

Reading (Short-answer questions)

► **COURSEBOOK** pages 8–9 and 18–19

Before you read

- 1 Look at the title of the passage, the introductory paragraph and the photo. What do you think the passage will be about?

A how teachers assess students' progress
B how technology is changing what teachers do
C how students use technology in the classroom

Find specific information

- 2 Read the passage quickly and check your answer to Exercise 1. Then choose the correct answer in the question below.

What is the purpose of the passage?

A to describe results
B to give an opinion
C to give advice

- 3 Look at the words in bold in the passage. Can you guess their meaning? If not, check in a dictionary before you read again.

TEST STRATEGY

Practise dealing with unfamiliar vocabulary by trying to work out the meaning of a new word in a passage before you check in a dictionary. Read the text around the word and think about the context. This might help you work out the meaning of any words you don't know.

- 4 Read the passage again. Match these key ideas (1–6) with the paragraphs (A–D).

- 1 how technology helps teachers check understanding
- 2 how technology can improve international communication and understanding
- 3 how games can help learning
- 4 how technology can show difficult ideas to students
- 5 how non-traditional teaching methods are suitable for creative people
- 6 how designing something themselves helps students understand scientific facts

Test practice

- 5a 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 software can help students to see processes that are too rapid to show in the classroom?
- 2 Using software, what can students create that will help them learn more about electricity usage?
- 3 What can teachers give to students that has helpful activities that stay up to date?
- 4 What technology can students use to study with students in other countries?
- 5 In what type of software do students look at actual situations?
- 6 What can lessons that are unlike the usual class activities teach creative people?

- b Look at question 1 in the test task. Follow these steps to answer it.

- 1 Look at the key words you underlined and your answers to Exercise 4.
- 2 Find the part of the passage that contains the answer.
- 3 What is the correct answer?
- 4 Check the number of words in your answer. If there are more than two words, what can you leave out?

- c Answer questions 2–6 in the test task. Follow the steps in Exercise 5b for each question.

► **HELP**

- 1 *Rapid* means 'quick'. Which paragraph talks about processes that are too quick? What does the passage say teachers can use to explain these processes?
- 4 Look at the paragraph that talks about language lessons. How can students set up these lessons?
- 5 *Actual* means 'real'. Which paragraph talks about *real* situations?

TEST STRATEGY

Don't change the word or phrase in any way. Copy it exactly from the passage.

How technology is changing learning



Technology is helping teachers to expand beyond traditional, text-based learning and to engage students who learn best in other ways. Its role in schools has developed from a 'computer class' into a versatile learning tool that could change how teachers demonstrate concepts, assign projects and assess students' progress.

A It can be hard to show students some concepts such as exactly why mixing two particular chemicals is dangerous. *Digital simulations can help teachers explain concepts that are too big or too small, or processes that happen too quickly or too slowly to demonstrate in a classroom. Simulations allow students to experiment with virtual greenhouses in order to understand how plants develop. Other software helps students understand the physics of energy **efficiency** by designing a model house. These are all concepts that are much harder to understand by simply reading.

B Education, by its very nature, produces huge amounts of data and teachers can use this data to better understand what a student knows and what he or she still needs to learn. Furthermore, these measurements make it possible to provide every student with a constantly **updating**, **personalised** textbook, with exactly the exercises and information he or she needs to study in order to understand the course material and get ahead. A teacher can see exactly how well her students understood that tough biology lesson at the beginning of the week. She can see that Jane needs extra help understanding cell biology, and can look at what percentage of her students are prepared for next month's exam.

C Technology also helps to make the world a smaller place. Language students can use video conferencing to attend lessons with native speakers living in other countries. In the past, only students who could afford to travel had the experience of learning a foreign language and about another culture. Now the educational benefits of **interaction** with a native speaker are available to anyone who can make a video conferencing call.

D Games are another great way technology has improved the learning experience. There are games that put students in roles like hotel manager, teacher or scientist and ask them to solve real problems. In one game, students are directors of a video game company who need to develop and market a new game. In another, the game gives students the task of designing a new transport system for London. People working in different industries can learn **innovative** thinking through these games. Unlike in traditional classrooms, they develop practical skills by working together to solve real-world problems.

**digital simulation: a situation in which computer software is used to produce conditions that are similar to real ones, especially in order to study or test something*

Task analysis

- 6 Answer the questions about the test task.

- 1 Did underlining the key words in the questions help you? How?
- 2 Look at the key words you underlined. Do the questions repeat the words in the passage?

- 3 How did you identify the actual words needed for each answer?
- 4 Did you use more than two words in any of your answers?

Language development

► **COURSEBOOK** page 10, **EXPERT GRAMMAR** page 183

Present simple

- 1 Read the sentences and look at the verbs in bold. What does each one express? Is it a fact that is always true (F), a habit/repeated action (H) or a state/permanent situation (S)?

- 1 Spain **is** in Southern Europe.
- 2 I **live** in France.
- 3 I **go** on holiday to Dubai every year.
- 4 I **have** English lessons every Friday.
- 5 People **speak** Portuguese in Brazil.
- 6 My sister **works** for Apple.

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

- 1 I _____ (not write) essays by hand – I _____ (use) my computer.
- 2 I usually _____ (study) in my bedroom.
- 3 I _____ (be) in my second year of my degree.
- 4 They _____ (not teach) science subjects at my college. It _____ (be) a business college.
- 5 I _____ (walk) to the campus every day. It only _____ (take) ten minutes.
- 6 He _____ (have) 18 hours of lectures a week.
- 7 Lessons here _____ (not be) like the ones in my country. We _____ (not talk) a lot in lessons back home, but here the teacher _____ (expect) us to give our opinion a lot.
- 8 Professor Evans _____ (not ask) a lot of questions in lectures.

- 3a Make questions in the present simple.

- 1 you / work / or study?

- 2 where / your family / live?

- 3 what / the educational system / be / like / in your country?

- 4 you / have / any hobbies?

- 5 what / you / like / to do at the weekend?

- 6 how long / your English class / last?

- 7 there / be / anything / you / dislike about your job or studies?

- 8 how often / your English teacher / give you homework?

- b Choose four questions from Exercise 3a to answer about yourself. Give some extra information in your answers.

TEST STRATEGY

You often have to use the present simple in Part 1 of the Speaking test, where you answer questions about yourself, your home, family, work and studies.

- 4 Complete the text with the present simple form of the verbs in brackets.



Take back your life

When you are busy, it **1** _____ (seem) that there **2** _____ (not be) enough time every day to do all of your work. We all **3** _____ (have) the same 24 hours, but why **4** _____ (some people/finish) all their work on time? The answer **5** _____ (lie) in good time management. Time management **6** _____ (refer) to how you **7** _____ (plan) your work and how long you **8** _____ (spend) on each task. It may seem strange to spend your time planning your work rather than doing it, but this **9** _____ (not mean) that you are wasting your time. On the contrary, the benefits of planning your work are enormous. Good students **10** _____ (manage) their time well.

- 5 How good are *you* at managing your time? Complete the sentences with the present simple positive or negative form so they are true for you.

- 1 I _____ (complete) tasks at the last minute.
- 2 I _____ (know) how much time I need to spend on each task before I start doing it.
- 3 I _____ (ask) for extra time to complete tasks.
- 4 I _____ (make) a 'to-do' list.
- 5 I _____ (think) about what order to do things in.
- 6 I _____ (hand in) projects or assignments late.

Vocabulary

► **COURSEBOOK** page 11

Studying

TEST STRATEGY

In Part 1 of the Speaking test, you often have to talk about your education and studies. Learning a range of words related to education and studying can help improve your performance.

- 1 Complete the words in the sentences. The first and last letters of each word are given.

- 1 My business c _ _ _ _ e at the University of Reading starts in September.
- 2 You have to pass an e _ _ m at the end of each term in order to go to the next stage.
- 3 I have to do a lot of r _ _ _ _ _ h to complete my essay. We need to include at least ten sources.
- 4 I have to complete two written a _ _ _ _ _ _ _ _ s before the end of term.
- 5 I have to write an e _ _ _ y – it needs to be 1,000 words long.
- 6 We have one 12-week t _ _ m before the end of the year. And then one in the spring and one in the summer.
- 7 I have to give a 15-minute p _ _ _ _ _ _ _ _ n on an economic theory. That includes questions from the audience at the end.
- 8 We have to write a r _ _ _ _ t on our research explaining exactly what we found out.

- 2 Complete the slides from a presentation of undergraduate programmes at a university. Use the words in the boxes. There is one extra word in each box which you do not need to use.

courses grades reports terms

- Three **1** _____ of 12 weeks.
- Choose four business **2** _____ from a selection of six.
- **3** _____ are from A to E.

assignments examinations project research

- Three different **4** _____ over the course, including an essay and a presentation.
- One main **5** _____ lasting all year.
- Complete **6** _____ on a local company.

essay examination grade presentation report

- Write a(n) **7** _____ describing your project findings.
- Choose between a 1,000-word **8** _____ or a 15-minute **9** _____.
- Final **10** _____ tests the whole year's work.

Collocations

- 3 Choose the noun (A–C) which cannot be used with the verb.

- 1 do
A research B revision C a presentation
- 2 take
A a test B an examination C a project
- 3 finish
A your opinion B an assignment C a project
- 4 give
A a presentation B a discussion C your opinion

- 4 Complete the sentences with the words in the box.

ask complete do (x2) get give (x2) have prepare take

- 1 Do you _____ much revision for a test?
- 2 Can you give me some advice about how best to _____ for my exams?
- 3 I find the best way to learn is to _____ lots of questions.
- 4 How do you always _____ good grades?
- 5 I don't _____ many notes. I prefer to listen.
- 6 I have to _____ this project by Friday.
- 7 I'm always nervous when I have to _____ a presentation.
- 8 I _____ my opinion very often in class.
- 9 There's a lot of research to _____ for this assignment.
- 10 I like lessons where we _____ a discussion and talk about an interesting topic.

Skills

- 5a Match the comments from different students (1–6) with the skills they are referring to (A–F).

- 1 I don't think I'd make a good leader. I can work in a team, but I can't lead one.
- 2 For me, writing essays is the hardest part of the course. I find organising my thoughts into paragraphs really hard.
- 3 People say I'm a good listener. I always listen carefully to what the other person has to say. I think it builds good relationships.
- 4 I'm happy to give a presentation but I'm really not very good at producing the slides. They look very amateur.
- 5 I really enjoy working in a laboratory. We actually get to do things rather than learn the theory.
- 6 I speak English and German fluently. I'm also taking Russian as an extra language at university.

- | | |
|----------------------|--------------------------|
| A practical skills | D reading/writing skills |
| B management skills | E people skills |
| C computer/IT skills | F language skills |

- b Write similar comments about yourself about each of the skills in Exercise 5a.

Writing (Task 2)

> COURSEBOOK page 14

What's in an essay?

- 1 Which of these sentences are true about essays?
- A An essay is a piece of writing about a particular subject.
B An essay never includes the writer's own opinions.
C We usually write essays for friends or relatives.
D An essay includes an introduction and a conclusion.
- 2 Read the writing task and underline the key words. Then answer the questions below.

Write about the following topic.

Many students do not like working in groups.
What are the advantages and disadvantages of working in groups?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

- 1 What is the main topic of the essay?
2 What two sides do you need to think about?
3 What else should you include in your answer?

- 3a Look at a student's notes and write the ideas in the correct place in the table below.

- 1 Someone takes over the group.
2 There are different skills you can use.
3 Arranging meetings can be hard.
4 You can share opinions on a topic.

Advantages	Disadvantages

- b Add one more advantage and one more disadvantage to the table in Exercise 3a.
- c Match these examples with two of the advantages/disadvantages in Exercise 3a.
- A Someone may be better at using computers, so they can produce the slides for a presentation.
B One person doesn't listen to others and wants to push their ideas.
- d Add your own examples for the other advantages/disadvantages in Exercise 3a.

- 4 Read the model answer. Does it mention any of your ideas from Exercise 3? What other advantages and disadvantages does it mention?

Students are often required to work in a group and this can be both a challenging and a rewarding experience.

The main advantage of working in a group is sharing opinions on a topic. Different people will often bring different views that you can discuss. As a result, your work is likely to have a wider range of views than individual work does. Another advantage is that working in groups can be more efficient. People can divide work fairly, each person has to do less work individually. This can mean that you spend less time reaching the same goal.

One disadvantage of working in a team is that there can often be conflict. People may have different opinions on a topic or they may prefer to work in very different ways. When this happens, it can be hard to continue working together. Another disadvantage is that some people may not be very motivated to complete the work. They may see it as an opportunity to be lazy and let others do the work for them. This often leads to problems as the active members are not happy about doing the work for other people.

Overall, in my opinion, working in groups is harder than working alone. While you get the benefits of lots of opinions and you can divide the work, groups are often not fair. You can spend a lot of time discussing a topic without doing much work and there is the danger that someone does not do any work.

Introduce advantages and disadvantages

- 5a Complete the phrases for introducing advantages and disadvantages. Use one word in each gap.
- 1 _____ advantage/disadvantage (of ...) is ...
2 The _____ advantage/disadvantage (of ...) is ...
3 _____ advantage/disadvantage/problem (of ...) is ...
- b Find the phrases from Exercise 5a in the model answer and check your answers.

EXPERT LANGUAGE

Benefit is another word you can use instead of advantage. Drawback is another word you can use instead of disadvantage.

- 6 Write sentences for the essay about the advantages and disadvantages of working in groups. Use ideas from Exercise 3 and phrases from Exercise 5a.

Listening (Section 1: Notes completion)

> COURSEBOOK pages 12 and 15

Before you listen

- 1 You will hear a conversation between a student and a receptionist. Read the test task. What do you think the conversation will be about?
- A booking a course
B booking a tutorial
C arranging a study group

Questions 1–8

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

Fahad Management School

Courses

- Three short courses available this month
- Location: 1 _____ Building
- Start date: 2 _____ March
- Fee if paying now: 3 £ _____
- Course level: 4 _____
- Main teacher: Professor 5 _____

Course details

- Course materials: can find them for free 6 _____
- Presentation topic: 7 _____
- Week 1 skill: 8 _____

TEST STRATEGY

Thinking about the general context of a conversation before you listen helps you to follow the conversation better.

Predict answers

- 2a Read the instructions for the test task again. Which of these answers match the instructions? Why?
- A the main campus D £250
B Palmer E advanced
C 25th to 26th
- b Look at questions 1–5 in the test task and think about what type of information goes in each gap. Match the type of information (A–E) with gaps 1–5.
- A a type of course D a date
B a place E a person
C a cost



- c Now look at questions 6–8 in the test task. Decide what type of information goes in each gap.

Test practice

- 3 1.1 Listen and complete the test task.

> HELP

- 3 Listen for the fee the student will have to pay if he books early.
- 5 Listen for a name, but be careful: the speaker mentions two names.

TEST STRATEGY

At the beginning of each recording, you will hear a sentence explaining who is speaking and in what context. Listen carefully for this information. It can help you to follow the recording.

Task analysis

- 4 Answer the questions about the test task.
- 1 Did you use the correct number of words?
2 Were you right about the type of information that went in each gap? Did thinking about this help you?
3 If you got any answers wrong, listen again to check. Why did you get them wrong?

Language development

► COURSEBOOK page 16, EXPERT GRAMMAR page 183

Present simple with adverbs of frequency

- 1 Look at the frequencies in brackets and choose the correct adverb in *italics* to complete the sentences.
- I *never* / *always* study in the library. (0%)
 - We *sometimes* / *usually* work in groups. (30%)
 - They *always* / *occasionally* do well in exams. (100%)
 - We *often* / *sometimes* have to do presentations. (60%)
 - They *usually* / *often* have to write a report at the end of the summer term. (80%)
 - I *rarely* / *normally* take notes during lectures. (10%)
 - Occasionally* / *Usually*, she doesn't pass an exam. (20%)

EXPERT LANGUAGE

Which two adverbs have the same meaning?

- 2 Rewrite the sentences putting the adverb in the correct place.
- I prepare for lectures by reading about the topic first. (always)
 - I write reports. (rarely)
 - Are you late for class? (often)
 - We don't work in groups. (normally)
 - My sister stays up late to revise for exams. (usually)
 - I have problems understanding the assignment brief. (occasionally)
 - We have to give presentations. (never)
- 3 Correct the word order in the sentences.
- Do you pass your exams normally?
 - She's busy always in the evenings, practising for the accountancy module.
 - He's late never for lectures.
 - Research shows often a connection between effort and results.
 - Students use normally an electronic device for taking notes.

- 4 Write sentences that are true for you. Use the prompts and adverbs of frequency.

1 be / late for work or class

2 study / in the evening

3 do / research online

4 listen / to music while studying

5 fail / exams

can for ability, possibility and permission

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

- We can't hand in essays late or we fail.
- I can use PowerPoint well to give a presentation.
- We can download all the material we need from the website.

A ability B possibility C permission

- 6 Complete the conversation with *can* or *can't*.

- A: 1 _____ we meet on Friday to look at the assignment together?
 B: I 2 _____ meet you, but we 3 _____ work on it together. It's individual work.
 A: I think we 4 _____ work on it together, but we 5 _____ write it together.
 B: Are you sure?
 A: Yes, Professor Johnson said we 6 _____ research together.
 B: OK then – we 7 _____ both bring our notes.
 A: 8 _____ I ask you some questions about it first?
 B: Of course you 9 _____.

- 7a Look at sentences from students' essays about the advantages and disadvantages of online learning. Rewrite them using *can* or *can't*.

- Students don't have the chance to ask questions in person.
- Students are able to work at their own speed.
- It is not possible to meet your fellow students in person.
- Users have the ability to watch videos of lectures many times.
- Students have the chance to study in their own time.

- b Write two more sentences about the advantages and disadvantages of online learning. Use *can* or *can't*.

- _____
- _____

Vocabulary

► COURSEBOOK page 17

Higher education

- 1 Match the words (1–10) with their meanings (A–J).

- | | |
|---------------------|--------------|
| 1 admissions office | 6 lecturer |
| 2 advisor | 7 library |
| 3 campus | 8 tutor |
| 4 classmate | 9 department |
| 5 laboratory | 10 faculty |

- A someone who gives private lessons to one student or a small group of students
 B someone who teaches in a university or college
 C the place in a university or college where you make an application for a course
 D someone who gives you help and support to find a course or a job
 E the buildings of a university or college and the land around them
 F a room or building for scientific experiments and research
 G someone you study with
 H a building or room with lots of books and study space
 I a group of departments in a university or college
 J one of the parts of a college or university that deals with one area of study

- 2 Which word is the odd one out in each set? Why?

- | | | |
|----------------|---------------|------------|
| 1 degree | PhD | lecturer |
| 2 postgraduate | undergraduate | campus |
| 3 lecturer | classmate | professor |
| 4 advisor | library | laboratory |
| 5 faculty | tutor | department |

- 3 Choose the correct options in *italics* to complete the sentences.

- A(n) *advisor* / *lecturer* from your department can help you choose the right course.
- I want to do a(n) *degree* / *MBA* in law.
- You usually need to work for two years before you can do an *MBA* / *undergraduate*.
- A(n) *MBA* / *PhD* is very specialised – you study one main topic for three to seven years.
- Our *advisor* / *tutor* always gives us lots of reading to prepare for a seminar.
- Dr Fox is a brilliant *advisor* / *lecturer* – she always makes the subject interesting and easy to understand.
- You can apply for a library card at the *faculty* / *admissions office*.
- We spend about ten hours a week in the *campus* / *laboratory* doing experiments.

Subjects

- 4 Complete the sentences with the subjects in the box.

accountancy architecture business studies
 computer science dentistry economics law medicine

- I want to study _____. My father is a judge and I would like to be a lawyer.
- I'm studying _____ – I've always wanted to become a doctor.
- My mother has a company. I don't know which part I want to work in yet, so I'm doing a degree in _____. This will help me in lots of areas of the company.
- I really enjoy IT and programming; that's why I chose _____.
- I'm studying _____. I really enjoy design but I'm not very good at the maths!
- If you choose to study _____, you have to learn about the whole body, not just the mouth.
- I'm taking a degree in _____. My father wants me to do the financial work in his business in the future.
- I find studying how a society organises and uses its money fascinating; that's why I want to study _____.

Collocations

- 5a Choose the noun in *italics* which cannot be used with the verb.

- pass *an exam* / *a test* / *a lecture*
- make *progress* / *an assignment* / *a mistake*
- do *lessons* / *assignments* / *exams*
- attend *lectures* / *lessons* / *progress*
- fail *a mistake* / *an exam* / *a course*
- miss *a lecture* / *a lesson* / *a mistake*

- b Complete the sentences with the correct form of collocations from Exercise 5a.

- I have to _____ all my _____ before I can get my degree. The last one is next week – I'm really nervous!
- I _____ a lot of _____ with maths questions. I'm always getting them wrong.
- I just want to _____. I got 48 percent in the first test and this time I want to get at least 60 percent.
- When we _____ more than four _____, our tutor asks to speak to us. It's fine to be ill, but we can't just decide to not go.
- I _____ ten _____ each week. I record them and listen to them again afterwards.
- I'm studying really hard because I don't want to _____ my _____. If I do, I'll have to take it again in the summer.
- I have to _____ four _____ on this course – two essays, a presentation and a test.

Writing (Task 2)

➤ COURSEBOOK pages 20–21, EXPERT WRITING page 200

Lead-in

- Answer the questions.
 - Do you like travelling to other countries? Why/Why not?
 - Why do you think so many people choose to study in other countries?

Understand the task

- Read the writing task and underline the key words. Then decide if the statements below are true (T) or false (F).

Write about the following topic.

Many students choose to study in another country.
What are the advantages and disadvantages of this?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

- I need to write about living and working in another country.
- I need to describe the experience of studying in another country.
- I need to consider two sides of the argument.
- I need to have personal experience of living or studying in another country.
- I can write about things I know from other people.

Plan your essay

- Read the model answer. Underline the advantages and disadvantages the writer mentions.

While lots of students study in their own country, an increasing number are choosing to study abroad. This presents a number of opportunities and challenges.

In my opinion, one of the main advantages of studying in another country is the opportunity to meet new people. For example, you can meet people from a wide range of cultures and backgrounds, not just those from the country you are studying in. Another advantage is that you can get a degree from a university with an international reputation. In other words, you can use this experience to help you get a job in the future.

One disadvantage is the fact that you will not be near the people who support you, such as your friends and family. This means you may find it difficult at times on

EXPERT LANGUAGE

- Look at the introduction in the model answer. Which word means 'in another country'?
- What phrases does the writer use to introduce advantages and disadvantages?

- Think of two advantages and two disadvantages you can include in your essay. Make notes in the plan below.

Advantages	Disadvantages

Language and content

- Read the model answer again. Circle the supporting points the writer gives for each advantage and disadvantage.
- Think of one supporting point for each of your ideas in Exercise 3b. Add them to your plan.

Write your essay

- Write two paragraphs for the writing task in Exercise 2: one discussing the advantages and one the disadvantages. Use your plan from Exercise 3b. You should:
 - use appropriate phrases to introduce your advantages and disadvantages.
 - include a supporting point for each advantage and disadvantage.
 - write about 150 words.

Assess and improve

- Check your work. Answer the questions.

- Underline the advantages and disadvantages in your paragraphs. Did you include at least two of each?
- Circle the supporting points. Did you include one for each advantage and disadvantage?
- Did you use appropriate phrases to introduce your advantages and disadvantages? Draw a box around each phrase.

your own. Another problem is that the language spoken in the country might be hard to understand or use. For instance, someone might be able to use the language as a tourist but it is much more difficult to write long essays and to read academic books in another language.

In conclusion, I believe studying in another country is a good thing. You can have a lots of experiences you might not have at home, and it can help you to get a better job in the future.

Speaking (Part 1)

➤ COURSEBOOK pages 13 and 22

Introductions

- Match the Speaking Part 1 questions (1–6) with the topics (A–C).
 - Where do you live?
 - Do you do any sports?
 - Who do you live with?
 - What hobbies are popular in your country?
 - What do you study?
 - Is it a popular subject in your country?

A studies
B free time
C home

Use a range of vocabulary

- Look at three more questions about studies. What adjectives can you think of to use in the answers?
 - What do you like most about your studies?
 - Is there anything you don't like about your course?
 - What's the most difficult thing about your course?
- 1.2 Listen to a candidate answering the questions in Exercise 2a. What adjectives does he use? Does he use any of the adjectives you thought of?
- Practise answering the questions in Exercise 2a. You can talk about any course or subject you are studying (e.g. your English course). Try to use as many adjectives from Exercises 2a and 2b as you can.

TEST STRATEGY

Try to use a range of vocabulary in your answers. Using a variety of adjectives when you give your opinion is one good way of showing that you can use a range of language.

Give opinions

- Read the questions and complete the answers using your own ideas.
 - A: Do you think English is an easy language to study?
B: Well, I don't think it's the same for everyone. It can be easier for some people because _____.
 - A: Do you enjoy learning new languages?
B: Yes, I love it – I think it's great. One of the reasons why I like it is _____.
 - A: What's the most interesting thing about your course?
B: The group work. In my opinion, working in groups is both interesting and important as _____.



- Underline the words/phrases in Exercise 3a that are used to introduce an opinion. Circle the words/phrases that are used to give a reason for an opinion.

Test practice

- Record your answers to the questions below. Try to:
 - use a range of adjectives.
 - use appropriate phrases to introduce your opinions.
 - give reasons for your opinions.
 - use appropriate phrases to introduce the reasons for your opinions.

- Tell me about a course or subject you are studying. Do you like it? Why/Why not?
- Is it a popular subject in your country?
- Is there anything you dislike about it?
- What is the most difficult thing about your course?

Assess and improve

- Listen to the recording you made and look at A–D in Exercise 4. Did you do these things in your answers?
 - If you answered 'No' to any of the questions in Exercise 5a, try doing the task again.