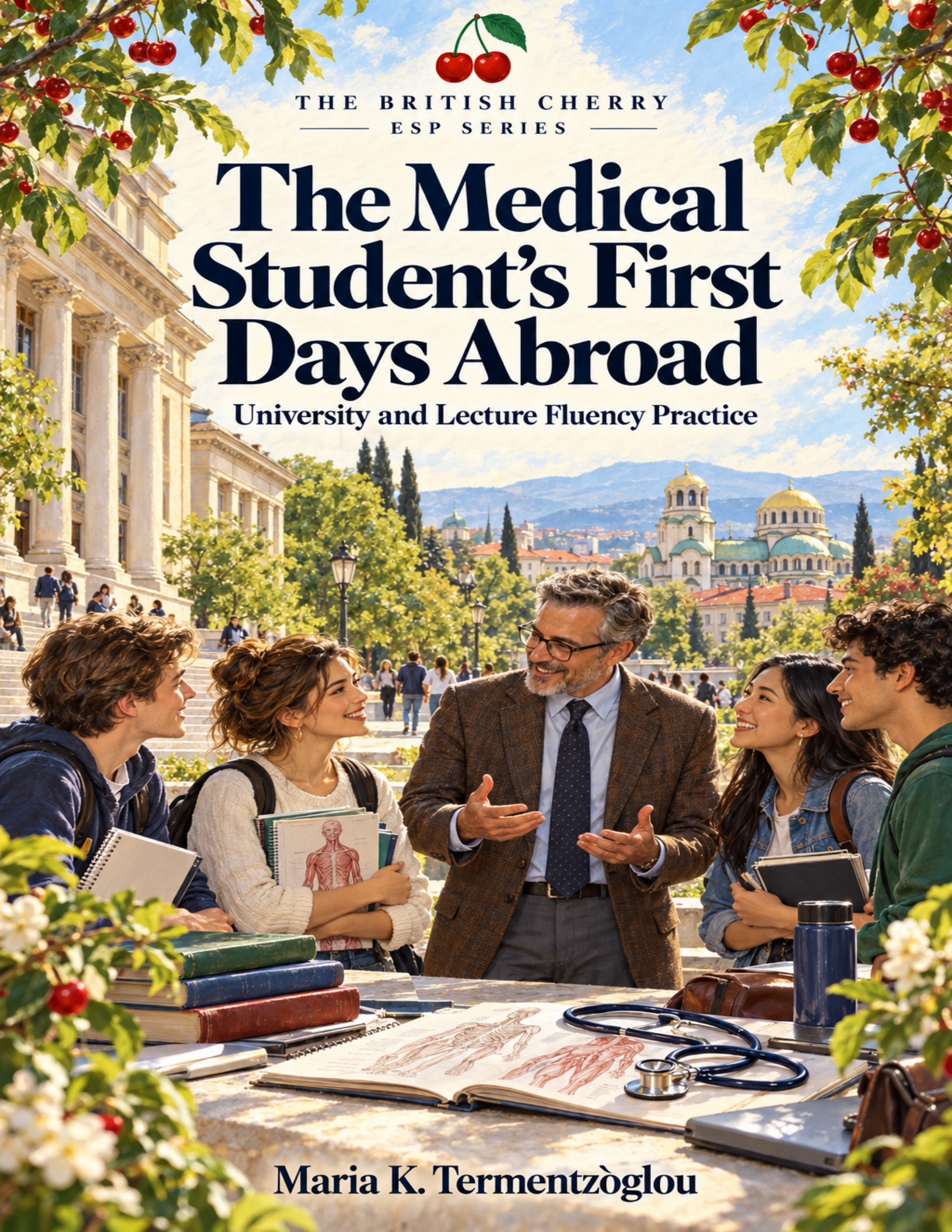




THE BRITISH CHERRY
— ESP SERIES —

The Medical Student's First Days Abroad

University and Lecture Fluency Practice



Maria K. Termentzoglou

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The British Cherry ESP Series

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An expanded teaching pack for a Greek undergraduate beginning medical studies in Sofia. Practise introductions, orientation conversations, lecture participation, questions to lecturers and everyday university problem solving.

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How to use these notes

Read each dialogue aloud, exchange roles, then repeat it without the script. Keep the purpose of each turn while changing the details. Use the challenge to practise responding spontaneously. Sample personal answers should be adapted truthfully to the student's experience.

These fictional scenarios illustrate possible conversations. They do not describe confirmed procedures, course content, assessment rules or facilities at a particular university. Ask the institution for its actual arrangements. This pack teaches English communication rather than medical practice.

Use Professor or Dr with a surname only when the title is known. Follow the lecturer's stated preference. Aim for clear, courteous English and specific questions; an uncertain answer should sound appropriately uncertain.

Part 1 Orientation and meeting people

1 Checking in on orientation day

Situation: The student arrives at a welcome desk.

Student: Good morning. I'm here for the first-year orientation. Could you tell me where I should check in?

Coordinator: Of course. Could I have your name, please?

Student: Andreas Papadopoulos. I've brought my confirmation email. Would you like to see it?

Coordinator: Yes, please. Have you completed your registration?

Student: I've submitted the documents requested so far, but I'd like to confirm whether anything is still outstanding.

Coordinator: The student office can check that for you. For now, please join the welcome session.

Student: Thank you. Is there a programme for the day?

Coordinator: Here is the provisional schedule. Some room details may change.

Student: Understood. Where should we check for updates?

Coordinator: Use the official information channel mentioned at the welcome session.

Student: I'll make a note of that. Is there anything we need to have ready before the session begins?

Coordinator: Just keep your registration details available in case you are asked for them.

Language focus: outstanding = εκκρεμής; provisional schedule = προσωρινό πρόγραμμα; check in = δηλώνω την άφιξή μου

Speaking challenge: You cannot locate your confirmation email. Explain this and ask what alternative identification is acceptable.

2 Introducing yourself to the orientation group

Situation: A facilitator invites brief introductions.

Facilitator: Would you like to introduce yourself to the group?

Student: Certainly. I'm Andreas, and I've recently moved here from Greece to begin my medical studies.

Facilitator: What are you most looking forward to?

Student: Building a strong foundation in the subject and getting to know the people I'll be studying alongside.

Facilitator: Have you lived abroad before?

Student: This is my first experience of living abroad independently, so there's quite a lot to adjust to.

Facilitator: What do you think will be your biggest challenge?

Student: Probably balancing the workload with settling into a new environment. I'm hoping a consistent routine will help.

Facilitator: What would help you feel more settled?

Student: Knowing where to find reliable information and having a few people I can turn to when I'm unsure.

Facilitator: Is there anything you would like to ask today?

Student: Yes. Who should we contact if we're unsure whether a question belongs with the student office or a particular department?

Language focus: alongside = μαζί με; adjust to = προσαρμόζομαι σε; turn to someone = απευθύνομαι σε κάποιον

Speaking challenge: Give a 45-second introduction without claiming experience you do not have.

3 Explaining why you chose medicine

Situation: A tutor asks about motivation during a welcome discussion.

Tutor: What drew you to medicine?

Student: I'm interested in how the human body works and in a career where scientific knowledge can help people in a practical way.

Tutor: Was there a particular experience that influenced you?

Student: There isn't one single event I'd point to. My interest developed gradually as I learnt more about the subject.

Tutor: What do you think makes a good medical student?

Student: Curiosity, consistency and a willingness to recognise what you don't yet understand.

Tutor: Do you think scientific ability is enough?

Student: It's essential, but I think communication and responsibility matter as well. Knowledge needs to be used carefully.

Tutor: What would you like to develop personally?

Student: I'd like to become more confident explaining my reasoning and asking useful questions.

Tutor: Do you have a speciality in mind?

Student: I have some interests, but I'd prefer to keep an open mind until I understand the different fields better.

Language focus: What drew you to = Τι σε προσέλκυσε σε; willingness = προθυμία; keep an open mind = κρατώ ανοιχτό μυαλό

Speaking challenge: The tutor asks whether your expectations are realistic. Give a balanced answer.

4 Asking questions during the welcome session

Situation: Students are invited to ask about support.

Student: Could I ask how first-year students are expected to keep track of official announcements?

Coordinator: We will explain the main communication channels today.

Student: Thank you. If information in two places seems inconsistent, which source should we check first?

Coordinator: Contact the relevant office rather than relying on an informal message.

Student: That's helpful. Is there a named contact for first-year questions?

Coordinator: Please check the contact list provided by the programme.

Student: And if a student is struggling to settle in, where can they ask about support?

Coordinator: The student office can direct them to the support available.

Student: Would it be appropriate to ask about academic support there too?

Coordinator: Yes. They can tell you which department or service to approach.

Student: One final question: where can we find the written rules about attendance and assessment?

Coordinator: Ask for the current course and programme documents. Read those carefully.

Language focus: keep track of = παρακολουθώ συστηματικά; relevant office = αρμόδιο γραφείο;
written rules = γραπτοί κανονισμοί

Speaking challenge: Choose your two most urgent questions and ask them concisely.

5 Talking to a student mentor

Situation: A more experienced student offers informal advice.

Mentor: How are you finding your first day?

Student: It's been encouraging, although there's a lot of information to take in.

Mentor: Have you found your way around yet?

Student: Only partly. I can find the main entrance, but I'm still getting my bearings.

Mentor: Would you like me to show you a few places after the session?

Student: That would be very helpful. I'd especially like to locate the student office and library.

Mentor: Do you have any questions about studying here?

Student: What helped you manage the workload when you first started?

Mentor: Reviewing material regularly helped me. But you'll need to find a routine that works for you.

Student: That makes sense. How did you decide which resources to prioritise?

Mentor: I started with the resources recommended for each course.

Student: I'll do that too, and check with the lecturer if I'm unsure. Thank you for sharing your experience.

Language focus: get my bearings = προσανατολίζομαι; prioritise = δίνω προτεραιότητα; take in = αφομοιώνω

Speaking challenge: Ask for advice without treating one student's experience as an official rule.

6 Meeting a classmate before the first lecture

Situation: The student sits beside another newcomer.

Student: Hi, is this seat taken?

Classmate: No, please go ahead.

Student: Thanks. I'm Andreas, by the way. Are you starting medicine too?

Classmate: Yes. I'm Maya. When did you arrive?

Student: A few days ago. I'm still finding my feet. How about you?

Classmate: Last week. I've mostly been sorting out practical things.

Student: Same here. Have you managed to explore much of the city?

Classmate: A little. I'm still learning how to get around.

Student: Do you know anyone on the course yet?

Classmate: Just a couple of people from orientation.

Student: It would be good to get to know everyone. Are you getting coffee after the lecture?

Classmate: Yes, a few of us are going. You're welcome to join us.

Language focus: find my feet = προσαρμόζομαι; sort out = τακτοποιώ; get around = μετακινούμαι

Speaking challenge: Continue the conversation by asking about interests outside medicine.

7 Joining a group after orientation

Situation: A small group is discussing the welcome session.

Student: Hi, mind if I join you? I think we were in the same orientation group.

Classmate: Of course. You're Andreas, aren't you?

Student: That's right. I'm still learning names, so you may have to remind me of yours.

Classmate: I'm Adam. We were just comparing our notes.

Student: Good idea. I noted the main points, but I may have missed a few details.

Classmate: We weren't sure where to find the final timetable.

Student: Neither was I. Shall we check the official information together?

Classmate: Yes. Have you accessed the student platform yet?

Student: Not successfully. I'd appreciate seeing where the instructions are.

Classmate: Let's look at the welcome email first.

Student: Thanks. And if it's still unclear, we can ask the student office rather than guess.

Classmate: Agreed. Would you like to join us for lunch afterwards?

Language focus: compare notes = συγκρίνω σημειώσεις; miss a detail = χάνω μια λεπτομέρεια; rather than guess = αντί να μαντεύουμε

Speaking challenge: The group quotes an unverified attendance rule. Suggest checking it politely.

Part 2 First lectures and academic participation

8 Answering first lecture introduction questions

Situation: A lecturer learns about students' backgrounds.

Lecturer: Could you tell us a little about your academic background?

Student: I completed secondary school in Greece, where I studied biology and chemistry among other subjects.

Lecturer: Which subject did you enjoy most?

Student: Biology interested me particularly because I liked understanding how different processes connect.

Lecturer: Have you studied this topic before?

Student: I've encountered some of the basic ideas, but I wouldn't claim to know the topic in depth.

Lecturer: How confident are you studying in English?

Student: I can follow general explanations, but I'm still developing my academic vocabulary.

Lecturer: What will you do when a term is unfamiliar?

Student: I'll note it down, check the course resources and ask for clarification if its meaning is still unclear.

Lecturer: What do you hope to gain from this course?

Student: A clear foundation that I can build on, rather than a collection of facts I can only repeat.

Lecturer: That is a useful aim. Please ask questions when you need to.

Language focus: encounter = συναντώ; in depth = σε βάθος; build on = βασίζομαι σε και εξελίσσω

Speaking challenge: The lecturer asks for an example of a topic you enjoyed. Give a truthful answer.

9 Understanding how a course works

Situation: The student asks about organisation after the lecture.

Student: Excuse me, do you have a moment to clarify how we should prepare for this course?

Lecturer: Yes. What would you like to know?

Student: Would you advise us to preview the topic before the lecture?

Lecturer: A brief preview may help you recognise the main concepts.

Student: Should we then use the lecture notes as our main revision resource?

Lecturer: Use them alongside the required resources listed in the course outline.

Student: Thank you. How should we distinguish essential material from additional reading?

Lecturer: Start with the stated learning objectives and the required reading.

Student: And where can we find the assessment criteria?

Lecturer: Check the current course documentation.

Student: I'll read that first. If I still have questions, when would be a suitable time to ask?

Lecturer: Use the contact arrangements given for this course.

Language focus: learning objectives = μαθησιακοί στόχοι; assessment criteria = κριτήρια αξιολόγησης; required reading = υποχρεωτική μελέτη

Speaking challenge: Ask whether a resource is required, recommended or optional.

10 Checking an unfamiliar academic term

Situation: The lecturer introduces a word the student does not recognise.

Student: Excuse me, could you explain what you mean by prerequisite in this context?

Lecturer: It means something you need to have completed or understood before moving on.

Student: Thank you. Are you referring to previous knowledge or to a formal course requirement?

Lecturer: Here I'm referring to the knowledge needed to understand the next topic.

Student: I see. So we should review the earlier material first?

Lecturer: Yes, especially the concepts I listed.

Student: Could you point us to the relevant section of the reading?

Lecturer: Use the section identified in the course materials.

Student: Thank you. I heard the word clearly, but I wasn't familiar with how it was being used.

Lecturer: That's fine. It's useful to clarify those distinctions.

Student: I'll add it to my vocabulary notes with this meaning.

Lecturer: Good. Try using it in a sentence to check your understanding.

Language focus: prerequisite = προαπαιτούμενο; formal requirement = επίσημη απαίτηση;
relevant section = σχετική ενότητα

Speaking challenge: Ask about the meaning of formative assessment without assuming its local implementation.

11 Asking for a slower explanation

Situation: The student loses the thread of a lecture.

Student: Excuse me, could you repeat the last step a little more slowly?

Lecturer: Certainly. Which part would you like me to go over?

Student: The point where you moved from the first process to the second. I couldn't follow the connection.

Lecturer: Let's take those stages separately.

Student: Thank you. I understand the first stage. What causes the next stage to begin?

Lecturer: Look at the condition described on the slide.

Student: So the next stage depends on that condition being met?

Lecturer: In this example, yes.

Student: That helps. May I check one more point?

Lecturer: Go ahead.

Student: Does that explanation apply only to this example, or should we treat it as a general principle?

Lecturer: We need to distinguish the example from the broader principle. Let's clarify that.

Language focus: lose the thread = χάνω τον ειρμό; go over = επανεξετάζω; condition being met = εκπλήρωση προϋπόθεσης

Speaking challenge: Specify the exact point of confusion in one sentence.

12 Checking understanding of structure and function

Situation: The student paraphrases a broad concept.

Lecturer: How would you explain the relationship between structure and function?

Student: My understanding is that the way something is organised helps explain what it can do.

Lecturer: Can you make that more precise?

Student: We should look at particular features of the structure and how they contribute to a particular function.

Lecturer: Would you say structure is the only thing that matters?

Student: No. I wouldn't assume that. The surrounding conditions may matter as well.

Lecturer: Why is it useful to study them together?

Student: It can help us understand the reasoning behind a fact rather than memorising it in isolation.

Lecturer: Could you give a suitable example from today's material?

Student: I'd like to use the example on the slide, but could I check that I've interpreted it correctly first?

Lecturer: Certainly. Explain your interpretation.

Student: I think the feature you highlighted supports the function you described. I'm less certain about the mechanism connecting them.

Language focus: in isolation = μεμονωμένα; mechanism = μηχανισμός; contribute to = συμβάλλω σε

Speaking challenge: Replace vague words such as something with the actual topic being taught.

13 Giving a partial answer confidently

Situation: The lecturer asks a question the student cannot fully answer.

Lecturer: What factors might explain the difference between these two examples?

Student: I'm not sure of the complete answer, but I think the conditions in each example may be relevant.

Lecturer: Which conditions are you referring to?

Student: The ones listed below the diagram. I'm trying to connect them with the outcome.

Lecturer: Can you explain your reasoning?

Student: If the conditions differ, I would expect that difference to be worth examining before drawing a conclusion.

Lecturer: Are you saying they definitely cause the outcome?

Student: No. I'm suggesting a possible explanation, not a confirmed causal relationship.

Lecturer: What would you need to check?

Student: Whether the explanation is supported by the evidence and whether other factors could account for it.

Lecturer: Good. Can anyone develop that answer?

Student: I'd also be interested to hear which part of my reasoning needs adjusting.

Language focus: draw a conclusion = βγάζω συμπέρασμα; account for = εξηγώ; supported by evidence = τεκμηριωμένος

Speaking challenge: Answer a follow-up without turning a possibility into a certainty.

14 Responding when you do not know

Situation: The lecturer asks the student directly.

Lecturer: Andreas, can you explain this term?

Student: I'm afraid I can't define it accurately yet.

Lecturer: Have you come across it before?

Student: Yes, in the reading, but I haven't fully understood the distinction it expresses.

Lecturer: What do you understand so far?

Student: I recognise the context in which it appears, but I'd be guessing if I gave a precise definition.

Lecturer: Could you suggest how to resolve that?

Student: I'd go back to the course definition and compare it with the related term.

Lecturer: Let's look at them together. What difference do you notice?

Student: The wording suggests a distinction, but could you explain which part is essential?

Lecturer: This is the key part. Make sure you retain it.

Student: Thank you. I can see why my first interpretation was too broad.

Lecturer: Try explaining it again in your own words.

Language focus: define accurately = ορίζω με ακρίβεια; distinction = διάκριση; too broad = υπερβολικά γενικός

Speaking challenge: Admit uncertainty briefly, then state what you can contribute.

15 Correcting an answer after feedback

Situation: The lecturer points out a misunderstanding.

Lecturer: Those two terms are related, but they aren't interchangeable.

Student: I see. I was using one as though it meant exactly the same as the other.

Lecturer: Can you identify where that affected your answer?

Student: Yes. My explanation of the second example depended on that assumption.

Lecturer: How would you revise it?

Student: I would separate the two concepts before explaining the example.

Lecturer: Would you like to try again?

Student: Yes, please. Let me put it another way.

Lecturer: That is closer. What still needs to be clarified?

Student: The boundary between the concepts. I think I need a clearer example of each.

Lecturer: Compare the two examples in the notes.

Student: Thank you. I'll revisit those and check that I can explain the difference without relying on the labels alone.

Language focus: interchangeable = εναλλάξιμος; revise an answer = αναθεωρώ απάντηση;
assumption = παραδοχή

Speaking challenge: Respond to correction without repeatedly apologising.

16 Interpreting a diagram

Situation: The class discusses a labelled illustration.

Lecturer: What do you notice first about this diagram?

Student: It seems to show a relationship between several labelled parts.

Lecturer: Which feature are you focusing on?

Student: The connection between the two parts highlighted in the centre.

Lecturer: Have you checked the key?

Student: Not fully. I should confirm what the symbols represent before interpreting them.

Lecturer: Exactly. What does the arrow mean here?

Student: Could I check whether it indicates direction, sequence or a relationship of another kind?

Lecturer: In this figure, it indicates the direction described in the caption.

Student: Thank you. I was initially treating it as a sequence.

Lecturer: Why might that be misleading?

Student: Because I would be adding a meaning that the figure does not actually specify.

Language focus: key = υπόμνημα; caption = λεζάντα; misleading = παραπλανητικός

Speaking challenge: Describe a diagram from the current course using only information actually shown.

17 Asking about pronunciation and spelling

Situation: A new technical word appears in the lecture.

Student: Could you repeat the technical term you just used, please?

Lecturer: Certainly. It is also written on the slide.

Student: Thank you. Which syllable carries the stress?

Lecturer: Listen to the way I pronounce it.

Student: May I try saying it back to you?

Lecturer: Of course.

Student: I'm also unsure whether I've copied the spelling correctly. Could I compare it with the slide?

Lecturer: Yes. Check the full word carefully.

Student: Would you recommend learning the pronunciation alongside the meaning?

Lecturer: That can be helpful when you need to discuss the material aloud.

Student: I'll note the stress and practise using it in context.

Lecturer: Good. Make sure you understand the term as well as pronounce it.

Language focus: syllable = συλλαβή; word stress = τονισμός λέξης; in context = σε συμφραζόμενα

Speaking challenge: Select three real course terms and practise spelling, stress and meaning separately.

18 Asking whether lectures may be recorded

Situation: The student checks permission before recording.

Student: May I ask about the rules on recording lectures?

Lecturer: What kind of recording do you mean?

Student: An audio recording for personal revision. I haven't recorded anything; I wanted to check first.

Lecturer: Please consult the course policy and the university rules.

Student: Of course. Would your permission alone be sufficient, or are there other requirements?

Lecturer: You should confirm all applicable requirements before recording.

Student: Understood. If recording isn't permitted, are lecture materials available through the course platform?

Lecturer: Check which materials have been provided for this course.

Student: Thank you. I'll use those and improve my note-taking.

Lecturer: You can also ask when a particular point needs clarification.

Student: That would help. I'm mainly concerned about missing unfamiliar terms.

Lecturer: Make a note of the point and ask at an appropriate moment.

Language focus: permission = άδεια; applicable requirements = ισχύουσες απαιτήσεις; note-taking = τήρηση σημειώσεων

Speaking challenge: Ask for an approved alternative without assuming permission to record or share materials.

Part 3 Seminars practical sessions and study

19 Contributing to a first seminar

Situation: Students discuss how they prepared.

Tutor: What did you take from the reading?

Student: The main point I took was that we need to connect the concepts rather than learn each one separately.

Tutor: Which part of the text supports that interpretation?

Student: The section where the author brings the earlier examples together.

Tutor: Can you locate it precisely?

Student: Yes. I marked the paragraph, though I'd like a moment to find it.

Tutor: Did anything remain unclear?

Student: I wasn't sure whether one example was intended to illustrate the general rule or an exception.

Tutor: How could we investigate that?

Student: We could compare the wording with the definition given earlier.

Tutor: Would you like to start the discussion?

Student: Certainly. My question is how far we can apply the explanation beyond the example provided.

Tutor: That gives us a useful starting point.

Student: I'd be interested to hear whether others interpreted it differently.

Language focus: interpretation = ερμηνεία; exception = εξαίρεση; locate precisely = εντοπίζω με ακρίβεια

Speaking challenge: Support your interpretation with a specific passage rather than a general impression.

20 Disagreeing respectfully in a discussion

Situation: A classmate proposes an interpretation.

Classmate: I think these examples prove the same thing.

Student: I can see why you connect them, although I'm not sure they support exactly the same conclusion.

Classmate: What makes you say that?

Student: The second example includes a condition that the first one doesn't mention.

Classmate: But does that really change anything?

Student: It might. I think we should check before treating the examples as equivalent.

Classmate: So you think my answer is wrong?

Student: I'm questioning that particular step in the reasoning. I agree with your starting point.

Classmate: What would you suggest instead?

Student: We could explain the common feature first, then identify the difference.

Classmate: That sounds reasonable.

Student: Shall we ask the tutor whether that distinction matters here?

Language focus: equivalent = ισοδύναμος; common feature = κοινό χαρακτηριστικό; reasoning = συλλογιστική

Speaking challenge: Disagree with an idea while maintaining a cooperative tone.

21 Listening to practical session instructions

Situation: The student checks instructions before handling materials.

Instructor: Please listen to the instructions before you begin.

Student: Of course. Could I check which part we should do first?

Instructor: Start with the preparation described in the written instructions.

Student: Thank you. Are there any precautions we should confirm before handling the materials?

Instructor: Yes. Follow the safety instructions for this session and ask if anything is unclear.

Student: I'm not familiar with this equipment. Could you demonstrate the correct use?

Instructor: Wait until I have shown the group.

Student: Certainly. I'll leave it as it is until then.

Instructor: Good. Have you read the instructions?

Student: I've read them, but I'd like to clarify one step before proceeding.

Instructor: Which step?

Student: The point where we move from preparation to the task itself. I don't want to assume I've understood.

Language focus: precaution = προφύλαξη; demonstrate = επιδεικνύω; proceed = προχωρώ

Speaking challenge: An instruction is unclear. Ask before acting; do not invent a procedure.

22 Working with a partner in a practical class

Situation: Two students organise their work.

Student: Shall we read through the instructions together before we start?

Partner: Yes. I'd like to make sure we agree on the sequence.

Student: I can read the first section aloud while you check the diagram.

Partner: Good. Then we can exchange roles.

Student: This step is less clear to me. How do you interpret it?

Partner: I'm not certain either. We should ask the instructor.

Student: Agreed. Let's mark the exact point we need clarified.

Partner: Once that's clear, how should we record our observations?

Student: Let's follow the format requested for the session.

Partner: Should we compare our notes at the end?

Student: Yes, while keeping track of what we actually observed.

Partner: That should help us avoid mixing observations with assumptions.

Language focus: observation = παρατήρηση; sequence = ακολουθία; exchange roles = ανταλλάσσω ρόλους

Speaking challenge: Your partner wants to skip an unclear step. Respond calmly and ask for guidance.

23 Organising a study group

Situation: Students agree on a focused study session.

Student: Would you be interested in reviewing today's material together?

Classmate: Definitely. What did you have in mind?

Student: A short session focused on the concepts we found difficult, rather than trying to cover everything.

Classmate: That sounds manageable. Shall we compare notes first?

Student: Yes, then we could take turns explaining the main ideas.

Classmate: What if our explanations disagree?

Student: We can check the recommended resources and make a list of questions for the lecturer.

Classmate: Should we divide up the topics?

Student: Perhaps, as long as we all review the core material ourselves.

Classmate: When are you free?

Student: Tomorrow afternoon, if that works for you.

Classmate: It does. Let's agree on a time and place after checking our timetables.

Language focus: manageable = διαχειρίσιμος; take turns = εναλλάσσομαι; core material = βασική ύλη

Speaking challenge: Set a realistic goal for a 40-minute session and explain how you will check progress.

24 Asking for help in the library

Situation: The student needs a recommended resource.

Student: Good afternoon. I'm a new medical student. Could you help me find a resource recommended for my course?

Librarian: Do you have the title and author?

Student: Yes. I've copied them from the reading list, including the edition.

Librarian: That will help us check the catalogue.

Student: Thank you. If this edition isn't available, should I ask the lecturer before using another one?

Librarian: That would be sensible if the course specifies a particular edition.

Student: Is there a way to check whether we have legitimate online access?

Librarian: We can show you how to search the available electronic resources.

Student: I'd appreciate that. I haven't used the university library system before.

Librarian: Let's start with the access instructions.

Student: And where can I find the borrowing rules?

Librarian: We can direct you to the current library guidance.

Language focus: edition = έκδοση; catalogue = κατάλογος; borrowing rules = κανόνες δανεισμού

Speaking challenge: The book is unavailable. Ask about lawful alternatives and avoid assuming any particular entitlement.

25 Discussing a manageable study routine

Situation: The student asks a tutor for academic guidance.

Tutor: How are you managing the first week's work?

Student: I'm keeping up with the classes, but I'm taking longer than expected to review the material.

Tutor: What seems to take the most time?

Student: Looking up unfamiliar terms. Sometimes I interrupt my reading too often.

Tutor: Have you tried distinguishing essential terms from ones you can return to later?

Student: Not consistently. I think that would help me maintain the overall meaning.

Tutor: What else could you adjust?

Student: I could set a clear goal for each session and check my understanding afterwards.

Tutor: How would you check it?

Student: By explaining a concept aloud and identifying where my explanation becomes vague.

Tutor: That sounds useful. What support do you need?

Student: Guidance on which concepts should take priority this week.

Tutor: Start with the course objectives, then bring any remaining questions to us.

Language focus: keep up with = ανταποκρίνομαι στον ρυθμό; vague = ασαφής; overall meaning = συνολικό νόημα

Speaking challenge: Explain a difficulty and propose one realistic adjustment rather than promising to study constantly.

Part 4 University problems and asking for support

26 Resolving a timetable conflict

Situation: Two scheduled activities appear to overlap.

Student: Hello. Could you help me clarify a possible timetable conflict?

Administrator: Which activities are involved?

Student: These two sessions appear to overlap. I've brought the details shown on my timetable.

Administrator: Have you checked whether both apply to your group?

Student: That's what I'm unsure about. I don't want to assume that I can miss either one.

Administrator: Let's check your group allocation.

Student: Thank you. If there has been a change, where should I look for the confirmed update?

Administrator: We'll tell you which official source to use.

Student: Should I also contact the course team?

Administrator: Wait until we establish whether there is an actual conflict.

Student: Understood. Could you confirm which session I should attend once it's resolved?

Administrator: Yes. Make a note of the confirmed information.

Language focus: overlap = συμπίπτω χρονικά; group allocation = κατανομή σε ομάδα; confirmed update = επιβεβαιωμένη ενημέρωση

Speaking challenge: You have conflicting information from classmates. Present the evidence without blaming anyone.

27 Explaining a late arrival

Situation: The student speaks to the lecturer at an appropriate moment.

Student: Excuse me. I'm sorry I arrived late today.

Lecturer: What happened?

Student: I went to the wrong room and realised my mistake after the session had started.

Lecturer: Have you checked the location for the next class?

Student: Yes. I've now confirmed it using the official timetable.

Lecturer: Did you miss the opening instructions?

Student: I believe so. Could you tell me where I can find what I missed?

Lecturer: Check the materials provided, and ask a classmate for their notes.

Student: I will. If anything remains unclear, may I ask you afterwards?

Lecturer: Yes, at an appropriate time.

Student: Thank you. I'll make sure I allow more time to find the room next time.

Lecturer: Good. Please also check any applicable attendance procedures.

Language focus: opening instructions = αρχικές οδηγίες; allow more time = προβλέπω περισσότερο χρόνο

Speaking challenge: Explain a genuine problem briefly and take responsibility for the next step.

28 Asking about an absence

Situation: The student asks in advance about a possible missed class.

Student: I may be unable to attend a scheduled session. Could you tell me the correct procedure?

Course administrator: Have you checked the attendance policy?

Student: I've read it, but I'm unsure which requirement applies to my situation.

Course administrator: What would you like clarified?

Student: Who I should notify and whether any documentation is required.

Course administrator: That depends on the applicable procedure. We can direct you to it.

Student: Thank you. Is there a formal way to ask about catching up on missed work?

Course administrator: Ask the course team about the arrangements for that session.

Student: I understand that I shouldn't assume an absence is approved.

Course administrator: Correct. Follow the stated process.

Student: I'll do that. Could you confirm the appropriate contact details?

Course administrator: Yes. Use the official contact listed for the course.

Language focus: notify = ενημερώνω; documentation = δικαιολογητικά; catch up = αναπληρώνω
όσα έχασα

Speaking challenge: Ask without demanding an exemption or promising documents you do not have.

29 Reporting a platform access problem

Situation: The student cannot open course materials.

Student: Hello. I'm having trouble accessing the course materials. Could you help me work out where to report it?

Support staff: What happens when you try to open them?

Student: I can sign in, but this particular course page does not appear.

Support staff: Have you checked that your enrolment details are correct?

Student: I've checked the details I can see, but I'm not sure whether the course link has been activated for my account.

Support staff: Do you have the exact course name?

Student: Yes. I can provide that and describe the error message.

Support staff: Please send the information through the approved support channel.

Student: Certainly. Should I include a screenshot with personal details removed?

Support staff: Follow the support instructions and avoid sharing passwords.

Student: Understood. Is there an official alternative for accessing the reading while this is being resolved?

Support staff: Ask the course team what they can provide.

Language focus: enrolment = εγγραφή; access = πρόσβαση; being resolved = υπό επίλυση

Speaking challenge: Describe what works, what fails and the exact message without sharing credentials.

30 Attending office hours

Situation: The student brings two focused academic questions.

Lecturer: What would you like to discuss?

Student: Thank you for seeing me. I've brought two specific questions from the reading.

Lecturer: Let's start with the first.

Student: I can explain the definition, but I struggle to apply it to this example.

Lecturer: What have you tried so far?

Student: I compared the example with the features in the definition. This feature seems to fit, but the next one is unclear.

Lecturer: Show me where you got stuck.

Student: Here. I'm unsure whether this detail changes the interpretation.

Lecturer: That is the point you need to examine more closely.

Student: I see. Could I try explaining it again to check my understanding?

Lecturer: Yes. Then we can address your second question.

Student: Thank you. I'll keep it brief so we have time for both.

Language focus: apply a definition = εφαρμόζω έναν ορισμό; get stuck = δυσκολεύομαι να προχωρήσω; address a question = εξετάζω ερώτημα

Speaking challenge: Arrive with evidence of preparation and ask two precise questions.

31 Asking for support while settling in

Situation: The student approaches a suitable university contact.

Adviser: How can I help you today?

Student: I'm finding the transition more difficult than I expected, and I'd like to ask what support is available.

Adviser: Is the difficulty mainly academic or practical?

Student: A combination. I'm still adjusting to the workload and to living away from home.

Adviser: Have you been able to build a routine?

Student: Partly. Attending classes helps, but I haven't yet found a reliable study pattern.

Adviser: What would be most useful right now?

Student: Knowing which person or service can help me with academic planning, and where I can ask about settling in.

Adviser: We can explain the available options.

Student: Thank you. I'd prefer to deal with the difficulties early rather than let them build up.

Adviser: That is a useful starting point.

Student: Could we agree on one practical next step I can take this week?

Language focus: transition = μετάβαση; build up = συσσωρεύομαι; available options = διαθέσιμες επιλογές

Speaking challenge: Ask for a specific type of help while deciding how much personal information you wish to share.

Part 5 Questions and polished answer banks

Questions a professor may ask during the first days

What are your expectations of this course?

I'd like to develop a clear understanding of the fundamentals and learn how to use them when approaching unfamiliar examples.

What do you already know about this topic?

I'm familiar with some basic concepts, but I'd benefit from reviewing them before moving into greater detail.

How do you usually study?

I start by identifying the main ideas, then test my understanding by explaining them aloud. I'm still adapting that approach to university study.

What do you do when you do not understand something?

I try to locate the exact point of difficulty, review the relevant material and ask a specific question if it remains unclear.

Can you summarise the main point?

The main point, as I understand it, is... The part I would still like to clarify is...

Why do you think that?

I'm basing my answer on... However, I would need to check... before treating it as certain.

Can you distinguish these two concepts?

I understand the difference in general terms, but I'm not yet confident that I can define it precisely.

What evidence supports your answer?

The section we discussed appears to support that interpretation. May I refer to the wording before I explain further?

What is your biggest concern?

Keeping pace with the workload while learning unfamiliar terminology. I'm working on a routine that allows regular review.

What do you hope to contribute to the group?

Careful preparation, a willingness to discuss ideas and an openness to feedback.

Have you done the reading?

I've read the assigned section and made notes. There are two points I'd like to clarify.

What if you have not completed the reading?

I haven't completed it yet. I understand that affects my preparation, and I'll finish it before the next session.

Can you explain that in simpler terms?

Yes. Let me start with the main idea and then add the detail.

What questions do you have?

Could you clarify how this example connects with the learning objective we began with?

How will you know you understand it?

I should be able to explain it accurately, apply it to a suitable example and recognise the limits of my explanation.

Orientation questions the student may be asked

Have you completed registration?

I've completed the steps communicated to me so far. Could we check whether anything remains outstanding?

Have you received your timetable?

I have a timetable, but I'd like to confirm that it is the current version and applies to my group.

Can you access your university account?

I can sign in, although I still need to check access to the individual course pages.

Have you found accommodation?

Yes, I've arranged accommodation and I'm settling in. / I'm still finalising it and would appreciate guidance on where to seek information.

Is there anything you need help with?

Yes. My immediate priority is understanding where to find reliable course information.

Do you have any accessibility or support requirements you wish to discuss?

I'd prefer to discuss that privately with the appropriate contact. Could you tell me whom to approach?

Have you met your classmates?

I've met a few people today, and I'm looking forward to getting to know the group better.

What would you like to know about university life?

I'd like to understand how students usually organise their study time and which official support services we can approach.

Questions the student can ask at orientation

- Where can I find the current timetable and my group allocation?
- Which channel is used for urgent room or timetable changes?
- Who can confirm that my registration is complete?
- Where are attendance requirements and assessment rules published?
- Which documents explain the learning objectives for each course?
- How do we access the required reading and online course materials?
- Who should we contact about account or platform access problems?
- How are laboratory or practical session instructions communicated?
- What should we do if we cannot attend a scheduled session?
- How can we arrange a meeting with a lecturer or academic adviser?
- Where can international students ask for practical guidance?
- Is there a student mentor scheme or another way to meet more experienced students?
- What academic language support is available, if any?
- Where can we learn about student societies and university activities?
- Who can explain the arrangements for learning Bulgarian relevant to our programme, if applicable?
- Where can we ask privately about accessibility or other support needs?
- Are photographs, recordings or redistribution of teaching materials subject to specific rules?
- If I am unsure whom to contact, where should I start?

Questions to ask yourself after orientation

- Do I know where and when my next class takes place?
- Have I checked that the timetable applies to my group?
- Can I access the official information channels?

- Do I know which administrative steps remain incomplete?
- Have I recorded the correct contact for academic and practical questions?
- Which information is confirmed, and which have I only heard informally?
- What are my three most urgent questions?
- Have I introduced myself to at least one classmate?
- What can I prepare tonight without trying to do everything at once?
- What support would help me, and who can I approach?

Part 6 Essential English with Greek equivalents

Could I check my understanding? — Μπορώ να επιβεβαιώσω ότι έχω καταλάβει σωστά;

Could you clarify what is expected of us? — Μπορείτε να διευκρινίσετε τι αναμένεται από εμάς;

I can follow the main idea. — Μπορώ να παρακολουθήσω τη βασική ιδέα.

I am less certain about the next step. — Είμαι λιγότερο βέβαιος για το επόμενο βήμα.

I may be overlooking something. — Ίσως μου διαφεύγει κάτι.

Could you give us a starting point? — Μπορείτε να μας δώσετε ένα σημείο εκκίνησης;

Let me put that another way. — Ας το διατυπώσω διαφορετικά.

I see where I went wrong. — Καταλαβαίνω πού έκανα λάθος.

What should we prioritise? — Σε τι πρέπει να δώσουμε προτεραιότητα;

Is that required or recommended? — Είναι υποχρεωτικό ή συνιστάται;

Who would be the best person to ask? — Ποιος θα ήταν ο κατάλληλος άνθρωπος να ρωτήσω;

I would appreciate some guidance. — Θα εκτιμούσα κάποια καθοδήγηση.

I am still getting used to the pace. — Ακόμη συνηθίζω τον ρυθμό.

Shall we compare notes? — Να συγκρίνουμε τις σημειώσεις μας;

I would be happy to join you. — Θα χαρώ να έρθω μαζί σας.

Could we confirm that officially? — Μπορούμε να το επιβεβαιώσουμε επίσημα;

office hours — ώρες συνεργασίας με διδάσκοντα

course outline — περίγραμμα μαθήματος

undergraduate student — προπτυχιακός φοιτητής

lecture — διάλεξη

seminar — σεμινάριο

practical session — πρακτικό ή εργαστηριακό μάθημα

deadline — προθεσμία

feedback — ανατροφοδότηση

assessment — αξιολόγηση

learning outcomes — μαθησιακά αποτελέσματα

student administration office — γραφείο διοικητικής εξυπηρέτησης φοιτητών

academic adviser — ακαδημαϊκός σύμβουλος

supporting evidence — υποστηρικτικά στοιχεία

attendance requirement — απαίτηση παρακολούθησης

Part 7 Consolidation and fluency practice

Greek to English translation

- Δεν έχω καταλάβει αν αυτή η ανακοίνωση αφορά τη δική μας ομάδα.
- Θα μπορούσατε να μου δείξετε ποιο σημείο του συλλογισμού μου χρειάζεται διόρθωση;
- Έχω διαβάσει το κείμενο, αλλά δυσκολεύομαι να συνδέσω τα δύο παραδείγματα.
- Προτού προχωρήσουμε, ας επιβεβαιώσουμε τις οδηγίες με τον διδάσκοντα.
- Δεν θα ήθελα να δώσω έναν ορισμό αν δεν είμαι βέβαιος ότι είναι ακριβής.
- Υπάρχει κάποιος αρμόδιος με τον οποίο μπορώ να συζητήσω ιδιωτικά;
- Ποια από αυτά τα βοηθήματα είναι απαραίτητα για την προετοιμασία μας;
- Αν άλλαξε η αίθουσα, πού θα βρω την επιβεβαιωμένη πληροφορία;
- Μπορούμε να ορίσουμε έναν συγκεκριμένο στόχο για τη μελέτη μας αύριο;
- Στην αρχή νόμιζα ότι οι όροι είχαν την ίδια σημασία, αλλά τώρα βλέπω τη διαφορά.

Suggested translation answers

- I'm not sure whether this announcement applies to our group.
- Could you show me which part of my reasoning needs correcting?
- I've read the text, but I'm struggling to connect the two examples.
- Before we proceed, let's confirm the instructions with the lecturer.
- I wouldn't want to give a definition unless I was sure it was accurate.
- Is there an appropriate contact I could speak to privately?
- Which of these resources are essential for our preparation?
- If the room has changed, where can I find the confirmed information?
- Could we set a specific goal for our study session tomorrow?
- At first I thought the terms meant the same thing, but now I can see the difference.

Unscripted role play tasks

- Orientation: introduce yourself, answer two unexpected questions and ask about one unresolved practical issue.
- Lecture: explain what you understand, identify one unclear connection and ask for an example.
- Seminar: offer an interpretation, support it with the supplied text and respond to disagreement.
- Practical session: identify an ambiguous instruction and ask for clarification before acting.
- Office hours: explain what you have already tried, present two precise questions and summarise the guidance.
- Peer conversation: join a group, ask two follow-up questions and arrange a study session.
- Administration: describe conflicting information, show the details and ask how to obtain confirmation.
- End of first week: give a one-minute account of what has gone well and what you still need help with.

Teacher guidance

For each dialogue, begin with a supported reading, then remove every second line, then move to an unscripted role play. Change one condition at a time: the student has incomplete information, the lecturer asks for evidence, or a classmate disagrees. Correct recurring errors after the exchange so that the student can first practise maintaining the interaction.

Assess whether the learner communicates a clear purpose, uses relevant follow-up questions, distinguishes certainty from uncertainty, repairs misunderstandings and closes the exchange appropriately. Elegant wording should support these skills. Encourage shorter answers when the situation calls for them.

Suggested first four lessons: orientation and introductions; lecture questions and clarification; seminars and practical communication; office hours and university problem solving. Select three or four dialogues per lesson and revisit them with new prompts.

Dialogue index

1. Checking in on orientation day
2. Introducing yourself to the orientation group
3. Explaining why you chose medicine
4. Asking questions during the welcome session
5. Talking to a student mentor
6. Meeting a classmate before the first lecture
7. Joining a group after orientation
8. Answering first lecture introduction questions
9. Understanding how a course works
10. Checking an unfamiliar academic term
11. Asking for a slower explanation
12. Checking understanding of structure and function
13. Giving a partial answer confidently
14. Responding when you do not know
15. Correcting an answer after feedback
16. Interpreting a diagram
17. Asking about pronunciation and spelling
18. Asking whether lectures may be recorded
19. Contributing to a first seminar
20. Disagreeing respectfully in a discussion
21. Listening to practical session instructions
22. Working with a partner in a practical class
23. Organising a study group
24. Asking for help in the library
25. Discussing a manageable study routine
26. Resolving a timetable conflict
27. Explaining a late arrival
28. Asking about an absence
29. Reporting a platform access problem
30. Attending office hours
31. Asking for support while settling in



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- 🍒 Greek equivalents and speaking practice

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Teaching draft

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