NAME:

DATE:

READING – "Student life & technology"







You are going to read an article about new technology and students. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Student life and technology

By Debra Mallin, a business student at Greyfort University

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained, but afterwards, it made me think about how much I depend on technology.

The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways. Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught my eye and we exchanged a smile. But whereas she was thinking our grandfather was just being a typical 65-year-old, I could see his point.

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources. At universities, interaction between students and university staff is another area that has changed considerably with developments in technology. We can have face-to-face time with our



tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefitted.

It's important that we remember to appreciate how much the advances in technology have given us. Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of having up-to-date, interactive and even personalised learning materials, with the added benefit of them not costing the earth.

When we compare the student life of the past and that of the present day, it is tempting to focus on the obvious differences when it comes to technology. In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continuously gathers speed, so we have to value each innovation as it happens.

- What does the writer illustrate by describing the incident in the car?
 - the older generation's frustration at people's dependence on technology
 - how unaware young people are of some effects of technology
 - the difference in attitudes to technology between two generations
 - D how technology helps different generations
- 2. What did the writer think of her grandfather's comment, mentioned in the second paragraph?
 - A It showed how out-of-date he was
 - B It had an element of truth in it.
 - C It was an annoying thing to say.
 - D It made her feel sorry for him.
- What does the writer say about getting study resources from libraries?
 - She considers libraries more preferable places for study than home.
 - B She cannot understand why anyone chooses to go to a library now.
 - She appreciates the fact that people can still study in libraries if they want to.
 - She thinks libraries are limited by the quantity of resources they can store.

- 4. What disadvantage of new technology does the writer mention in the third paragraph?
 - Those who can afford the best gadgets gain an unfair advantage.
 - B Sometimes slow internet connections make communication difficult.
 - C A heavier workload is created for teaching staff at the university.
 - D Students cannot escape from dealing with university issues
- 5. What is the purpose of the question 'Why shouldn't they be?' in the fourth paragraph?
 - A to express an opinion
 - B to introduce some problems
 - C to make a criticism
 - D to indicate uncertainty
- 6. What is the writer's conclusion about students today in the final paragraph?
 - A They have such different lives to previous generations that it's unwise to compare them.
 - B They deal better with change than previous generations did.
 - C They take advantage of new resources more quickly than previous generations did.
 - D They are behaving in a similar way to previous generations of students.

LISTENING – about 8 different situations



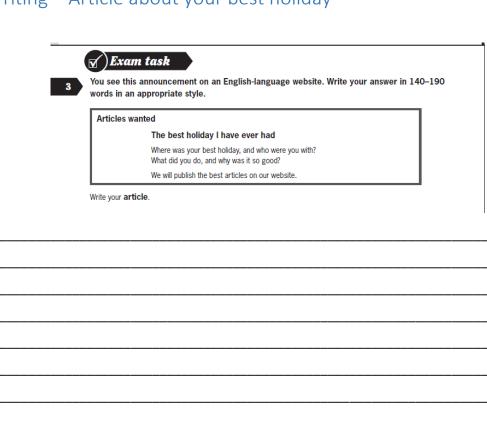


🚺 Track 1 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1. You hear a woman telling her son about her favourite schoolteacher.
- What did the woman like about her history teacher?
- A his acting skills
- B his sense of humour
- C his passion for the subject
- 2. You hear a girl talking about maths. What does the girl enjoy most about maths?
 - A getting clear answers
 - B applying it to everyday life
 - C solving difficult questions
- 3. You hear a man telling a friend about being unable to study art at school.
 - order to
 - A know more about art history.
 - B learn some techniques.
 - C follow a career in art.
- 4. You hear two students discussing a sports class they have just attended.
 - What do they agree on about the class?
 - A how relevant the information was for them
 - B how knowledgeable the teacher was
 - C how inspiring the new ideas were

- 5. You hear a girl telling a friend about her brother. How does the girl's brother feel about starting university?
 - A anxious about meeting new people
 - B worried about managing the workload
 - C concerned about his abilities in his subject
- 6. You hear a student talking to his teacher about an assignment.
 - The boy says that he feels
 - A uneasy about having to write about an unfamiliar topic.
 - B unsure about how to carry out some research.
 - C doubtful about which writing style to use.
- He says that he would have liked to study art in 7. You hear a science teacher talking to her class. What is she doing?
 - A cancelling an activity / a plan
 - B changing an arrangement
 - C correcting some information
 - 8. You hear two friends discussing learning foreign languages.
 - They both hold the opinion that
 - A communication does not rely on speaking a language
 - B it's possible to learn about culture through language
 - C learning languages is essential for travel.

Writing – Article about your best holiday



GRAMMAR – review of the course (prepositions & inf/gerund)

	about	at	by	in	into	on	to	with
1.	I'm not very ke	een	scienc	e fiction film	ns, but the re	est of my fa	mily loves t	hem.
2.	I'm interested		taking up	scuba divin	g, but it's an	expensive l	nobby.	
3.	My father has	always bee	n fascinat	ed	architectu	ire and love	s visiting ol	d castles
4.	I used to prefe	er rock and	folk music	, but I've re	eally got	jazz	recently.	
5.	John is very e	xcited	star	ting tennis	lessons next	week.		
	Maria is quite							
7.	Some people	can becom	e addicted	l <i></i>	playing con	nputer game	es.	
8.	Antonia is brill	iant	cookin	ıg; I wish I d	could do it as	s well as he	!	
Со	mplete the se	ntences wi	ith the co	rrect prep	osition and	l your own	ideas.	
1.	I'm very keen	***************************************	······································		***************************************			
2.	My best friend	l is brilliant.	***************************************		•••••		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
3.	I'm really excit	ted			***************************************		***************************************	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
4.	Many people a	are addicted	1		••••	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
5	Lately, I've rea	ally got		***************************************		····		
٥.	3,							
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Co	-			rect form			s, -ing or	
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Co 1. 2.	mplete the ser	ind	(do) the	rect form play) footba e extra trair	all; she prefe	rs athletics. because I f		to + infir
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VOCABULARY — review of the course (phrasal verbs, suffixes & negative words)

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		ысак ир	get toget		k up to	take after	get on with	
	1. Mario	every	yone in his t	family except	his older l	orother.		
		e decided to					ner cousins wh	no live in Cana
	-	nts decided to and I in a big		ondon becau	se they the	ought it would	d be easier to	n
	-	e says I I behave.	my fat	ther; people	are always	pointing out	the similaritie	s in the way v
	5. In my la	st year at univ	ersity I	with n	ny girlfriend	d and she go	t together wit	h someone e
	6. I've know	wn Tom for twe	enty years a	and he's my l	est friend	; I can always	shi	m.
	7. The two	sisters	last ye	ear and haver	i't spoken i	to each other	r since!	
	8.	my uncle l	because he	's achieved s	o many an	nazing things	in his life.	
he	feel	govern	know	perform	prefer	react	similar	tired
_	-ance	-ence	-ing	-ion	-ity	-ledge	-ment	-ness
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SPEAKING - Music

