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7. Learn how to manage your time. **Prioritise** what tasks are **urgent**. For example, an essay that is due tomorrow is more important than one that is due next week.
8. Don't be hard on yourself if you make mistakes. But learn from your mistakes – for example, getting lost, forgetting a **deadline**.
9. Take **opportunities** to make new friends, even if you're shy. Join clubs and societies.

Challenges and rewards

25

University life is challenging, but also very rewarding. It will be strange at first, especially if you have to live away from your family. You'll probably experience mixed emotions. Sometimes you may feel some stress and **anxiety**, but at other times, excitement and a new sense of independence. You may be homesick, but you'll also develop confidence at being able to do things for yourself. Most young people consider university a wonderful experience, and many regard it as the best time of their lives.

Source: International Students Survival Guide (Collins, 2014)

3

Read the text in Activity 2 in detail. Find words that have similar meanings to the words or phrases below. Write the words and their meanings into your exercise book.

Example: change (line 1) = **transition**

- | | |
|--|---|
| a worried and a little afraid (line 6) = | e date by which something has to be done (line 21) = |
| b feeling of missing your home (line 12) = | f feelings (line 25) = |
| c university land and buildings (line 15) = | g worry (line 26) = |
| d put things in order of importance (line 18) = | h freedom and ability to make your own decisions (line 27) = |

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Answer the questions below about the reading text in Activity 2. Write the answers into your exercise book.

- 1 How do many young students feel about starting university?
- 2 If new students need to talk to someone, who should they talk to?
- 3 What examples are given of mistakes that new students can make?
- 4 What advice is given to shy students?

TIME TO TALK

Read the tips for new students in Activity 2 again. In your exercise book, write the number of the tip you think is the most important. Then write the number of the second most important tip and so on.

Work in groups of four students and compare your rankings. Discuss why particular tips are important. Make a new list based on the opinions of the whole group. Add any other useful tips of your own.