1 Learning

1a Training
- **Reading:** Find specific information (Short-answer questions)
- **Language development:** Present simple
- **Vocabulary:** Studying
- **Listening:** Predict answers (Section 1: Notes completion)
- **Speaking:** Introductions; Use a range of vocabulary (Part 1: Introduction and interview)
- **Writing:** Introduce advantages and disadvantages (Task 2: Advantages-disadvantages essay)

1b Testing
- **Listening:** Section 1: Notes completion
- **Language development:** Present simple with adverbs of frequency; *can* for ability, possibility and permission
- **Vocabulary:** Higher education
- **Reading:** Short-answer questions
- **Writing:** Task 2: Advantages-disadvantages essay
- **Speaking:** Part 1: Introduction and interview

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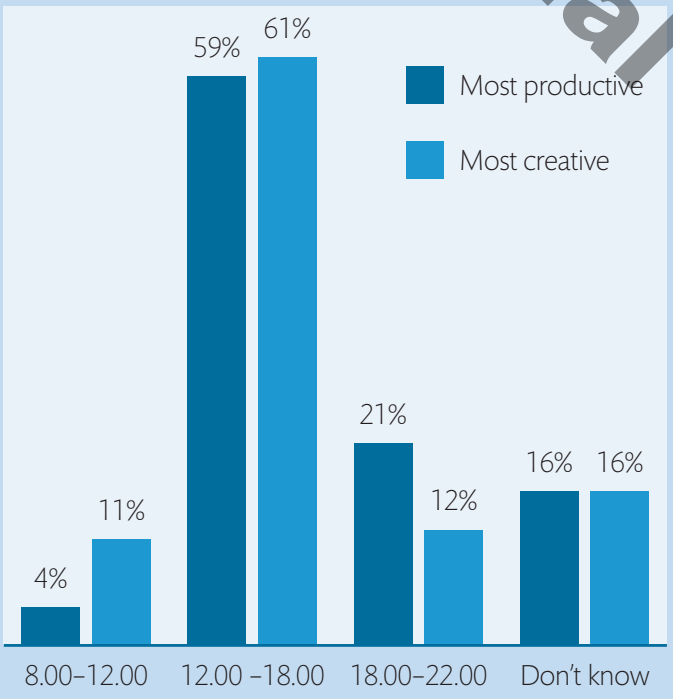
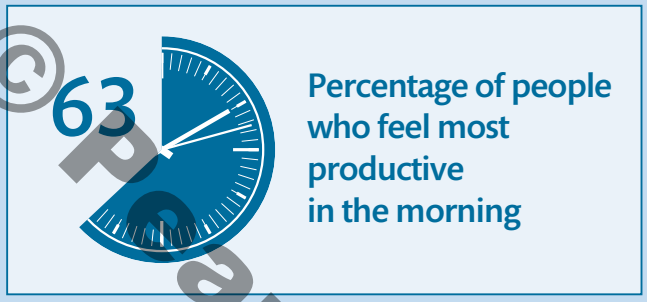
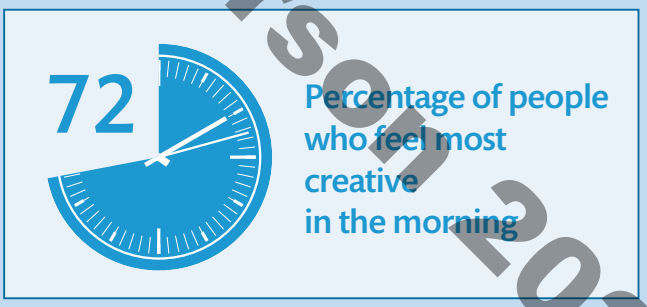
Are you an early bird or a night owl?

We asked 100 people, 'At what time of day do you feel most productive? Most creative?'







productive = making things in large quantities or producing a good result

creative = using imagination to produce new ideas or things

Lead-in

Discuss the questions.

1 Look at the infographic. At what time of day are people:
- most productive?
- least productive?
- most creative?
- least creative?

2 At what time of day are you most/least productive? Most/Least creative?

Reading (Short-answer questions)

Before you read

1 Work in pairs and discuss the questions.

1 Do you think you are a good learner? Why/ Why not?
2 Do you think good learners share particular characteristics? If so, what characteristics are typical of good learners?

Find specific information

2 Read the passage quickly and choose the correct answers.

1 What is the purpose of the passage?
A to give instructions
B to give an opinion
C to give advice
2 Who wrote the passage?
A a student
B a psychologist
C a teacher

3a Read the passage again. Match these key ideas (1–5) with the paragraphs (A–E).

1 Good language skills are important.
2 Study can sometimes be boring.
3 Good learners always have new questions.
4 Good learners think about their studies in their free time.
5 Good learners realise there is a link between new and old knowledge.

b Read these questions about the passage and underline the key words. Then compare with a partner.

1 What do good learners never stop trying to do?
2 How do good learners feel about their chances of finding the answer to a study problem?
3 What makes doing boring learning tasks worthwhile?
4 What do good learners modify as they learn more?
5 Who can good learners explain new knowledge to in an appropriate way?

c Match each question in Exercise 3b with the kind of information you need to find.

A a person or people _____
B an activity or a thing _____ _____ _____
C a feeling _____

d Work in pairs. Look at question 1 in Exercise 3b and follow these steps to answer it. Use no more than three words in your answer.

1 Which part of the passage contains the answer?
2 What is the correct answer?
3 Which words in the passage reflect the words in the question (*never stop trying to do*)?
4 Check the number of words. If there are more than three words, what can you leave out?

Test training

4 Answer questions 2–5 in Exercise 3b. Follow the steps in Exercise 3d for each question. Remember that you should:

- use no more than three words in each answer.
- use only words from the passage.

Task analysis

5 Work in pairs and discuss the questions.

1 How did reading the whole passage first help you to find where the answers were?
2 Did the questions follow the order of the passage?
3 Which words in the questions helped you understand what to look for?
4 Do the key words in the questions repeat the words in the passage?

Discussion

6 Work in pairs and discuss the questions.

1 Which of the characteristics in the passage do you already have?
2 How do you think you can help yourself to become a better learner?
3 Which of the characteristics in the passage do you think are important for students studying English? Are there any other characteristics that you think are important?

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Who makes a good learner?

An experienced university teacher has put together a list of the psychological characteristics that good learners have.

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A Good learners are curious. They wonder about all sorts of things. They love the discovery part of learning. Finding out about something gives them an intense satisfaction. But their curiosity is addictive, so they always want to find out more.

B Good learners work hard. A few things may come easily to learners, but most knowledge requires effort and good learners are willing to put in the time. They talk with others, read more, study more and carry around what they do not understand, thinking about it before they go to sleep, at the gym, on the bus. Good learners are persistent. When they fail, they carry on, confident that they will figure it out eventually. In the meantime, they learn from their mistakes.

C Good learners recognise that learning is not always fun. But that does not change how much they love it. Understanding the topic, when they finally get there, makes it all worth doing. But the journey to understanding is not generally all that exciting. Some learning tasks require boring repetition; others a mind-numbing attention to detail; still others involve periods of intense mental focus.

D Good learners make knowledge their own. This is about making the new knowledge fit with what the learner already knows. Good learners have to change and adapt their knowledge structures in order to make room for what they are learning. In the process, they build a bigger and better knowledge structure. It is not enough to just take in new knowledge. It has to make sense, to connect in meaningful ways with what the learner already knows.

E Good learners share what they have learned. Unless knowledge is passed on, it is lost. Good learners love sharing what they have learned. They write about it and talk about it. Good learners can explain what they know in ways that make sense to others. They are not trapped by specialised language. They can find examples that make what they know meaningful to other learners.

Language development

Present simple

➤ EXPERT GRAMMAR page 183

1 Match the sentences (1–3) with what they express (A–C).

1 We work in teams most of the time.
2 My brother works in Berlin.
3 The course lasts three years.

A a fact that is always true
B a habit or repeated action
C a permanent situation/state

2 Complete the sentences with the present simple form of the verbs in brackets.

1 It _____ (be) sometimes hard to organise your work at university.
2 They _____ (have got) a lot of reading to do on this course.
3 We really _____ (enjoy) the lectures on this subject.
4 She usually _____ (study) in the library.
5 He always _____ (help) me with my writing.
6 You _____ (remember) facts very well.
7 Sam _____ (watch) the lectures online.
8 He _____ (carry) his laptop with him everywhere.
9 The university _____ (have got) good sports facilities.
10 I _____ (be) very good at maths but my sister _____ (be) better at languages.

3a Find and correct the mistakes in seven of the questions.

1 How you travel to work or college?
2 How many people there are in your family?
3 Where does your family lives?
4 What you like about your home town?
5 Your house is big or small?
6 Is there anything about your English course you don't like?
7 You have any hobbies?
8 You are good at sport?

b Work in pairs. Take turns to ask and answer the questions in Exercise 3a.

4a Are these sentences true for you? If not, make them true by making the verb negative.

1 My first language is English.
2 I'm very good at tennis.
3 Most of my friends are British.
4 I've got a very big family.
5 I enjoy reading in another language.
6 My best friend lives in Canada.
7 I study very hard every evening.
8 My house has got ten bedrooms.

b Work in pairs. Talk to your partner about the sentences in Exercise 4a. Give more information.

My first language isn't English – it's Chinese.

5 Complete the text with the present simple form of the verbs in brackets. Use short forms where possible.

Reading skills at university

If you have to do a lot of reading at university, you **1** _____ (need) different reading skills than those you use when you read for pleasure. One important thing to remember, especially if you read in a second language, is that it **2** _____ (not matter) if you **3** _____ (not understand) everything and that it's not always necessary to read a text in great detail. The reading skill you use **4** _____ (depend) on your reason for reading. Skimming and scanning **5** _____ (be) both useful fast reading techniques, but they **6** _____ (not have) the same purpose. Skimming **7** _____ (be) to get a general idea of a text, while scanning **8** _____ (allow) us to find specific information. Some texts **9** _____ (need) more careful reading to get a deeper understanding, perhaps by asking questions about the content and taking notes. Using different reading skills successfully **10** _____ (take) practice, but is worth the effort.

6 Work in pairs. Tell each other about your typical study day. Use the verbs/phrases in the box to help you. Ask your partner at least three questions about his/her day.

discuss with friends do homework go to classes
go to lectures go to the library read study
take a break use a computer write

Do you study in the library?

Sometimes, but I usually study at home.

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Vocabulary

Studying

1a Match the words in the box with their meanings (1–10).

assignment course essay examination grade presentation project report research term

1 a piece of work that someone gives you to do
2 a piece of planned work that is done over a period of time
3 an event at which someone explains an idea to a group of people
4 a piece of writing that gives facts about a situation or event
5 a mark that your teacher or tutor gives you
6 a spoken or written test of knowledge
7 a piece of writing about a particular subject
8 detailed study of a subject to find out new information
9 a set of lessons in a particular subject
10 one of the three parts of a school, college or university year

b Choose the correct options in *italics* to complete the text.

Midlands College International Foundation Course

Academic English Module

The Academic English module aims to prepare students for higher education at an English speaking university. There are four **1** *courses / assignments* over three terms, followed by two final **2** *examinations / grades* of three hours each at the end of Term 3.

Term 1

- Students write a **3** *research / report* based on information collected from a questionnaire and interviews.
- Students write a 1,000-word **4** *essay / research* on a given topic.

Term 2

Students give an academic **5** *essay / presentation* on a subject of their choice.

Terms 2 and 3

- Students complete a group **6** *report / project* by carrying out **7** *examinations / research* into a given academic topic.
- Students will receive their final results and **8** *grades / assignments* at the end of July.

Collocations

2 Choose the options in *italics* which cannot be used with the nouns in bold.

1 For your next piece of work, you need to *write / do / carry out* some **research**.
2 I'm going to *do / make / give* a **presentation** on my home country.
3 How many **exams** do you have to *take / make / do* this year?
4 I need to *get / do / have* very good **grades** to do a medical degree.
5 In the exam, we have to *write / do / carry out* two **essays** before the end of term.
6 Can you *finish / complete / make* your **assignment** by the end of this week?
7 It's difficult to *produce / make / write* the **report** without the necessary information.
8 You need to work together in order to *complete / carry out / have* this **project**.

3 Complete the collocations with the verbs in the box.

ask do give have prepare take

1 _____ revision
2 _____ for a test
3 _____ a discussion
4 _____ questions
5 _____ notes
6 _____ your opinion

4 Complete the sentences with collocations from Exercises 2 and 3.

1 I need to do research for my assignment.
2 Use phrases like *I think* and *I believe* to _____ .
3 I am very nervous because I have to _____ in front of 50 people.
4 I find it difficult to _____ when I listen to a lecture.
5 I can't go out – I have to _____ a maths _____ .
6 After my presentation, I asked the audience if they would like to _____ .

Skills

5a Work in pairs. Match the skills (1–6) with the examples of activities (A–F). Can you think of any more examples?

1 practical skills
2 management skills
3 computer/IT skills
4 reading/writing skills
5 people skills
6 language skills

A creating reports
B using Excel
C being a good listener
D typing
E speaking French
F being a good leader

b Work in groups and discuss the questions about the skills in Exercise 5a.

1 Which three skills do you think are important for success at work today? Why? Put them in order of importance.
2 Which are your three best skills?

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Listening (Section 1: Notes completion)

Before you listen

1 Work in pairs and discuss the questions.

1 Which of these do you often have problems with?
- writing essays
- preparing for presentations
- handing work in on time
- revising for exams
- managing your study time

2 Who do you talk to if you have a problem with your studies?
- a friend
- a family member
- your personal tutor
- somebody else?

Predict answers

2a Look at the notes. What is the situation? Who are the two people talking?

Record of tutorial

Date: 27 March

Student's name: Rashad Al-Hashimi

Topics discussed:
- presentation
- essay feedback
- advice about **1** _____

Action points:
- attend talk with **2** _____ (Tuesday at **3** _____)
- arrange meeting at **4** _____

Next tutorial: **5** _____ at 10.30 a.m.

b Decide what kind of information goes in each gap in Exercise 2a. Use the words before and after each gap to help you.

A a date
B a time
C a name
D a place
E a topic

c 1.1 Complete the notes in Exercise 2a with the words in the box. Then listen and check.

17 April 3.15 p.m. Dr Green exams Student Services

Test training

3a Read the test task. Think about what kind of information goes in each gap.

*Complete the notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.*

Meeting with Student Services Advisor (Lin Wood)
- Organise time: make a 1 _____ for revision.
- Practise past exam papers.
- Start a 2 _____ with other students.
- Take regular study breaks: 3 _____ every hour.
- Make time for 4 _____ , e.g. sport.
- Lin's working hours: every morning and 5 _____ afternoons
- Contact number: 6 _____

b 1.2 Complete the test task.

Task analysis

4 Work in pairs and discuss the questions.

1 Did the questions follow the same order as the recording?
2 Did you correctly predict the type of information for each gap?
3 Did you check the number of words you used for each answer?

Discussion

5 Work in pairs and discuss the questions.

1 Do you think Lin's advice is helpful?
2 Can you think of any other advice to help a student prepare for exams?

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Speaking (Part 1)

Introductions

1a When you first meet someone, what do you like to find out about them?

- their home town
- their family
- their work or studies
- something else?

b 1.3 Listen to two students meeting each other. Which of the topics in Exercise 1a do they talk about? What other topics do they discuss?

2a 1.3 Listen again and complete the questions.

1 _____ you like the course so far?
2 _____ do you live?
3 _____ do you travel to classes?
4 _____ do you live with?
5 _____ you do a lot of sport?
6 _____ type of films do you like?

Pronunciation: connected speech

b 1.4 Listen again to the questions in Exercise 2a. How do the speakers pronounce *do you*?

c Practise saying the questions in Exercise 2b.

Use a range of vocabulary

3a Look at audio script 1.3 on page 210. Which of the adjectives in the box do the speakers use to describe:

- their course?
- their accommodation?
- meeting people?

boring cheap comfortable convenient difficult easy expensive fantastic great hard interesting modern quiet small

b Work in pairs. Imagine you are just meeting each other. Take turns to ask and answer the questions in Exercise 2a. Try to use as many of the adjectives in Exercise 3a as possible in your answers.

Test training

4a Write some questions to ask your partner about their home town and family. Use the words and phrases below to help you.

- Do you … ?
- What (do you) … ?
- Where (do you) … ?
- How often (do you) … ?
- How many …?
- Why?

b Work in pairs. Take turns to ask and answer your questions from Exercise 4a. Remember to use adjectives in your answers.

Task analysis

5 Work in pairs and discuss the questions.

1 Were some questions more difficult to answer? Which ones? Why?
2 Did you give short answers or did you add extra information?
3 Did you use weak forms of *do you* in your questions?
4 Which adjectives did you use in your answers?

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Writing (Task 2)

What's in an essay?

1 Choose the correct answers. You must choose more than one option in two questions.

1 What is an essay?
- A a description of an event or experience, giving a personal view
- B a piece of writing about a particular subject, usually with the writer's own opinions
- C a piece of writing that gives facts and details about a situation or an event

2 Who might we write an essay for?
- A a friend or relative
- B an unknown audience
- C a tutor or lecturer

3 Which of the following do you find in an essay?
- A an introduction
- B a conclusion
- C a main idea
- D lots of difficult vocabulary

2a Read the writing task and underline the key words. Then choose the correct answer in the question below.

> Many students work while they are studying.
> What are the advantages and disadvantages of working while you study?

What do you need to write about?
- A the difficulty of studying
- B how study prepares you for work
- C working and studying at the same time

b Work in pairs. Follow the steps below.

1 Think of one advantage and one disadvantage you could include in your essay.
2 Discuss your ideas with another pair.
3 Read the model answer. Does it mention any of your ideas? What other advantages and disadvantages does it mention?

> Going to university can be very expensive and so many students decide to work while they are studying.
>
> The main advantage of working while studying is earning money. A salary allows students to pay for their living accommodation, their food, their books and their fees. As a result, they do not need to borrow money from the bank or from their parents. Another advantage is that it gives students experience of working. This looks very good on their CV when they leave college.
>
> One disadvantage is that it is hard to work at the same time as studying. Work can make people feel very tired, and this means it is difficult for students to make themselves read a textbook or work on an assignment when they get home after work. Another problem is that having a job means there is simply much less time available for study. Working students may not be able to complete their assignments as well as full-time students and so get poor marks.
>
> Overall, in my opinion, it is a good idea to work and study at the same time. Working gives students valuable experience, which makes it easier for them to find a job afterwards. However, they need to be very good at organising their time so they can still read all the books on their reading list and hand in well-written assignments.

Introduce advantages and disadvantages

3 Look at the phrases in the box for introducing advantages and disadvantages. Which ones does the student use in the model answer?

> One advantage/disadvantage is ...
> The main advantage/disadvantage is ...
> Another advantage/disadvantage/problem is ...

4 Write sentences for the essay about the advantages and disadvantages of working and studying at the same time. Use your ideas from Exercise 2b and the phrases in Exercise 3.

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Listening (Section 1: Notes completion)

Before you listen

1 Work in groups and discuss the questions.

1 What decisions do you and/or your family have to make during your education?
2 How did you choose the course or subject(s) you study? Was it difficult to decide? Who helped you decide?

Test practice

➤ TEST STRATEGIES page 178

2 Work in pairs. Read the test task and answer the questions.

1 Who do you think is talking?
2 How many words should you write in each gap?
3 What kind of information do you need for each gap?

Questions 1–8

Complete the notes below. Write ***ONLY ONE WORD OR A NUMBER*** *for each answer.*

Course options

- Engineering: need high grade in 1 _____
- Economics and business studies: need high level of 2 _____
- Business studies course: three days of 3 _____ and two days in a company
- Course organiser has contacts with local 4 _____
- Speak to Professor 5 _____ in Room 6 _____
- Business school talks by guest speakers: ring 7 _____ to book
- Final decision by end of 8 _____

➤ HELP

1 Listen for a subject.
3 Listen for an example of something you might do on a course.
5 Listen for a name.
7 Listen for a telephone number.

3 1.5 Complete the test task.

Task analysis

4 Work in pairs and discuss the questions.

1 Did you correctly predict the type of information for each gap? Which answers were easier to predict? Which were more difficult?
2 Look at audio script 1.5 on page 210 and underline the correct answers. Which key words in the listening helped you find the answers?

Discussion

5 Work in pairs and discuss the questions.

1 Is it better to make important decisions on your own or is it better to ask other people? Why?
2 Do the decisions you make about your education have an effect on your future career? In what way?

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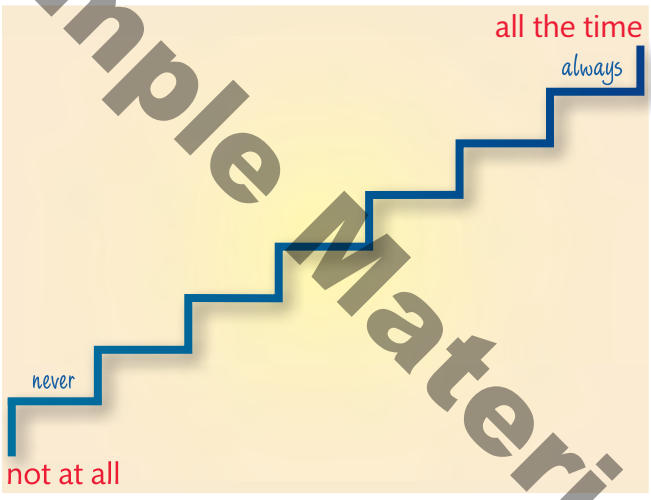
Language development

Present simple with adverbs of frequency

➤ EXPERT GRAMMAR page 183

1 Write the adverbs in the box in the correct place on the scale.

~~always~~ ~~never~~ normally/usually occasionally often rarely sometimes



2 Rewrite the sentences putting the adverb in the correct place.

1 Lectures start at nine. (usually)
Lectures usually start at nine.
2 We don't study in the library. (often)
3 She's late for class. (rarely)
4 He goes to the library at 8 a.m. (always)
5 Do you write reports? (often)
6 I am confused by the lectures. (sometimes)
7 He doesn't fail exams. (normally)
8 They have to give presentations. (occasionally)
9 We write essays. (rarely)
10 He goes to tutorials. (never)

3a Put the words in the correct order to make sentences.

1 grades / get / often / for / assignments / I / bad
2 interesting / lectures / usually / my / are / very
3 have to / I / give / sometimes / a presentation
4 at / study / I / rarely / weekends
5 in / always / library / study / Fridays / on / I / the
6 have / homework / to / never / I / do / any
7 exams / do / I / occasionally
8 research / online / I / do / normally

b Make the sentences in Exercise 3a true for you. Then talk to your partner. Add extra information.

I rarely get bad grades for assignments but I occasionally get a bad mark for maths – it's very difficult!

can for ability, possibility and permission

4 Look at these sentences with *can/can't*. What does each one express? Write *A* for *ability*, *PO* for *possibility* or *PE* for *permission*.

1 Can I borrow your laptop? _____
2 I can't speak French or German. _____
3 You can ask your tutor for help with references. _____
4 You can read about the course on our website. _____
5 I'm sorry, I can't help you with that. _____
6 Can I come in? _____

5 Rewrite the sentences using *can* or *can't*.

1 I am not able to speak French very well but I am able to understand it a little.
I can't speak French very well but I can understand it a little.
2 We've got permission to leave the lecture early.
3 Do you think Xi is able to help us with this assignment?
4 Some people don't have the ability to read quickly.
5 It's not possible for you to study economics without a good grade in maths.
6 Are you able to hear what's she's saying?
7 They haven't got permission to use the computers in the library.
8 It's not possible for you to see Professor Gibson now. Is it possible for you to come back later?
9 Some people are not able to work in a team.
10 Do you have permission to use material from the college website?

6a Look at this list of skills and activities. Add three more ideas of your own.

- play a sport well
- give an academic presentation
- speak another language (apart from English and your first language)
- write essays in English
- sing
- read quickly
- play a musical instrument
- use research skills
- drive
- _____
- _____
- _____

b Work in pairs. Take turns to ask and answer about the skills and activities in Exercise 6a.

Can you play a sport well?

I can play basketball quite well, but I can't play many other sports.

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Vocabulary

Higher education

1a Write the words in the box in the correct place in the table.

admissions office advisor campus classmate department faculty laboratory lecturer library professor tutor

Places	People

b Match the words (1–5) with their meanings (A–E).

1 degree
2 undergraduate
3 post-graduate
4 PhD
5 MBA

A a student at university studying for their first degree
B a higher university degree in research in a particular subject
C what you get when you successfully finish any university course
D a higher university degree in business
E a student at university who has already done a degree

c Complete the text with the correct form of words from Exercises 1a and 1b.

About Brindel University

Our **1** _____ is set in a green area outside the city. Each **2** _____ has its own building, but the science departments share a large **3** _____ for research and projects. Please refer to our interactive map. The **4** _____ is in the centre of the campus; it is open every day for borrowing and returning books from 8 a.m. to 9 p.m. but online access is 24 hours.

We offer a range of **5** _____ at undergraduate and post-graduate level. Your personal **6** _____ can help you with your choice. Please contact the **7** _____ with any questions you have about entry requirements.

Subjects

2a Complete the sentences with the words in the box.

accountancy architecture business studies computer science dentistry economics engineering law medicine

1 A degree in _____ involves designing and building things like machines, roads and bridges.
2 To study _____ , you need to be creative and good at art and design.
3 A degree in _____ is not just about looking after teeth; you also study general health of the human body.
4 _____ is a difficult degree course and you need to be able to think clearly and be good at essay writing.
5 Many banking, sales and marketing jobs require a degree in _____ or _____ .
6 If you want to get a job keeping financial records, you need to study _____ .
7 In the digital age, when technology is so important, it is usually easy to get a job with a degree in _____ .
8 You need to get excellent grades in science subjects to do a degree in _____ and it can take years to become qualified.

b Work in pairs. Which of the subjects in Exercise 2a do you find interesting? Why?

Collocations

3a Choose the correct options in *italics* to complete the questions.

1 What do you do if you *pass* / *miss* a lesson?
2 How do you feel when you *make* / *do* a mistake when speaking English?
3 Would you like to *do* / *get* a course in a language apart from English? If so, which one?
4 What's the best way to *make* / *do* progress when learning a language?
5 How many lessons or lectures do you *go* / *attend* every week?
6 What do you find difficult about *making* / *doing* assignments?
7 Have you ever *failed* / *lost* an exam?
8 What was the last exam you *wrote* / *passed*?

b Work in pairs. Ask and answer the questions in Exercise 3a.

What do you do if you miss a lesson?

I usually call a friend and ask if I can borrow their notes.

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Reading (Short-answer questions)

Before you listen

1 Work in pairs. What do you think students learn about on a business degree course?

2 You want to carry out a survey of students doing a business course. Which four of the below would you choose to ask about? What questions would you ask?

- their reasons for studying business
- what they study on their course
- whether their course includes any practical work experience
- which part of their course they like best
- what useful skills their course gives them
- their plans for the future

Test practice

➤ TEST STRATEGIES page 179

3a Read the test task and underline the key words.

Questions 1–6

Answer the questions below. Choose ***NO MORE THAN TWO WORDS*** *from the passage for each answer.*

1 What do most business students expect to get after graduating?
2 What do students on an MBA course need?
3 Which aspect of a business degree do students prefer?
4 How long do most business students usually spend on a work placement?
5 What type of business department do most students plan to work in?
6 Who thinks business graduates have good presentation skills?

➤ HELP

2 Look for a phrase which shows that something is necessary.
3 Be careful: the passage mentions two aspects and talks about the one that students do *not* prefer. You need the other one for your answer.
4 Look for a word that has a similar meaning to *usually*.

b What kind of information do you think the answer to each question will be (e.g. a person, a time, a quality)?

4 Complete the test task.

Task analysis

5 Look at the key words you underlined in the questions. Which words in the passage helped you find your answers? Compare your ideas with a partner.

Discussion

6 Work in pairs and discuss the questions.

1 Which do you think is the most useful part of a business degree: the theory or the practical work? Why?
2 How valuable is practical work experience:
   - for the students?
   - for the company that employs them?
3 Do you think it is better to study business as an undergraduate or as a professional with some years of experience? Why?

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International survey of business courses

A recent international survey of business degrees shows that business and related subjects – such as accounting and economics – are among the most popular courses at universities worldwide. Students say that they choose these courses because business has an impact on almost every aspect of modern society. They also believe that a business degree makes it easy to find a job. Business graduates often earn a good salary although very few of the students in the survey give that as their reason for studying business.

The term 'business degrees' includes a wide variety of courses; some are specialised and others are more general; some are very academic and others focus on practical professional development. There are also different levels of degree. Most business students are undergraduates. However, there are also large numbers of business students on post-graduate courses. Professional qualifications such as MBAs are only for people who already have some business experience.

The study shows that all types of business degree look at both theory and practice. Of these two parts of a course, the theoretical aspect is less popular with most students although all agree that it is an essential part of a good degree course. Students look at practice through case studies, problem-solving tasks and project work. They also often have the chance during their course to spend a period of time – typically three months but it can be up to one year – actually working in a company.

The survey also shows that the majority of students plan to go into a career in business. There are, of course, many different types of business career. Only a relatively small percentage of students plan to set up their own business. Some aim to work in finance departments, others in advertising and still more in sales. Human resources and business consultancy are also options which some graduates consider.

A few students who study business decide that it is not after all the career for them. However, their degree is still a very useful qualification. The international survey also reports on interviews with a range of employers. These say they like the fact that business graduates are excellent team workers and can present information well both in writing and in front of an audience. These are valuable skills in all workplaces. The survey concludes that choosing to study business can be a very good decision.

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Writing (Task 2)

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Lead-in

1 Work in pairs and discuss the questions.

1 Which of the extra-curricular activities in the photos would you like to get involved in?
2 What skills do you think these activities might give you?
3 How could these skills help you in the workplace?

Understand the task

➤ EXPERT WRITING page 200

2a Read the test task and choose the correct answer in the question below.

Write about the following topic.

Many students like to get involved in extra-curricular activities at university such as social clubs or sports.

What are the advantages and disadvantages of this?

Give reasons for your answer and include any relevant examples from your knowledge or experience. Write at least 250 words.

What do you need to write about?

A the good and bad points of doing extra activities
B an extra activity that is good for students
C an extra activity that is not good for students
D your experience of doing extra activities at university

b Underline the parts of the essay question that helped you answer the question in Exercise 2a.

Plan your essay

3a Read the model answer. Match the parts of the essay (1–4) with the paragraphs (A–D).

1 the disadvantages
2 introducing the topic
3 the conclusion
4 the advantages

A As well as studying hard at university, there are many opportunities to do extra-curricular activities while you are there. There are all sorts of different clubs that you can join, for example.

B In my view, the main advantage of doing extra-curricular activities is that you make a lot of friends. You get on well with each other because you share the same interest. Another advantage is that you can learn a new skill – how to ski or fly a helicopter, for example – relatively cheaply. Obviously, it is a good idea to make the most of that opportunity.

C There are also disadvantages. One disadvantage is the fact that doing extra-curricular activities can take a lot of time away from your studies. It is easy to take on too many new things and this means you do not have enough time to go to the library or write your assignments. You have to find the right balance between study and fun. Another problem is that doing extra-curricular activities means you do not have the time to do a part-time job. This means that you can finish university with big debts.

D My personal opinion is that taking part in extra-curricular activities is a good thing. It is an opportunity to develop old interests and to take up new ones, and it is one of the best ways of making close friends while you are at university.

b Read the model answer again and answer the questions.

1 Does it answer the question in the task?
2 Which advantages and which disadvantages does it mention?

c Work in pairs. Think of two advantages and two disadvantages you can include in your essay. Make notes in the table.

Advantages	
Disadvantages	

Language and content

4a Look at paragraphs B and C in the model answer. Find the parts where the student explains their answer. Find one point that explains or supports each advantage and disadvantage.

b Work in pairs. Look at your plan in Exercise 3c. Think of one supporting point for each advantage and disadvantage. Add them to your plan.

Write your essay

➤ TEST STRATEGIES page 181

5 Write two paragraphs for the essay in Exercise 2a: one discussing the advantages and one the disadvantages. Use your plan from Exercise 3c. Remember to:

- introduce each advantage and disadvantage using appropriate phrases.
- include a supporting point for each advantage and disadvantage.
- write about 150 words.

Assess and improve

6 Check your work. Did you do these things in your paragraphs?

1 I included at least two advantages.
2 I included at least two disadvantages.
3 I used phrases to introduce each advantage and disadvantage.
4 I included a supporting point for each advantage and disadvantage.

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Speaking (Part 1)

Use a range of vocabulary

1a Think about a course or subject you are studying. How many different adjectives can you think of to describe it?

b 1.6 Listen to a candidate doing Part 1 of the Speaking test and answer the questions.

1 What topic is he talking about?
2 Which sentence best describes the students' answers?
A He uses the same words all the time to say what he thinks about something.
B He avoids repeating the same words in his answers by using a range of vocabulary.

c Look at audio script 1.6 on page 211. Find and underline the adjectives the candidate uses.

Give opinions

2a 1.6 Listen again and complete the sentences with the phrases the candidate uses to give his opinions.

1 _____ the course is quite exciting.
2 Well, _____ , it's quite hard work.
3 _____ you can ask as many questions as you'd like to.
4 Mainly because _____ I can get a good job when I finish.
5 _____ , it's quite easy to get jobs in engineering.

b Look at audio script 1.6 on page 211. What words and phrases does the student use to give reasons for his opinions?

c Write the phrases from Exercises 2a and 2b in the table.

Giving opinions	Giving reasons for opinions

d Work in pairs. Tell each other what you think about these things. Use phrases from Exercise 2c. Remember to give reasons for your opinions.

- a course you are studying
- a film you like
- a sport you enjoy
- a town or city you like

> I think ... is a beautiful and interesting city because it has many historic buildings and lots of green parks.

Test practice

➤ TEST STRATEGIES page 182

➤ EXPERT SPEAKING page 194

3 Work in pairs. Follow the instructions and complete the test task. Then swap roles.

- Student A: Ask the questions. Listen carefully to help your partner afterwards.
- Student B: Answer the questions.

1 What do you study?
2 Do you enjoy it?
3 Is there anything you don't like about it?
4 What is the most interesting thing about your course?

Assess and improve

4 Work in pairs. Ask your partner to tell you if you did these things in your answers.

1 Did you use a range of vocabulary? Which adjectives did you use?
2 Did you give your opinions? Did you use appropriate phrases to introduce them?
3 Did you give reasons for your opinions? Did you use appropriate phrases to introduce them?

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