**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_**

**TEST 5, UNIT 5**

**GRAMMAR – Comparison | Modal verbs | Cleft sentences**

**1 Complete the gaps with EIGHT words or phrases from the box below.**

as many many more more than than quite a lot more

that the best the largest the most twice as many as

The British scholar David Carbon-Coal says English has 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vocabulary of any language in the world, with a vocabulary of 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a million. This is 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words than languages like Spanish and German, and 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ French. But not everyone agrees that English has 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words of any language. Some say that Arabic has 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English – 25 times 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words in fact!

**2 Read the webchat between Lin and her mother in Shanghai and complete the gaps with a phrase from the box.**

didn’t need to don’t have to had to might not have

needn’t have spent ought not to should be should have

shouldn’t be wouldn’t have been

Lin: Hey, how was your week?

Mum: It was fine. Kinda busy.

Lin: Sorry we couldn’t chat more last time. I 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spend some time preparing for the geometry class the next day because Professor Clarke’s classes are very difficult.

Mum: Oh it’s ok. How was the class?

Lin: I 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so long preparing for the class because it was cancelled!

Mum: Oh really? Too bad.

Lin: Yeah what a waste of time! Oh and thanks for telling me about the trigonometry class. I 3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attended that class if you hadn’t warned me it was a requirement.

Mum: And how was your calculus class on Monday?

Lin: Oh it was boring and I didn’t understand anything. I 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prepared better for the class, then it 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such a waste of time.

Mum: And did you prepare for the algebra class on Tuesday?

Lin: I 6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prepare for the class because I already knew what it was about.

Mum: Oh yeah, you are good at algebra. So what are you doing now? Doing your homework for tomorrow?

Lin: Tonight I 7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do my homework for the class tomorrow because it’s been postponed until next week.

Mum: So what are you doing?

Lin: Watching TV and chatting to you.

Mum: You 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spend all night chatting to me as you’ll need to be wide awake tomorrow. You 9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ watching TV because there are other things you 10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing.

**3 Complete the sentences so that they all have the same meaning. Look at the example.**

0 The way the speaker made complicated concepts sound simple really impressed me.

***What impressed me was the way the speaker made complicated concepts sound simple.***

1 The way he dressed really shocked me.

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2 I was really impressed by his knowledge.

One \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3 I also noticed how well-prepared he was.

Another \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

4 I was struck by the really interesting handouts.

What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

One \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

\_\_\_/13

**VOCABULARY – Loan words | Roots of English | Expressions with *can’t***

**4 Find FIVE loanwords and their countries of origin. Match them and write them down.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| P | P | H | K | E | T | C | H | U | P |
| I | O | O | M | O | P | G | T | U | I |
| A | L | G | E | B | R | A | H | T | C |
| N | K | N | K | L | C | Z | E | C | H |
| O | A | T | W | N | M | P | B | W | I |
| J | P | N | A | R | A | B | I | A | N |
| S | B | A | Q | P | H | G | R | I | E |
| I | T | A | L | I | A | N | O | T | S |
| T | O | S | H | G | F | D | S | A | E |
| H | U | N | G | A | R | I | A | N | X |

1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5 Correct the mistakes in these sentences by changing the form of ONE WORD. Look at the example.**

0 We tend to use formic language in academic contexts.

***formal***

1 We use more colloquive language with friends.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 It’s important to avoid offensic language at all times.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 French sounds very poetal.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 Would a universic language work, do you think?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 Alek wants to do better than anyone else. He’s very competital.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6 After the hurricane, the region was in need of financive support.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6 Complete the gaps in the dialogues with ONE word to make phrases with *can’t*.**

0 You don’t want to leave, do you?

In fact, I can’t ***bear*** the thought of leaving!

1 I just got the latest iPhone!

Well, I can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that. I‘m still using my old Samsung.

2 See you next week then.

Yes! I can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

3 You should apologise to her.

I know, but I can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.

4 You don’t like Jose, do you?

No, to be honest, I can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him.

5 Whatever I say, you just get annoyed.

I just can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

6 Aren’t you going to dress up? It’s quite a formal party, you know.

No, I can’t be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

7 Why are you laughing? It’s not funny!

I just can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.

8 Are you ok? You look tired.

I’m not brilliant, but I can’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

\_\_\_/12

**FUNCTIONS – Expressing preferences**

**7 Read the webchat and rewrite the underlined phrases correctly.**

1. So what do you think of that one?
2. bright bit for too it’s a me. Do you like it?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. me doesn’t it much for do.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Yeah, I don’t like it much either. ones I’m more leather into.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Hey what about this one? this cup of is more your tea?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. of this thing more is sort my one.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mmm. Really? it’s just my say one not of let’s favourites.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_/3

**READING – Worldwide words!**

**Read the passage and answer the questions below.**

**Personal Passions**

***In which we continue our series about people who are passionate about their unusual jobs. This week: Larry Wordsworth talks about his passion for etymology.***

1. When I tell new acquaintances that I am an etymologist, they think I am some kind of freak who likes studying ants and other tiny insects. I often have to explain that etymology is the study of the origin and history of words, while entomology is the study of insects. It can make for some confusing conversations. While ants and insects are no doubt fascinating, they are not as fascinating – to me at least – as words and their history, and nothing about words fascinates me more than that special class of words called ‘loan’ words.
2. One thing I find so interesting about English is its ability to absorb words and phrases from other cultures and to make them its own. Linguists reckon the language has absorbed about 42% of its vocabulary from other languages, which is a huge amount! Of that 42%, 28.3% of words come from French, 28.24% from Latin, while 25% come from Germanic languages, and a small percent – 5.32% – from Greek. Now this is not surprising, as everyone knows English is a mix of those two main European languages, a mix that has slowly come together over time. But what really interests me is the small percent – less than one percent – of words which come from other non-European languages. Here things get really interesting for an etymologist.
3. Did you know, for example, that the word ‘brainwashing’ actually comes into English all the way from China? In Chinese, the words for ‘wash’ and ‘brain’ are put together to create a word which describes the process of persuading people to adopt certain values or ways of thinking. After the Korean War in the early 1950s, American prisoners of war brought the word back home with them to describe the experiences they had endured in the camps.
4. Another really interesting loan word is ‘ketchup’, you know, the tomato flavoured sauce everyone eats with their fish and chips, which also comes from China, but this time from a different Chinese language (there are literally hundreds of different languages in China). This is a word which comes from the coastal provinces of South China and it refers to a sharp flavoured sauce, often made with fish and tomatoes. The word entered the English language sometime around 1711, which is a really long time ago! And it gets even more interesting when you learn that 1711 was the year in which the British East India Company first established a trading post in Macau. So, although we can’t be certain, we can imagine that some British sailor, trying this sauce made of fish and tomato, learnt the word, and then brought it home with him, changing its pronunciation ever so slightly. So right there in that one word you’ve got a totally awesome example of what words can tell us about the history of the interaction between China and Britain! Pass the ketchup!

**Question 1 – 2: Tick one answer.**

1 What kind of reader is this text written for?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg academic specialists

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg general readers interested in the topic but with no specialist knowledge

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg high school students who are going to take a test in the topic

2 Which sentence is closest in meaning to this sentence from paragraph B?

*One thing I find so interesting about English is its ability to absorb words.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg The only thing interesting about English is its ability to absorb words.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg Only English can absorb words from other languages.

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg There are many interesting things about English, but I want to emphasise this one.

**Questions 3 – 7: Circle FIVE sentences which are true according to the text.**

A. The largest number of words in English come from other languages.

B. Almost as many loan words come from French as come from Latin.

C. More loan words come from French than from Latin, by a long way.

D. More loan words come from German than from Greek, by a long way.

E. Almost five times as many loan words come from Latin as from Greek.

F. More than half of the words in English are loan words.

G. Less than half of the words in English come from other languages.

H. The smallest number of loan words, do not come from Greek, Latin or French or German.

**Questions 8 – 10: Tick the correct answer.**

8 What is the main idea of paragraph C?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘brainwash’ comes from China

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg brainwashing was invented in the Korean War

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg American prisoners of war in the Korean War learnt Chinese

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘brainwash’ is an example of a loan word that comes from a non-European language

9 What is the main idea of paragraph D?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg another example of a loan word from Chinese

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the history of the word ‘ketchup’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the meaning of the word ‘ketchup’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the British East India Company established a trading post in Macau in 1711

10 In this sentence from paragraph D, what does the word ‘it’ refer to?

*So, although we can’t be certain, we can imagine that some British sailor, trying this sauce made of fish and tomato, learnt the word, and then brought it home with him, changing its pronunciation ever so slightly.*

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg sauce

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg fish

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg the word ‘ketchup’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg tomato

\_\_\_/10

**LISTENING – Say what you mean!**

**Listen and answer the questions.**

**Questions 1 – 6: Tick one answer.**

1 What is the topic of the lecture?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg auxiliary verbs

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg modal verbs

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg how to use ‘can’ correctly

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg how mood can effect language learning

2 Who is listening to the lecture?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg language students

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg people training to be language teachers

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg translators

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg some friends of the professor

3 Why does the student interrupt the first time?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg he wants to ask for clarification

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg he wants to add an extra point

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg he wants to challenge the professor

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg he wants to tell the professor he is a friend

4 According to the professor, what is a false friend?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a friend who is not reliable

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a technical term in linguistics

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a translator who does a bad job

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg a word that looks similar in two different languages, but which has a different meaning

5 What general points does the professor make about modals?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they have no S on the third person singular and no tenses

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg they have tenses but no S on the third person singular

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg you form the past tense by adding ED

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg you form the negative by adding the word ‘not’ after the main verb

6 According to the professor what is the correct way to think about the relationship between ‘can’ and ‘could’?

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘could’ is the past tense of ‘can’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘can’ is the present tense of ‘could’

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘could’ always means past ability

C:\Program Files (x86)\Helbling Languages\JETSTREAM Upper-Intermediate - Testbuilder\course\images\tfbox.jpg ‘could’ can be used to express past ability, but that does not mean it is the past tense of ‘can’

**Questions 7 – 10: Complete the table with the modalities mentioned by the professor.**

|  |  |
| --- | --- |
| 7 | inability |
| possibility | 8 |
| obligation | lack of obligation |
| permission | 9 |
| advisability | inadvisability |
| 10 |  |

\_\_\_/10

**WRITING – Writing a report about a survey**

**Write a report about the results of a survey about the most beautiful words in English. Use any of the information from the table you think is useful. You will get points for using language from unit 5. You should write between 170 – 190 words.**

|  |  |  |  |
| --- | --- | --- | --- |
| **position of word** | **% of people who chose it** | **position of word** | **% of people who chose it** |
| 1 mother | 52% | 6 fantastic | 44% |
| 2 passion | 47% | 7 destiny | 37% |
| 3 smile | 47% | 8 freedom | 36% |
| 4 love | 46% | 9 liberty | 36% |
| 5 eternity | 45% | 10 tranquillity | 35% |

\_\_\_/10

**SPEAKING – Giving a talk about online language learning**

**Prepare a THREE minute talk about online language learning. Use the questions below to help you organize your talk, and make sure you use some of the language from unit 5. You have FIVE minutes to prepare.**

|  |
| --- |
| **Online language learning: good or bad?** |
| What experience of online language learning do you have?  Was it a positive or negative experience, or a bit of both? Why?  What are the advantages of online language learning?  What are the disadvantages of online language learning?  Would you recommend online language learning to others? Why? Why not? |

\_\_\_/10

**TOTAL: \_\_\_/68**