 07, 2022.

LOOK CRITICALLY

Look at the cartoon on the left and discuss:

- What idea of university life does it depict?
- Does it make sense to you? Do you share the same view?

LOOK CLOSER

LANGUAGE STUDY

1. Go back to the text and answer the questions.

- a) Suppose it is 10:30 am now. What is Landon doing?
- b) It is 1 pm now. Where is he? What's he doing?
- c) Suppose it is 9 pm. Where is Landon? What's he doing?

2. Analyze your answers in activity 1. What is similar among the verb phrases? Tick the correct structure.

There is:

- a form of the verb **to be** + verb in the **base form**
- a form of the verb **to be** + verb + **"ing"**
- a form of the verb **do** + verb + **"ing"**

3. Go back to the text and underline more examples of this structure, which characterizes the Present Progressive in English. Analyze the contexts in which they are used and tick the options below.

We use the Present Progressive to:

- to describe our personality.
- to describe ongoing activities.
- to express our likes and dislikes.
- to talk about near future activities, specifically arrangements.
- to give personal information (age, address, place of birth, profession).
- to talk about activities that are happening around now.

LANGUAGE TIP

Negative sentences:

The teacher **isn't** writing on the board now.

The students **aren't** coming to classes this week. They're on strike.

Questions:

A: **Are** you waiting for the teacher here?

B: Yes, I am.

A: Is she working right now?

B: No, she **isn't**. You can talk to her.

LOOK CLOSER

LANGUAGE STUDY

4. Work in pairs. Your teacher is going to give you a handout with an image. Study the picture and take turns to describe what people are doing. Find 10 differences.

Ex: In my picture there is a man and a woman. They are having coffee.

5. Complete the questions below with the present progressive form of the verbs in the box. Then add 2 more questions to the list and, in pairs, ask and answer. Give true answers.

read	chew	walk	do	have
------	------	------	----	------

- a) What _____ your best friend _____ now?
- b) _____ your English teacher _____ around the class at the moment?
- c) _____ any of your classmates _____ gum now?
- d) _____ you _____ a book nowadays? If so, which one?
- e) _____ you _____ classes at USP tonight? And tomorrow morning?

6. Think about activities that are not part of your regular schedule but this semester, you are doing them temporarily.

Share in groups.

Examples:

“I normally have classes at night, but this semester I’m taking **Didactics** in the afternoon.”

“In general, I study in the library on Tuesdays and Thursdays. This semester I’m working on these days, so I’m studying at the library only on Mondays.”

LOOK CLOSER

LISTENING

1. You are going to watch a video about **USP**- University of Southern Pacific, Oceania. Before you watch, check what the university provides to students. What information do you expect to listen about each of the services?



(Available at: <https://www.youtube.com/watch?v=7DcU-9JJwTY>)

2. Check the following expressions in a dictionary online to make sure you understand them. Then watch part of the video (up to 1:22) and choose the best option to complete the statements.

provide - academic attainment – environment – overwhelming – smoothen

challenging – cope with

- a) The campus life section aims at helping...
 - the first year students feel they are part of the community.
 - juniors understand the first year students are part of the community.
- b) Another objective has to do with...
 - interpersonal and communication skills, as well academic attainment.
 - academic attainment and excellence, both in graduate and undergraduate programs.
- c) According to the video, the orientation activities involve...
 - talking to Professors on individual meetings.
 - workshops and a faculty welcoming session.
- d) The orientation activities are offered because the faculty
 - understands that the transition can be a difficult process.
 - knows that starting a university course is hard for anyone.

LOOK CLOSER

LISTENING

3. Now watch the next part (from 1:23 to 2:30) and answer the questions.

- a) How can the students get in contact with the First Year Experience services?
- b) What can they introduce students to?
- c) What kind of services are offered at the Health and Wellness center?
- d) Do all students have to pay a fee to access the Health and Wellness services?
- e) Why would a student look for the Counselling services?

4. In groups, discuss:

- a) What do you think of USP (Oceania)? Explain.
- b) USP Campus Life (Oceania) has the following motto “Your home away from home”. How does that sound? What do you think is the aim of starting a video about life in the university?

5. Now watch part of a video about our USP (up to 2:32): What aspects do each of the institutions focus in the videos? Which one do you think is more new welcoming to students?



(Available at:
<https://www.youtube.com/watch?v=2ECIS2jc2kU>.
Accessed on August 10, 2022)

LOOK CRITICALLY

Now think and share:

According to the World University Rankings-2021, USP (Brazil) is ranked the number #108 in the world, whereas USP (Oceania) is #1001. How much can we trust rankings when evaluating an institution?

LOOK CLOSER

LANGUAGE STUDY

1. Study these fragments from the videos and pay attention to the highlighted words. What ideas do they represent?

I - "Campus life **at** USP"

II - "...help you adjust **in** the University environment."

III - "...**at** the beginning of each semester members can consult the medical services (...) **at** the Health and Wellness Center."

IV - "USP has several campi and units distributed **in** the state of São Paulo."

2. Work in groups. Based on what you have learned in this unit, complete the table with examples.

- Locating **time** events with *in, on, at*.

Preposition	Situation	Example
IN		
ON		
AT		

- Locating **position in a place** with *in, on, at*.

Preposition	Situation	Example
IN		
ON		
AT		

a) Read the situations and choose the appropriate preposition.

b) Come, hurry up!. The class starts ____ 2 pm, sharply.

c) I confirmed the concert: it is tonight, ____ Camargo Guarnieri Auditorium.

d) Meet me ____ the library. I will be next to the computer room.

e) Can you check whether the tutoring session is ____ Monday morning?

f) Just checked. It is Monday, but ____ the evening.

LOOK BACK AND BEYOND

WRAPPING UP

1. How did you choose USP to study / work? Tick the sentences below and share with your classmates.

I chose USP because....

- | | |
|---|---|
| <input type="checkbox"/> it is free. | <input type="checkbox"/> the campus is welcoming. |
| <input type="checkbox"/> my course has the best qualification here. | <input type="checkbox"/> the green areas and the space make me feel ... |
| <input type="checkbox"/> it's near my house. | <input type="checkbox"/> of its reputation. |
| <input type="checkbox"/> it's a steady job. | <input type="checkbox"/> it pays well. |

2. You are going to watch a video called *Why study in the USA*. After watching, answer:

- Where are the students from?
- Do the students present similar reasons as yours in activity 1?
- In general, which reason do they mention the most?



Did you know that USP has an International Cooperation office (AUCANI) that stimulates exchange programs for USP students? Check the link
<http://www.usp.br/internationaloffice/index.php/institucional/sobre-aucani/>

(From <https://www.youtube.com/watch?v=zKr-TojjeJT8> Accessed on July 4, 2016)

LOOK CRITICALLY

- Who produced the video? Is it efficient in answering the question?
- In the video, the foreign students present very positive ideas of studying in the USA. Can you think of any negative aspects? Observe the pictures on the left to help you reflect about this issue.

3. In the video about USP (Oceania), you learned that students get an **orientation kit**. What do you think would be good for an international student at USP to get in an orientation kit? What is difficult for them to understand about life on the campus?

4. In groups, produce one of the materials for an orientation kit aiming at international students coming to USP. Follow your teacher's instructions.