



Pearson

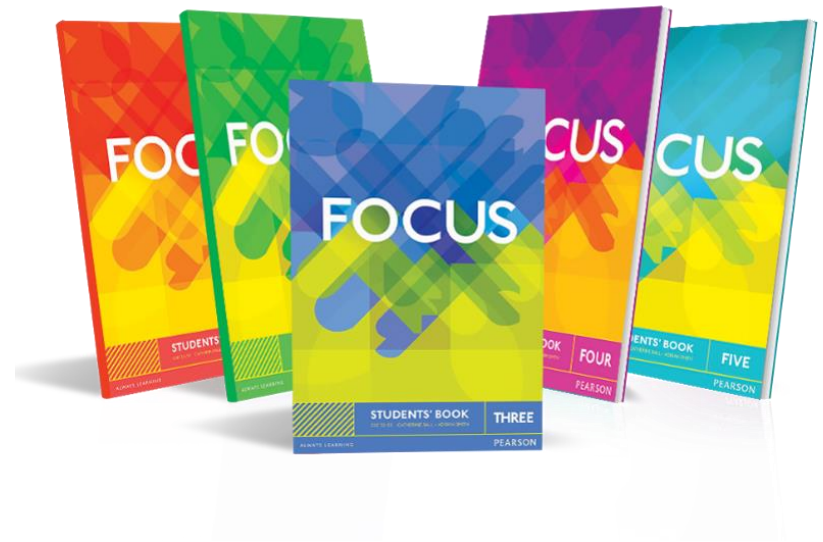


# Tackling Testing and Tracking Progress

**PHIL WARWICK**

**April 2018**



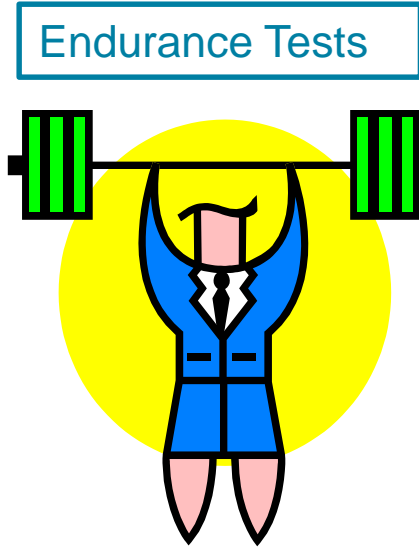




Consumer Tests



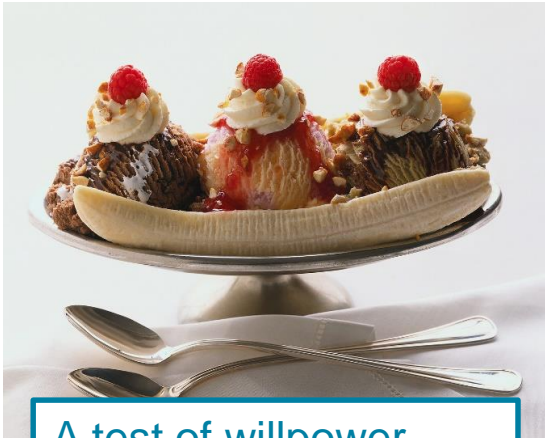
Identity Tests



Endurance Tests



Pregnancy Tests



A test of willpower

Tests of Patience



Equipment Tests



# Types of Assessment

***Achievement assessment***      ***Proficiency assessment***



Looking to the past



Looking to the future

# Types of Assessment

***Norm-referencing***

*You came last!*

***Criterion Referencing***



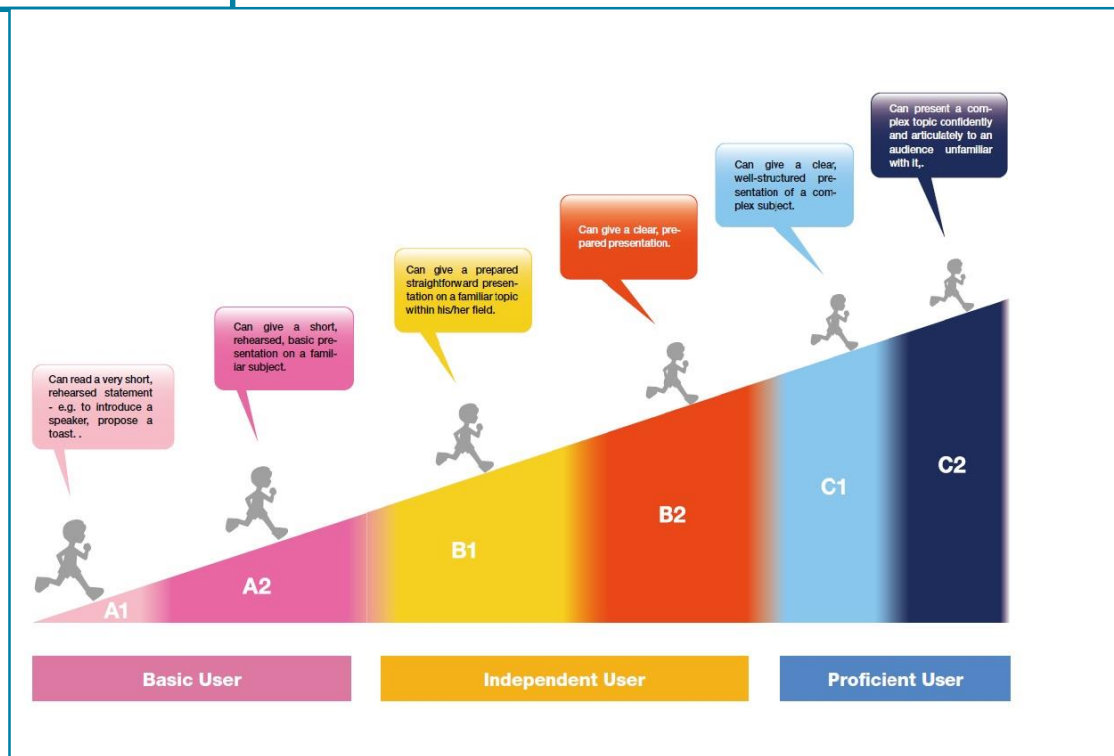
# Types of Assessment

## Mastery learning CR

*A minimum competence standard – a cut-off point between masters and non-masters*

## Continuum CR

*An achievement approach*



# Types of Assessment

***Continuous assessment***      ***Fixed assessment points***

*The final grade reflects the whole course*





# Types of Assessment

**Formative assessment**

**Summative assessment**

*Formative assessment is like a cook tasting the soup, summative assessment is when the customer tastes it'*

*Jeremy Harmer says that students often feel that summative tests are like sudden death events*



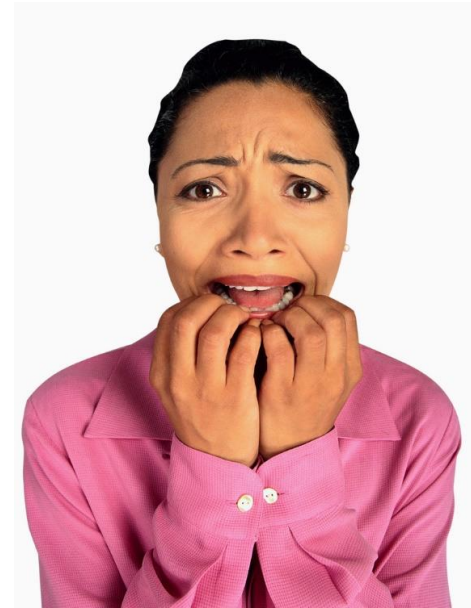
# But for students, testing is.....

Getting a good grade in the final exam



# The Final Exam....

- **Mastery learning CR**
- **Proficiency testing**
- **Summative testing**



# Know Your Enemy

Five Criminals

One Line Up

No Coincidence

6'0"

5'6"

5'0"

4'6"

**USE OF  
ENGLISH**

**WRITING**

**SPEAKING**

**READING**

**LISTENING**

**Collocations  
Transformations  
Lexical  
Grammar**

**Marking Criteria  
Lexical Density  
Content  
Layout**

**Interaction  
Lexical Range  
Confidence**

**Task Types  
Synonyms  
Red Herring  
Referents**

**Noticing  
Reading the  
Question  
Red Herrings**

**Collocations  
Transformations  
vs  
Lexical  
Grammar**



## USE OF ENGLISH

# USE OF ENGLISH 1

1 Read the summary. What do the phrasal verbs in bold mean?

Development plays a hand in a child's sporting success. A child too small to **knock** an opponent **down** in a football game won't get picked for the team and may **end up** believing they're no good and **give in**. Conversely, an early developer flourishes at first but may later fail to **live up to** expectations.

4 Complete the form of these put the parti

beat off come v  
get over hd

5 e Complete has a similar using the w

## explore language

→ p142

### phrasal verbs

There are four types of phrasal verb:

- 1 An object is not needed, e.g. ....
- 2 The verb and particle can be separated. An object is needed, e.g. .... Pronouns must go between the verb and particle.
- 3 The verb and the particle cannot be separated. An object is needed, e.g. ....
- 4 There are three words which cannot be separated, e.g. ....

## OVERCOMING FEAR on the way to SPORTS SUCCESS

To become a swimmer, Adam Peaty had to <sup>1</sup>..... his biggest fear: water. He was so terrified of it that, at a young age, he refused to shower and even <sup>2</sup>..... standing up in the bath rather than sitting. Despite screaming whenever he was taken for swimming lessons, he <sup>3</sup>..... them and eventually went to the Olympic Games in Rio, where he <sup>4</sup>..... winning two gold medals aged twenty-one.



Cliff diver Gary Hunt <sup>5</sup>..... his fear of heights every time he competes. It's hardly surprising as he must enter the water feet first from a twenty-seven-metre high platform or risk serious injury. Despite this, he hasn't let his fear <sup>6</sup>..... him <sup>7</sup>..... in his career. He's managed to <sup>7</sup>..... stiff competition to win several championships.

Tennis player Rafael Nadal's childhood coach knew he was afraid of storms, so he <sup>8</sup>..... the idea of telling him the thunder gods would punish him if he didn't play his best. It obviously worked.



could now

4 If competi

given a see

MESS

Competit

given a see

5 There wer

for Ben or

OPENED

Sponsorsh

started wi

6 Lily won th

challengin

CAME

Lily .....

the tourn

## Speak up

6 Work in grou

1 What fear

How can y

2 If somethi

see it thro

3 Are you a

bounce ba

# 1 Passions

## USE OF ENGLISH 2

5 Read the exam tip and the article below. How does the writer of the article answer the question in the title?

1 Work in pairs. Wl  
gamer? Do you th  
are they misconc



2 1.7 Listen to f  
does each one tal

3 1.8 Read the l  
complete each ex

### explore lan

#### adverb colloca

Using adverb + adj  
verb collocations w  
natural.

It's <sup>1</sup>..... unknown.

Games are <sup>2</sup>..... considered to be a waste of time.

Games have <sup>3</sup>..... increased my intelligence.

It's a misconception that <sup>4</sup>..... annoys me.

4 Choose the correct adverbs to complete the collocations in the quotes. Which syllable in each collocation has the main stress?

I think gaming is <sup>1</sup>generally / newly accepted to be a mainstream activity these days. It's <sup>2</sup>highly / virtually impossible to ignore its popularity. The fact that games appear in mainstream media <sup>3</sup>clearly / fully shows they're not just for nerds!

I don't think games are a good way for kids to spend time. Some are so <sup>4</sup>easily / well designed they're almost too real. When games are that <sup>5</sup>closely / widely modelled on the real world, they might confuse young kids. That's why I don't think they should be <sup>6</sup>immediately / readily available.

## explore language

→ p160

### adverb collocations

Using adverb + adjective collocations and adverb + verb collocations will make your language sound natural.

It's <sup>1</sup>..... unknown.

Games are <sup>2</sup>..... considered to be a waste of time.

Games have <sup>3</sup>..... increased my intelligence.

It's a misconception that <sup>4</sup>..... annoys me.

based on that character. So, a hobby could indirectly prevent a friendship from forming but a stereotype is unlikely to.

- |                   |                 |                |                 |
|-------------------|-----------------|----------------|-----------------|
| 1 A occasion      | B novelty       | C contrast     | D exception     |
| 2 A intentionally | B automatically | C reliably     | D impulsively   |
| 3 A interpreted   | B perceived     | C understood   | D believed      |
| 4 A potentially   | B likely        | C certainly    | D possibly      |
| 5 A happily       | B negatively    | C considerably | D closely       |
| 6 A easily        | B fully         | C highly       | D significantly |
| 7 A impact        | B bend          | C shape        | D invent        |
| 8 A largely       | B relatively    | C greatly      | D extremely     |

6 e Read the article in Ex 5 again. Decide which answer (A, B, C or D) best fits each gap.

## Speak up

7 Work in pairs and discuss the questions.

- 1 What misconceptions do people have about your interests?
- 2 Are some interests simply cooler than others? Why/Why not?

5 e Complete the second sentence so that it has a similar meaning to the first sentence

1 Taking part in the tournaments was fun at first but soon became very stressful.

**OUT**

Taking part in the tournaments

started out being

fun but

soon became very stressful.

2 Ignoring the opportunity to enter the competition means you won't win.

**PASS**

If you pass over the opportunity to

compete, you won't win.

# The Clues are in the Synonyms and Antonyms

**cold**

**interesting**

**car**

**seldom / rarely**

**recently**

**remember**

**depart**

**buy**



# *Venusian Translation*

- Explain to students that Venusian has exactly the same grammar as English, but different content words.
- Give students a couple of sentences in Venusian and get them to translate this into English.(Remember there is no correct answer for this)
- Next give students pairs of sentences and get them to translate so they mean the same.
- Get students to check in pairs and then in class.

*Speable is spinter than any other splurge in her flomble.*



- Mary is cleaner than any other person in her family.
- **Mary is the cleanest person in her family.**
- Tracy is better than any other doctor in her field.
- Linda is faster than any other athlete in her team.

*Speable is the spintest splurge in her flomble.*

*Bimble nixed if Doofy could yump  
him her toogle for a few simbles*



- Nigel asked if Anne could lend him her pencil for a few minutes.
- Nigel asked to borrow Anne's pencil for a few minutes.

*Bimble nixed to rimple Doofy's  
toogle for a few simbles.*

# *Pair work transformations*

- Choose some transformation exercises.
- Write out a second sheet as a duplicate but this time with the transformations in the other sentence.
- Split the class into pairs and get the students to test each other.
- Students then exchange papers and repeat with a new partner.
- Students then have to complete both transformations from prompts.

There is no one at home now.

There isn't \_\_\_\_\_ at home now.

This is my third visit to the USA this year.

There is \_\_\_\_\_ at home now.

There isn't \_\_\_\_\_ at home now.

This \_\_\_\_\_ to the USA this year.

I \_\_\_\_\_ the USA three times this year

I'm sorry I broke your laptop – I \_\_\_\_\_ to.

I'm sorry I broke your laptop - \_\_\_\_\_ an accident

I'm sorry I broke your laptop – I \_\_\_\_\_ to.



16  
SEP

# Are hobby stereotypes dangerous?

6 COMMENTS

Stereotypes exist everywhere and pastimes are no <sup>1</sup>..... .  
 If you're a surfer, people <sup>2</sup>..... assume the same thing – you're relaxed but lazy. They think people who like cosplay – dressing up as a fictional character – should go out and find more friends;

- |   |                 |                 |                |                 |       |
|---|-----------------|-----------------|----------------|-----------------|-------|
| 1 | A occasion      | B novelty       | C contrast     | D exception     | s are |
| 2 | A intentionally | B automatically | C reliably     | D impulsively   | a bit |
| 3 | A interpreted   | B perceived     | C understood   | D believed      |       |
| 4 | A potentially   | B likely        | C certainly    | D possibly      |       |
| 5 | A happily       | B negatively    | C considerably | D closely       |       |
| 6 | A easily        | B fully         | C highly       | D significantly |       |
| 7 | A impact        | B bend          | C shape        | D invent        | at    |
| 8 | A largely       | B relatively    | C greatly      | D extremely     | may   |

be influential. This is because our interests help to '.....' our character, and a person's decision to be friends with us is <sup>8</sup>..... based on that character. So, a hobby could indirectly prevent a friendship from forming but a stereotype is unlikely to.

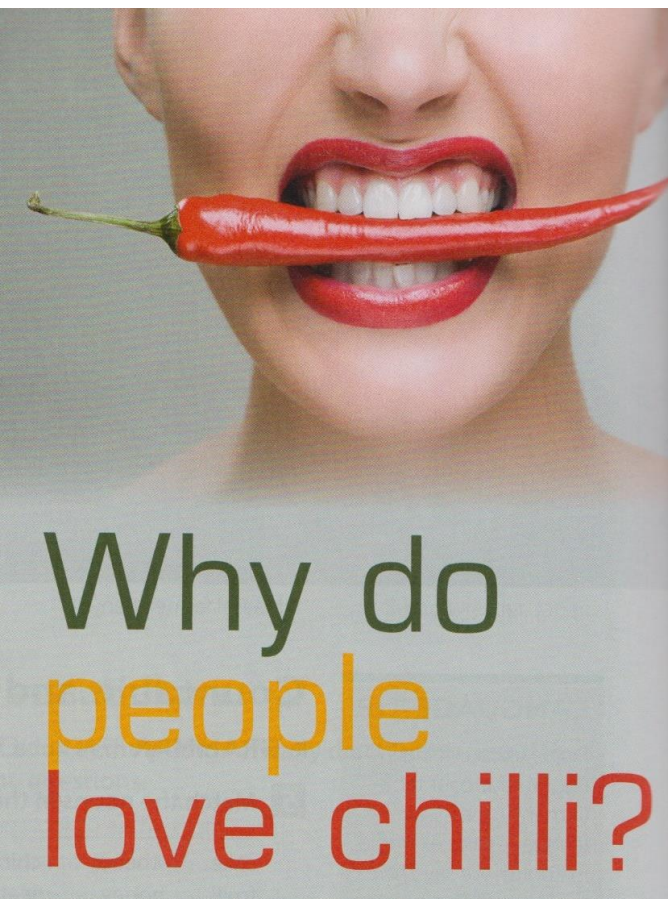
1. ARE NO \_\_\_\_\_
2. PEOPLE \_\_\_\_\_ ASSUME
3. THESE \_\_\_\_\_ STEREOTYPES
4. ARE THEY \_\_\_\_\_ DANGEROUS.
5. STEREOTYPES \_\_\_\_\_ INFLUENCE A PERSON'S DECISION
6. IT IS \_\_\_\_\_ UNLIKELY
7. HELP TO \_\_\_\_\_ OUR CHARACTER
8. IS \_\_\_\_\_ BASED ON.

- |   |                 |                 |                |                 |
|---|-----------------|-----------------|----------------|-----------------|
| 1 | A occasion      | B novelty       | C contrast     | D exception     |
| 2 | A intentionally | B automatically | C reliably     | D impulsively   |
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| 7 | A impact        | B bend          | C shape        | D invent        |
| 8 | A largely       | B relatively    | C greatly      | D extremely     |

People don't wash their eyes in lemon juice or pour boiling hot tea over themselves, so why are we prepared to go through so much pain for the sake of chili?

Chillies are one of the few foods that we simply should not enjoy and not just because of the way they taste. Not many people like the bitter taste of coffee to begin with but soon most of us get used to it. But coffee contains caffeine which has some addictive qualities, and this explains why it is so popular. Capsaicin the ingredient which makes chillies hot, does not seem to have any addictive qualities whatsoever, and it also has very few health benefits. And yet it has been used in cooking in almost every culture for thousands of years.





## Why do people love chilli?

People don't wash their eyes in lemon juice or pour boiling hot tea over themselves, so why are we prepared to go through so **(0)** ..... *much* ..... pain for the sake of chilli?

Chillies are one of the few foods that we simply should not enjoy and not just because of the way they taste. Not **(1)** ..... people like the bitter taste of coffee to begin with but soon most of us **(2)** ..... used to it. But coffee contains caffeine which has some addictive qualities, and this explains **(3)** ..... it is so popular. Capsaicin, the ingredient **(4)** ..... makes chillies hot, does not seem to have **(5)** ..... addictive qualities whatsoever, and it also has very **(6)** ..... health benefits. And yet it has **(7)** ..... used in cooking in almost **(8)** ..... culture for thousands of years. ■

People don't wash their eyes in lemon juice or pour boiling hot tea over themselves, so why are we prepared to go through so **much** pain for the sake of chili? Chillies are one of the few foods that we simply should not enjoy and not just because of the way they taste. Not **many** people like the bitter taste of coffee to begin with but soon most of us **get** used to it. But coffee contains caffeine which has some addictive qualities, and this explains **why** it is so popular. Capsaicin the ingredient **which** makes chillies hot, does not seem to have **any** addictive qualities whatsoever, and it also has very **few** health benefits. And yet it has **been** used in cooking in almost **every** culture for thousands of years.



# WORD STORE

## 5.1 Vocabulary

Education • Phrasal verbs • Phrases with get  
*I can talk about schools in different countries.*

### SHOW WHAT YOU KNOW

1 In pairs, discuss where you normally study the subjects in the box in your country. Put them under the appropriate heading. Some subjects may go in more than one group

- |                         |                       |             |
|-------------------------|-----------------------|-------------|
| Architecture            | Design and Technology | Engineering |
| English                 | Geography             | Law         |
| Physical Education (PE) | Reading               | Science     |
|                         |                       | Writing     |

primary school	secondary school	university

2 What other subjects do you study at secondary school? In pairs, talk about your favourite subjects and why you like them.

Go to WORD STORE 5 page 11

WORD STORE 5A

- Phrasal verb:  
 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_

**WORD STORE 5D**

**Words for free** – education

1 academy = \_\_\_\_\_

WORD STORE 5D

**WORD STORE 5E**

**More phrases with get**

- Education  
 1 class  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_ a s  
 6 \_\_\_\_\_  
 7 learn sth \_\_\_\_\_  
 8 \_\_\_\_\_  
 9 \_\_\_\_\_  
 10 \_\_\_\_\_

**get a lot out of sth**    **get a tattoo**  
**get ill**    **get into trouble**  
**get nervous**    **get rid of sth**

1 Young people can get a lot out of a gap year. For example, learn a language or learn a new skill.

REMEME

- take/do an e  
 pass an exam  
 fail an exam

WORD STORE

Phrases with

- get + adjective**  
 1 get better  
 2 get cold  
 3 get dark

- get + noun = ol**  
 7 get a present  
 8 get a reply  
 9 get a text mes

**WORD STORE 5F**

**Word families**

- get (to) + noun**  
 12 get there  
 13 get to Londc  
 14 get to work

REMEME

- get home  
 get to school  
 get to the sta

NOUN	VERB
1 <u>collection</u>	<u>collect</u>
2 <u>decision</u>	_____
3 <u>donation</u>	_____

**WORD STORE 5A**

**Phrasal verbs**

- 1 carry on = continue  
 2 \_\_\_\_\_ = get a place (at university)

**WORD STORE 5B**

**Education**

- 1 classmate = a person from your class  
 2 \_\_\_\_\_ = necessary

**WORD STORE 5C**

**Phrases with get**

**get + adjective/Past Participle = become**

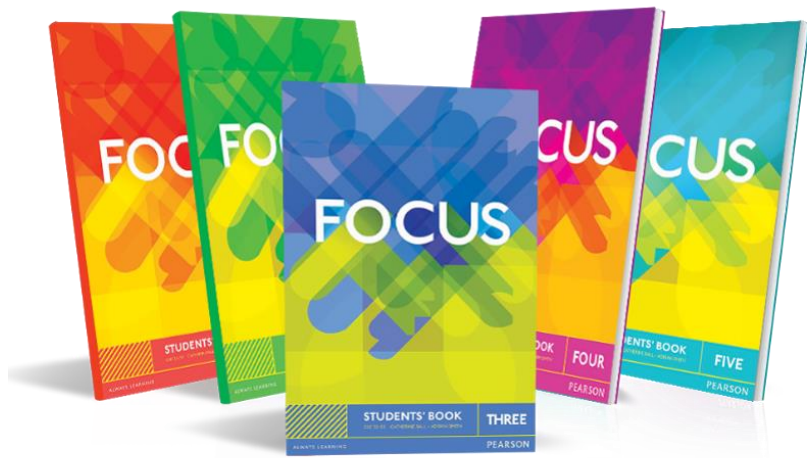
- 1 get better    4 get ready  
 2 get cold    5 get late  
 3 get dark    6 \_\_\_\_\_

**get + noun = obtain/receive**

- 7 get a present    10 \_\_\_\_\_  
 8 get a reply    11 \_\_\_\_\_  
 9 get a text message

**get (to) + noun = arrive**

- 12 get there    15 get to the station  
 13 get to London    16 \_\_\_\_\_  
 14 get to work    17 \_\_\_\_\_



19 October

I'm in my final year of school and soon I'll have to make an important decision. My parents want me to apply <sup>1</sup>\_\_\_\_\_ a place at university, but my best friend is going to do a gap year and she wants me to go with her. She's going to travel to a developing country and teach children <sup>2</sup>\_\_\_\_\_ can't read or write.

I like the idea of a gap year because I haven't decided what I want to do at university. Also, I'm tired of studying; I always get good <sup>3</sup>\_\_\_\_\_ and I've \_\_\_\_\_ into trouble at school. Now I want some \_\_\_\_\_ want to go to a place where I don't have exams or attend classes. And I'd really \_\_\_\_\_ opportunity to learn something about the

\_\_\_\_\_ my classmates are going to go to university <sup>5</sup>\_\_\_\_\_ school. I'm sure they'll have a \_\_\_\_\_ But I think I'm ready for an adventure. If \_\_\_\_\_ is <sup>6</sup>\_\_\_\_\_, I'll go abroad for six months, and when I get home I'll be ready to continue my studies.

- |              |              |                      |
|--------------|--------------|----------------------|
| 1 A for      | B into       | C in                 |
| 2 A where    | B which      | C who                |
| 3 A marks    | B fees       | C points             |
| 4 A fail     | B take       | C drop               |
| 5 A take off | B leave      | C go                 |
| 6 A agree    | B will agree | C are going to agree |

marks

take

for

will agree

points

where

into

fail

in

agree

go

who

leave

take off

are going to agree

drop

fees

which

## 19th October

I'm in my final year of school, and soon I'll have to make an important decision. My parents want me to apply <sup>1</sup>\_\_\_\_\_ a place at university, but my best friend is going to do a gap year and she wants me to go with her. She's going to travel to a developing country and teach children <sup>2</sup>\_\_\_\_\_ can't read or write.

I like the idea of a gap year because I haven't decided what I want to do at university. Also, I'm tired of studying: I always get good <sup>3</sup>\_\_\_\_\_ and I've never got into trouble at school. Now I want some freedom. I want to go to a place where I don't have to

1 **A** for

**B** into

**C** in

2 **A** where

**B** which

**C** who

3 **A** marks

**B** fees

**C** points

4 **A** fail

**B** take

**C** drop

5 **A** take off

**B** leave

**C** go

6 **A** agree

**B** will agree

**C** are going to agree

an opportunity

when they

think I'm

broad for

to continue my

**Marking  
Criteria  
Lexical  
Density  
Content  
Layout**



**Writing**



## 5.7 Writing

### An email/A letter of enquiry

I can write a polite email/letter asking for information.

#### PADDINGTON ENGLISH SCHOOL



Central London  
shops, art, etc.  
We offer English courses  
**IELTS, TOEFL**  
Excellent teachers  
**Contact us:** call  
enquiry@paddington.edu

Dear Sir or Madam,  
I am a seventeen-year-old student  
to enquire about doing a course  
next summer. I am preparing for  
Cambridge First exam  
exam this year and I would like to  
know how long I will need to study  
and how much it will cost?  
I would also like to know about  
accommodation for me.  
Finally, I would be grateful to know  
how to book a course.  
I look forward to hearing from you.  
Yours faithfully,  
Analisa Bargellini

- 1 You want to do an English course in the UK. Read the advertisement and write down three questions you would like to ask about the school.
- 2 Read Analisa's email. Did she ask any of the questions you wrote down?
- 3 Put the sentences summarising the email in the order they appear (1-3).
  - a polite questions about the information you need
  - b what you would like the reader to do
  - c information about yourself and why you are writing the email
- 4 Match sentences 1-4 to their more polite versions in the email.
  - 1 How long will I need to study and how much will it cost?
  - 2 Can you arrange accommodation for me?

## Fast Writing

### An email/A letter of enquiry

- Start the email/letter with Dear Mr or Dear Mrs and the person's surname. If you don't know the person's name, use *Dear Sir or Madam*.
- Don't use abbreviations or contractions. Use full forms: I would (not I'd), I'll (not I'm).
- Use polite expressions to:
  - a ask for information:

excellent host-family accommodation.  
For information about exams, fees and availability,  
please call 00 44 543 43 32 21  
or write to Mary Johnson at mary@stjohn.edu.

- A Write your email in 80-130 words. Include these points.**
- Give information about yourself and say why you are writing the email.

Although  
Actually  
But  
A  
The  
When  
In  
With  
So  
If  
Since  
An  
At  
And  
Because  
Might  
During  
With

# Skeleton Text

## SEQUENCERS

## BASIC ADVERBS

- 1)Went
- 2)Saw
- 3)Bought
- 4)Hit
- 5)Stole

- 6)Chased after
- 7)Couldn't catch
- 8)Dropped
- 9)Broke
- 10)Cried

## WRITING Power up

1 Exchange students with one partner in class. Students should

a lake  
a museum  
a palace  
some mountains

2 Choose one place from the list and write a short paragraph about it.

3 Work with a partner and answer the questions.

- 1 What town is it in?
- 2 What place is it?
- 3 What are the features?

## WRITING Power up

1 Exchange students are coming to your school. Think of one place in town and one place outside town that the students should definitely visit.

a beach  
a lake a museum  
a palace  
some mountains

### A place you should visit

If you are coming to Bodrum, there are many fascinating places you could visit. You could go to the castle, which was built more than six hundred years ago. Or, you could spend a day at the beach.

However, in my opinion you should definitely visit Kursunlu waterfall. It's in a scenic valley in a pine forest. This stunning waterfall is not often visited by tourists; mainly local people know about it. It's very peaceful, especially in springtime. Wild goats and deer are sometimes seen here, so have your camera ready because the deer are very shy. As it's also a perfect place for a picnic, pack some refreshing drinks and some lunch and set off. You'll love it!  
Emel, 10th grade

Thank you,  
Mrs Jenkins

6 Look at the photo. Write two or three sentences about it. Think about ...

- 1 some details about the place, e.g. Is it a natural place? Is it visited by many tourists? What wildlife is sometimes seen there?
- 2 why you are recommending this place.

4 Find examples of passive tenses, adjectives and adverbs in Emel's description. Why does she use each one?

Cubing

Describe

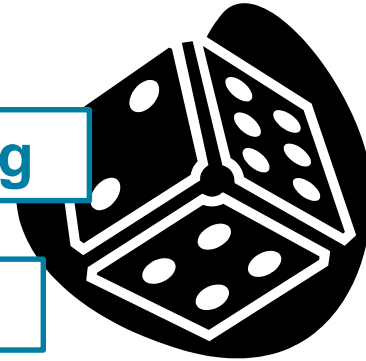
Complain about

Recommend

Warn

Invite

Request to go



MUM

PLEASE

CAN I

QUICKLY

---

GO

THERE

TOMORROW

AFTER SCHOOL

FOR A FEW MINUTES

# Teacher roles in Writing feedback

## 1.reader or respondent

–E.g – ‘I liked your point about...’,

## 2.writing teacher or guide

–E.g. “the paragraph in part one needs shortening”, “you may want to think about starting with a subject sentence.”

## 3.Grammarian

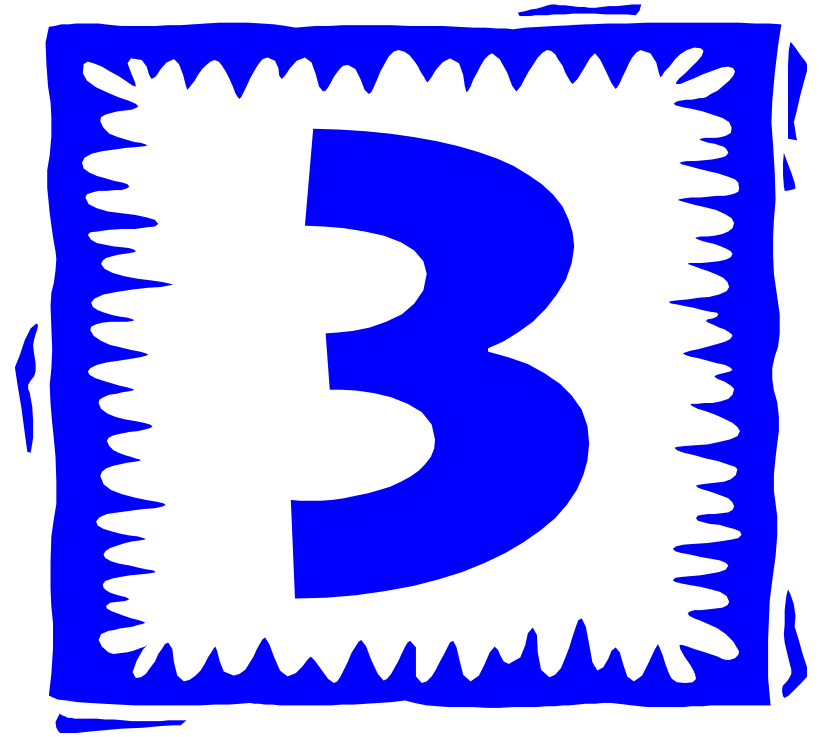
–E.g. “The third conditional, requires the use of the past perfect in the conditional clause.”

## 4.evaluator or judge

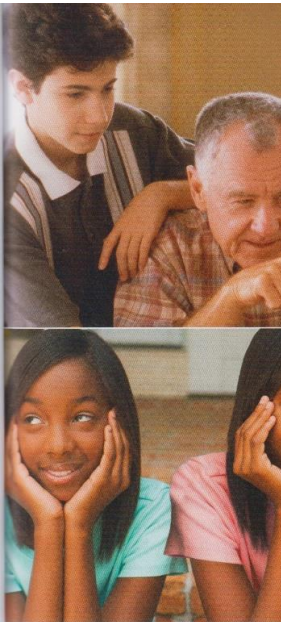
–E.g. – “the effect on the target reader would be positive and the reader would be informed”



**Interaction**  
**Lexical**  
**Range**  
**Confidence**



SPEAKING



## Collaborative task (Part 3)

### Part 1 – Discuss the question

#### 1 Part 2 -Reach a decision

#### EXAM TIP

Give your opinions but make sure you also listen to your partner. Ask about their opinions and respond to what they say.

Discuss the following questions.

#### 3 Copy and complete the table with the phrases in the box. Which of the expressions of agreement are uncertain?

So do I./Neither do I. I'm not convinced.  
 That's very true. Good point.  
 I'm not sure about that.  
 I see what you mean, but ... I suppose so  
 OK, but ...  
 What about you? What's your view on that?  
 I hadn't thought of that. Exactly!  
 Well, actually ...

Agreeing	Disagreeing politely	Asking opinions

#### Collaborative task

agreeing and disagreeing

▶ EXAM FOCUS p.207

1 Look at the photos and the question.

How important are relationships with these people when you are growing up?

- a grandparent
- a teacher
- a boyfriend/girlfriend
- a twin sister/brother
- a father

influence on different stages of your life  
 2 Do families sometimes get closer as you grow up? Why/Why not?  
 3 What are the advantages and disadvantages of belonging to a big family?

# WORD GRAB

<b>Of course</b>	<b>Whilst</b>	<b>Although</b>	<b>So</b>
<b>Looks as if</b>	<b>Seems</b>	<b>I'm afraid</b>	<b>Actually</b>
<b>Well</b>	<b>But what if</b>	<b>Something like</b>	<b>Don't you think</b>
<b>Naturally</b>	<b>How about</b>	<b>It depends on</b>	<b>Unfortunately</b>
<b>Because</b>	<b>When</b>	<b>Perhaps</b>	<b>Personally</b>
<b>Could we</b>	<b>Let's</b>	<b>On the other hand</b>	<b>Absolutely</b>
<b>I'm not convinced</b>	<b>Despite</b>	<b>I suppose</b>	<b>I can imagine</b>



Before you can describe  
something, learn how to describe

# TALK ABOUT

Living in the city or living in the country.

Winter holidays or Summer holidays.

Teaching kids or teaching adults.

Families.

Health.

# Show them it's useful

**'WOULD YOU LIKE ANOTHER ONE?'**

- In a bar
- In a classroom
- In a boxing ring
- In a police station
- In a clothes shop
- Two fishermen
- Grandma to grandson
- Boss to employee

In which countries would you not drink tap water?

What are the differences between bottled and tap water?

How much would you pay for bottled water if you were really thirsty?

What are the names of some bottled waters? Are they different?

How long does bottled water last?

The government controls what goes in tap water, who controls what goes in bottled water?

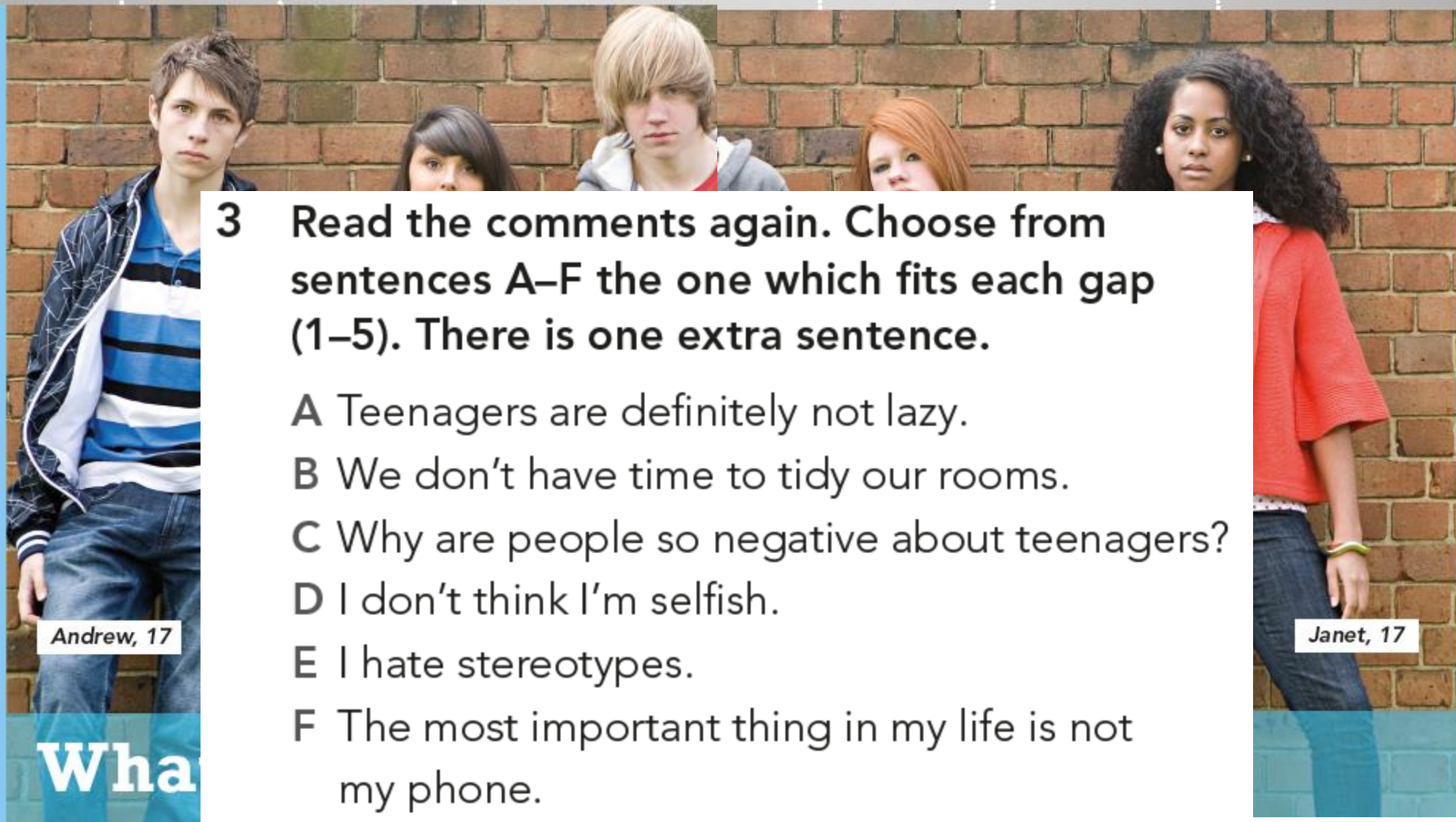
When would you boil bottled or tap water?

What materials are bottles made from? Are they all safe?

**Task Types**  
**Synonyms**  
**Red Herrings**  
**Referents**



Reading



**3 Read the comments again. Choose from sentences A–F the one which fits each gap (1–5). There is one extra sentence.**

A Teenagers are definitely not lazy.

B We don't have time to tidy our rooms.

C Why are people so negative about teenagers?

D I don't think I'm selfish.

E I hate stereotypes.

F The most important thing in my life is not my phone.

Andrew, 17

Janet, 17

Wha

A recent survey shows that there are reasons why teenagers behave badly. The study suggests that teenagers need to sleep more and that is why sixty-five percent of parents say their teenagers are bad-tempered, uncommunicative and lazy. The report also shows that most teenagers are obsessed with their phones. They spend more time chatting online or playing computer games than doing homework. Most parents also say that their teenage children are selfish and unhelpful. Only a few of them help with housework at home.



## C Why are people so negative about teenagers?

1 \_\_\_\_\_ **Most of us are adorable,** cheerful, very hard-working, interesting, brave, generous, loyal, helpful and very good cooks. Oh, and very modest!

5.54 p.m. 3 May

## F The most important thing in my life is not my phone.



2 \_\_\_\_\_ **It's my friends.** We love each other. We don't argue or fight. We go to the park after school and we sit under a tree, eat ice cream and talk about guys. We like cooking and camping, not just texting and computer games. I don't have time to read much, but I play the guitar and sing. I'm not a bad-tempered monster – I (usually) apologise when I'm wrong and I like spending time with my grandparents.

7.18 p.m. 3 May





**Andrew** **A** Teenagers are definitely not lazy.

3

get up at 6.30 a.m. every school day and I work hard all day.

I never make plans to meet friends in the evening – that's when I do my homework. I think I need about nine and a half hours sleep a night, but I usually get only seven hours. So I'm sometimes a bit grumpy like my parents! 😊



**Ryan**

**E** I hate stereotypes.

4

Not all teenagers are the same. Some of us are lazy, some of us aren't. Some of us like chatting online or playing computer games, but some of us prefer to play football or go for a run. OK, some of the things people say about teenagers are true. For example, music is really, really important to us, but we like different kinds of music. We are INDIVIDUALS!

3.22 p.m. 5 May



Mel

5

D I don't think I'm selfish.

I care about other people. I'm

interested in the world. I want to travel and learn about other cultures. Then I want to get a job in a developing country. Most of my friends are like me! Where did you find your information? It's wrong!

*6.20 p.m. 5 May*

4 Read the comments again and write the names.

Who thinks that:

- 1 teenagers work really hard?  
\_\_\_\_\_ , \_\_\_\_\_
- 2 teenagers have lots of positive personal qualities? \_\_\_\_\_
- 3 teenagers are interested in other people and cultures? \_\_\_\_\_
- 4 teenagers are all different people?  
\_\_\_\_\_
- 5 friends are very important for teenagers?  
\_\_\_\_\_

5 Match 1–5 with a–e to make questions. Then answer the questions.

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 Who likes spending             | <input type="checkbox"/> |
| 2 Who wants to get               | <input type="checkbox"/> |
| 3 Who doesn't have               | <input type="checkbox"/> |
| 4 Who does                       | <input type="checkbox"/> |
| 5 Who thinks some teenagers play | <input type="checkbox"/> |
- a his homework in the evening?  
b football?  
c time with her grandparents?  
d a job in a developing country?  
e time to read much?

6 Find the opposites of these adjectives in Sarah's comment. Use a dictionary if necessary.

- 1 arrogant ≠ modest
- 2 cowardly ≠ \_\_\_\_\_
- 3 disloyal ≠ \_\_\_\_\_
- 4 dull ≠ \_\_\_\_\_
- 5 grumpy ≠ \_\_\_\_\_
- 6 mean ≠ \_\_\_\_\_

7 Complete the sentences with adjectives from Exercise 6.

- 1 Teenagers are \_\_\_\_\_. They think they know everything.
- 2 Teenagers are \_\_\_\_\_. They never get enough sleep and are always in a bad mood.
- 3 Teenagers are \_\_\_\_\_ to their friends. They are always there for their friends.
- 4 Teenagers are \_\_\_\_\_. They never give money to charity and always buy cheap presents.
- 5 Teenagers are \_\_\_\_\_. They have lots of things to talk about.
- 6 Teenagers are \_\_\_\_\_. They avoid dangerous situations and don't take risks.

8 In pairs, discuss the sentences in Exercise 7. Which ones do you agree/disagree with? Why?

## WORD STORE 1E

- 9 **CD-1.25 MP3-25** Complete WORD STORE 1E. Add adjectives to the table. Mark the stress. Then listen, check and repeat.

## 5.4 Reading

### True/False

I can find specific details in an article.



Afghan girls at the secondary school in Afghanistan



mountains in Pakistan

# The man who moves MOUNTAINS

by Louis Stevenson

CD-2.40 MP3-B4

Greg Mortenson hates to be called a hero, but in the mountains of Pakistan and Afghanistan, that is what people call him. He has helped them to build more than sixty schools and this has changed the lives of many young people, especially the girls. But what first brought a white American man to this remote part of the world where tourists rarely go?

Greg Mortenson was born in the United States, but grew up in Africa, where his parents were teachers. His hobby was mountain climbing. He climbed his first mountain, Mount Kilimanjaro, when he was only eleven. Many years later, when his younger sister died suddenly, he decided to climb Pakistan's K2 in her memory. K2 is the second highest mountain in the world. He didn't reach the summit of K2 and after seventy-eight days at high altitude, he was exhausted. On his way back he got lost and eventually, unable to walk properly, he stumbled into the tiny village of Korphe.

The villagers looked after him and nursed him back to health. He soon realised how poor these people were. When he asked to see the village school, they took him to the village square. But there was no school – instead, the children were sitting on the ground outside, without a teacher, writing in the sand with sticks.

He could see that the children were thirsty for knowledge and were doing their best to learn, even in such difficult conditions. So he promised to return and build a school for them.

Back in America he started a programme called Pennies for Pakistan. School children asked their friends and families to donate pennies and the pennies became dollars. After three years of fundraising, he went back to Korphe.

The villagers were amazed when he kept his promise and built Korphe School for Girls. It was a simple building with eight classrooms and a small playground. Most of the girls who attend the school will be the first literate women in their families. Their mothers never had the opportunity to learn to read and write. He explains that it is important to provide an education for girls. In the developing world, girls often get married at the age of twelve and have children by fifteen. But if a girl stays in school, it makes a big difference to her life – she'll marry later, have fewer and healthier children; she can earn an income and invest in her family. Greg Mortenson likes to quote an African proverb: 'If you educate a boy, you educate an individual. But if you educate a girl, you educate a community.'

Greg Mortenson with Sitara school children



- 1 Look at the photos and the title of the text. Where do you think the people are and what do you think the text is about?
- 2 Read the text and check your ideas in Exercise 1. Why does Greg Mortenson think it is important to educate girls in developing countries?
- 3 Look at the words in blue in the text. Underline words or phrases around them that help you understand the meaning of those you don't know. For example:
  - Lines 6–8: But what first brought a white American man to this remote part of the world where tourists rarely go?
  - Lines 15–17: K2 is the second highest mountain in the world. He didn't reach the summit of K2 ...
- 4 Match the words in blue in the text with the definitions.
  - 1 far away or isolated – remote
  - 2 top of a mountain – summit
  - 3 able to read – \_\_\_\_\_
  - 4 give money to charity – \_\_\_\_\_
  - 5 put money into – \_\_\_\_\_
  - 6 collecting money for a particular purpose – \_\_\_\_\_
  - 7 did what he said he would do – \_\_\_\_\_
  - 8 almost fell – \_\_\_\_\_

### EXAM FOCUS True/False

- 5 Read the text again. Are statements 1–6 true (T) or false (F)?
  - 1 Greg Mortenson is a hero to people in the mountains of Pakistan and Afghanistan.
  - 2 It took him seventy-eight days to climb to the top of K2.
  - 3 He was very healthy when he first arrived in Korphe.
  - 4 The people of Korphe were surprised when Greg came back.
  - 5 Most of the mothers in Korphe can't read.
  - 6 Greg thinks that if a girl stays in school, she'll have more children.

- 6 CD-2.41 MP3-B5 Listen to a conversation about how Pennies for Peace began. Complete the sentences with the numbers in the box. Then listen again and check.

1	6	100	580	1995
12,000	62,340	100,000		

- 1 Greg Mortenson started the charity in \_\_\_\_\_.
- 2 He needed \$ \_\_\_\_\_ to build a school.
- 3 He wrote \_\_\_\_\_ letters to famous people.
- 4 He got \_\_\_\_\_ reply with a cheque for \$ \_\_\_\_\_.
- 5 His mother's elementary school collected \_\_\_\_\_ pennies in \_\_\_\_\_ weeks.
- 6 The charity has collected more than \$ \_\_\_\_\_.
- 7 Imagine you want to collect money for a charity at your school. In pairs, choose a charity and think of three ways to raise money for it.

We can sell cakes at school.

### WORD STORE 5E

- 8 CD-2.42 MP3-B6 Complete WORD STORE 5E. Add verbs to the table. Mark the stress. Then listen, check and repeat.



The villagers looked after him and nursed him back to health. He soon realised how poor these people were. When he asked to see the village school, they took him to the village square. But <sup>25</sup> there was no school – instead the children were sitting on the ground outside, without a teacher, writing in the sand with sticks.

# What came before

It was when she saw him do that to the other girl that she finally decided to finish it.

Afterwards they discussed it and he eventually agreed to put it there, rather than where he had planned to build it before.

When he came in they got them out and started to correct it with him.

Of course it embarrassed her, the more he kept on talking, the more uncomfortable she felt about not remembering it.

4 Read about South Korean student Ji-min's school day.

Are statements 1–5 true (T) or false (F)?

- 1 Ji-min has to wear a school uniform.
- 2 She wears trainers in school.
- 3 She studies eleven subjects including PE, music and art.
- 4 She has private lessons after school.
- 5 She always goes to bed before midnight.

5 Replace the underlined words and phrases in the questions with the correct form of a phrasal verb in red from the text. Then answer the questions.

- 1 What time does she get out of bed?  
What time does she get up?
- 2 Is she friendly with all her classmates?
- 3 Why doesn't she see her classmates outside school?
- 4 What does she remove and what does she start wearing when she gets to school?
- 5 Does she often continue studying after midnight?
- 6 What does she have to do to get a place at university?



Ji-min is a high school student in Seoul, South Korea. She **gets up** at 6.30 a.m., eats a quick breakfast of rice and seaweed soup, gets dressed and walks to school with her friends. She **gets on with** all her classmates, but she doesn't **meet up with** them outside school because she's too busy with her studies.

Ji-min wears exactly the same clothes as the other girls in her school because school uniform is compulsory. When she gets to school, she **takes off** her shoes and **puts on** a pair of slippers.

Ji-min has an extremely **demanding** timetable. She studies eleven subjects, but she doesn't have time for non-academic subjects so she **has dropped** PE, music and art. English is her favourite subject and she's hoping to go to Australia in the summer and **do a course** in English.

She has classes from 9 a.m. to 3 p.m. every day, and after school she has extra lessons in a private academy. She has to do lots of maths exercises and learn long lists of English vocabulary **by heart**. It can be quite boring, but she never **skips** a lesson because her parents pay a lot of money to send her to the academy. Sometimes, she doesn't **get home** until after 10 p.m.

After dinner, she does her homework. When she has to **revise** for a test, she often **carries on** studying until 1 or 2 a.m. Of course, when it **gets late** she **gets tired**, but she knows that if she wants to **get into** university and **get a good job**, she has to work hard, **get good marks** and **pass** all her exams. She wants to **do** English at university.

Go to WORD STORE

WORD STORE 5A

6 CD-2.32 MP3-77 Com the base form of th Then listen, check a

WORD STORE 5B

7 CD-2.33 MP3-78 Liste a Finnish student. Is to Ji-min's?

8 Complete the sente

- 1 Ji-min is too b school.
  - 2 \_\_\_\_\_ can ca It isn't necessary to
  - 3 \_\_\_\_\_ has sto
  - 4 \_\_\_\_\_ has a b
  - 5 \_\_\_\_\_ never r enjoys them.
  - 6 \_\_\_\_\_ is goin in the summer.
  - 7 \_\_\_\_\_ has to
  - 8 \_\_\_\_\_ wants t
  - 9 \_\_\_\_\_ often s prepare for a test.
  - 10 \_\_\_\_\_ knows his/her exams.
- 9 CD-2.34 MP3-79 Com the base form of th in the text.
- 10 Do you prefer Ji-min pairs.

WORD STORE 5C

11 CD-2.35 MP3-80 Com base form of the hig the text. Then listen

12 Complete the sente and your own ideas with a partner.

- 1 I usually \_\_\_\_\_
- 2 Yesterday I \_\_\_\_\_
- 3 I rarely \_\_\_\_\_
- 4 I think I'm \_\_\_\_\_
- 5 I \_\_\_\_\_ tired
- 6 I'd like to \_\_\_\_\_

WORD STORE 5D

13 CD-2.36 MP3-81 Com the Words for free.

14 In pairs, write true e Words for free.



Ji-min is a high school student in Seoul, South Korea. She **gets up** at 6.30 a.m., eats a quick breakfast of rice and seaweed soup, gets dressed and walks to school with her friends. She **gets on with** all her classmates, but she doesn't **meet up with** them outside school because she's too busy with her studies.

Ji-min wears exactly the same clothes as the other girls in her school because school uniform is compulsory. When she **gets to school**, she **takes off** her shoes and **puts on** a pair of slippers.

Ji-min has an extremely **demanding** timetable. She studies eleven subjects, but she doesn't have time for non-academic subjects so she **has dropped** PE, music and art. English is her favourite subject and she's hoping to go to Australia in the summer and **do a course** in English.

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Ji-min wears exactly the same clothes as the other girls in her school because school uniform is compulsory. When she **gets to school**, she **takes off** her shoes and **puts on** a pair of slippers.

**Which she really hates**      **Because they get a lot of homework**  
**Which are very comfortable**      **Which only takes a short time**  
**Brushes her teeth**      **Every day**      **Made for her by her mum**  
**Then sits next to her best friend Min-Seo**      **Who are really nice**



**Noticing  
Reading the  
Question  
Red Herrings**



Listening

EXAM FOCUS Sentence completion

6 CD•1.34 MP3•34 Listen again and complete the sentences with a word or short phrase.

- 1 Jackie was \_\_\_\_\_ when she won the international windsurfing championship.
- 2 When Jackie's mum was \_\_\_\_\_, she took part in windsurfing events herself.
- 3 Jackie learnt to swim when she was about \_\_\_\_\_.
- 4 Although Jackie is \_\_\_\_\_ younger, she has always admired Rachel.
- 5 Jackie and Rachel both became members of a \_\_\_\_\_ when they were young.
- 6 Jackie's mum encouraged her when she took up \_\_\_\_\_.
- 7 In Jackie's first windsurfing competition, she finished in \_\_\_\_\_ place.
- 8 Jackie thinks that she is very much like her \_\_\_\_\_.



sica Ennis



B

Roger Federer



Robert Kubica

Look at the underlined words and phrases in some of the sentences in Exercise 6. Rewrite these sentences using the words and phrases in the box.

competitions entered got into joined looked up to  
 takes after thought it was a good idea

When Jackie's mum was a teenager, she entered windsurfing competitions herself.

Complete the sentences to make them true for you. Then compare with a partner.

- |                              |   |
|------------------------------|---|
| People say I take after ...  | 4 One day I think I'll take up ...        |
| I've never taken part in ... | 5 The person I look up to most is ...     |
| I'd like to join ...         | 6 When I was a child, I always copied ... |

PRONUNCIATION FOCUS

CD•1.35 MP3•35 Listen and repeat the words in the table.

/i:/	2 /ɜ:/	3 /ɔ:/	4 /u:/	5 /a:/
team	serve	sport	shoe	start
_____	_____	_____	_____	8 /ɪk/

CD•1.36 MP3•36 Add the words in the box to the table in exercise 9. Then listen, check and repeat.


arm	court	draw	first	grew
heart	lose	ski	speed	world



WORD STORE 2D

11 CD•1.37 MP3•37 Complete WORD STORE 2D with the correct adjectives. Then listen, check and repeat.

# Listen up

**3**  2.5 Listen to a woman answering question 3 in Ex 2. What smell is she talking about? What does it remind her of?

**6**   2.7 You are going to hear five speakers talking about the scents that remind them of childhood. Listen and complete both tasks.

## Task 1

For questions 1–5, choose from the list (A–H) what the scent reminds each speaker of.

- |                                       |           |          |                          |
|---------------------------------------|-----------|----------|--------------------------|
| <b>A</b> a regular welcome            | Speaker 1 | <b>1</b> | <input type="checkbox"/> |
| <b>B</b> a memory of a place to study | Speaker 2 | <b>2</b> | <input type="checkbox"/> |
| <b>C</b> an exciting experience       | Speaker 3 | <b>3</b> | <input type="checkbox"/> |
| <b>D</b> an unpleasant day            | Speaker 4 | <b>4</b> | <input type="checkbox"/> |
| <b>E</b> an attractive sight          | Speaker 5 | <b>5</b> | <input type="checkbox"/> |
| <b>F</b> a difficult job              |           |          |                          |
| <b>G</b> a special holiday            |           |          |                          |
| <b>H</b> a natural environment        |           |          |                          |

## Task 2

For questions 6–10, choose from the list (A–H) how the scent makes each speaker feel now.


- |   |           |           |                          |
|---|-----------|-----------|--------------------------|
| <b>A</b> better about the past            | Speaker 1 | <b>6</b>  | <input type="checkbox"/> |
| <b>B</b> safe and cared for               | Speaker 2 | <b>7</b>  | <input type="checkbox"/> |
| <b>C</b> proud of doing well              | Speaker 3 | <b>8</b>  | <input type="checkbox"/> |
| <b>D</b> ready to meet challenges         | Speaker 4 | <b>9</b>  | <input type="checkbox"/> |
| <b>E</b> less anxious about problems      | Speaker 5 | <b>10</b> | <input type="checkbox"/> |
| <b>F</b> full of energy                   |           |           |                          |
| <b>G</b> unsure of the future             |           |           |                          |
| <b>H</b> less concerned what people think |           |           |                          |

**B** a memory of a place to study?

**C** an exciting experience?

**B** safe and cared for?

**C** proud of doing well?

**5**  2.6 Listen to the woman again and choose the correct options in Ex 4. What phrases helped you?

- |                                |           |          |                          |
|--------------------------------|-----------|----------|--------------------------|
| <b>F</b> a difficult job       | Speaker 4 | <b>4</b> | <input type="checkbox"/> |
| <b>G</b> a special holiday     | Speaker 5 | <b>5</b> | <input type="checkbox"/> |
| <b>H</b> a natural environment |           |          |                          |

- |   |           |           |                          |
|---|-----------|-----------|--------------------------|
| <b>F</b> full of energy                   | Speaker 4 | <b>4</b>  | <input type="checkbox"/> |
| <b>G</b> unsure of the future             | Speaker 5 | <b>10</b> | <input type="checkbox"/> |
| <b>H</b> less concerned what people think |           |           |                          |

I Hates  
Studying For Exams,  
Is There  
An App For That..?



AnkiApp

<https://www.ankiapp.com/>

Kahoot!

<https://www.kahoot.it/>



CREATOR PRESENTER

<http://www.voki.com/>



Sign up for Free

<http://www.vocabsushi.com/>



<http://www.visuwords.com/>



<http://www.english.com/>

Gold Experience Workbook Audio & Extra Skills Practice

### Gold Experience Workbook Audio & Extra Skills Practice

Here is the audio to accompany your workbook and extra skills practice for Gold Experience. If you have any problems in playing or downloading these files, please [contact us online](#).

Workbook Audio

Extra Skills Practice



A1



A1

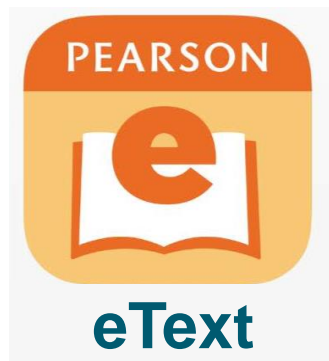
MyEnglishLab



MyGrammarLab

 Placement

 Progress





# Placement

# How can technology help me with placement?

Pearson Placement is an English placement test delivering instant, accurate English test results from beginner to advanced.

## Placement

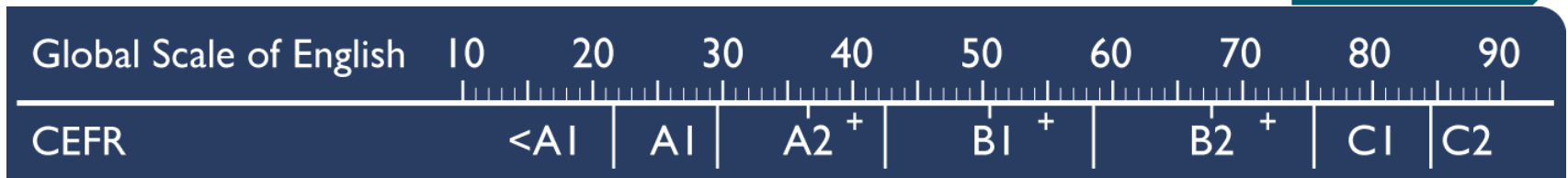


- Online test
- British / International English
- 35 minutes long
- Delivered through MyEnglishLab
- Scores writing, reading, grammar, vocabulary
- Beginner to advanced
- Scores available instantly
- Adaptive test



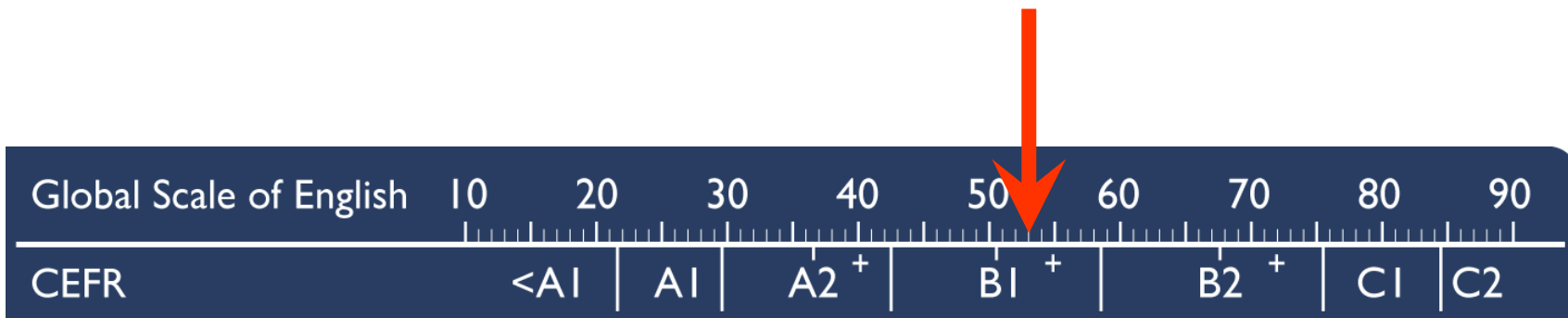
# Placement score

- Placement is scored against **Global Scale of English (GSE)** which ranges from 10 to 90 and **CEFR (from A1 to C2)**
- **GSE is a very precise scale** which describes the student's level 13 times more accurately than CEFR



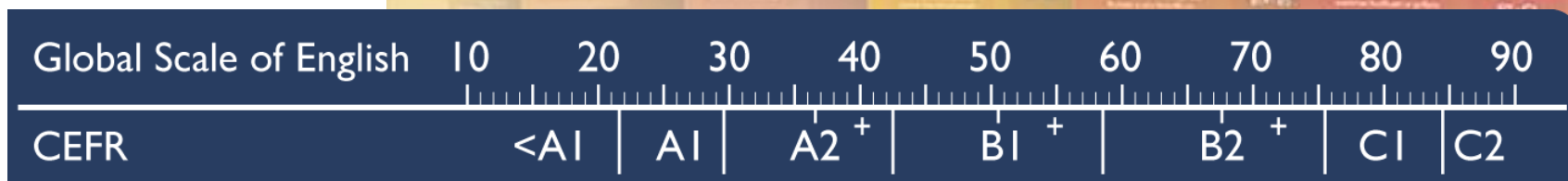


[www.english.com/gse](http://www.english.com/gse)



# Measure progress with Pearson Progress

Pearson Progress is a fully automated test package which **measures student progress across all skills** during a course.



# Placement – Progress correlation

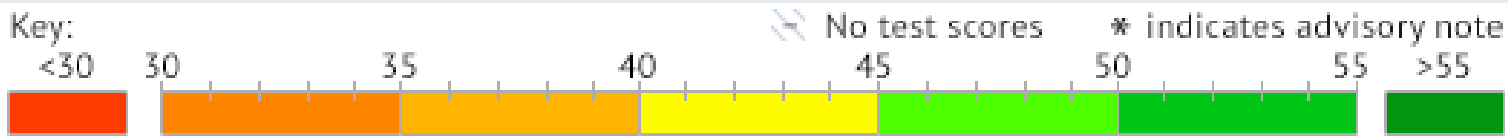


# How do you report the results?

- = Start
- = Middle
- = End

Progress GSE Score Scale ▾

Student	Overall			Reading			Listening			Speaking			Writing		
	Start	Middle	End	Start	Middle	End	Start	Middle	End	Start	Middle	End	Start	Middle	End
Burki, Trinity	36	39	-	38	40	-	38	43	-	39	43	-	40	43	-
Akes Cathrine	37	37*	42	39	40	42	40	40	42	40	44	48	40	43	47
Melaro, Shela	38	38*	41	39	39	42	37	37	42	40	41	43	40	39	41
Purdon, Laci	<30*	<30*	35	<30	<30	34	<30	<30	33	<30	34	37	<30	34	36
Athay, Nelle	34	38	41	34	39	44	35	39	41	36	40	43	35	39	42
John Smith	32	36	39	34	36	39	32	36	38	36	34	37	35	37	37
Kevin Johnson	45	49	55*	46	46	52	46	48	51	47	49	55	45	50	54
Jude Law	39	44	47	40	45	47	40	44	44	41	45	48	39	44	49
Purtill, Ajay	35	43	-	38	40	-	39	42	-	30	41	-	38	42	-
Sykes, Pat	39	38*	43	39	43	43	40	44	44	38	30	47	38	43	47



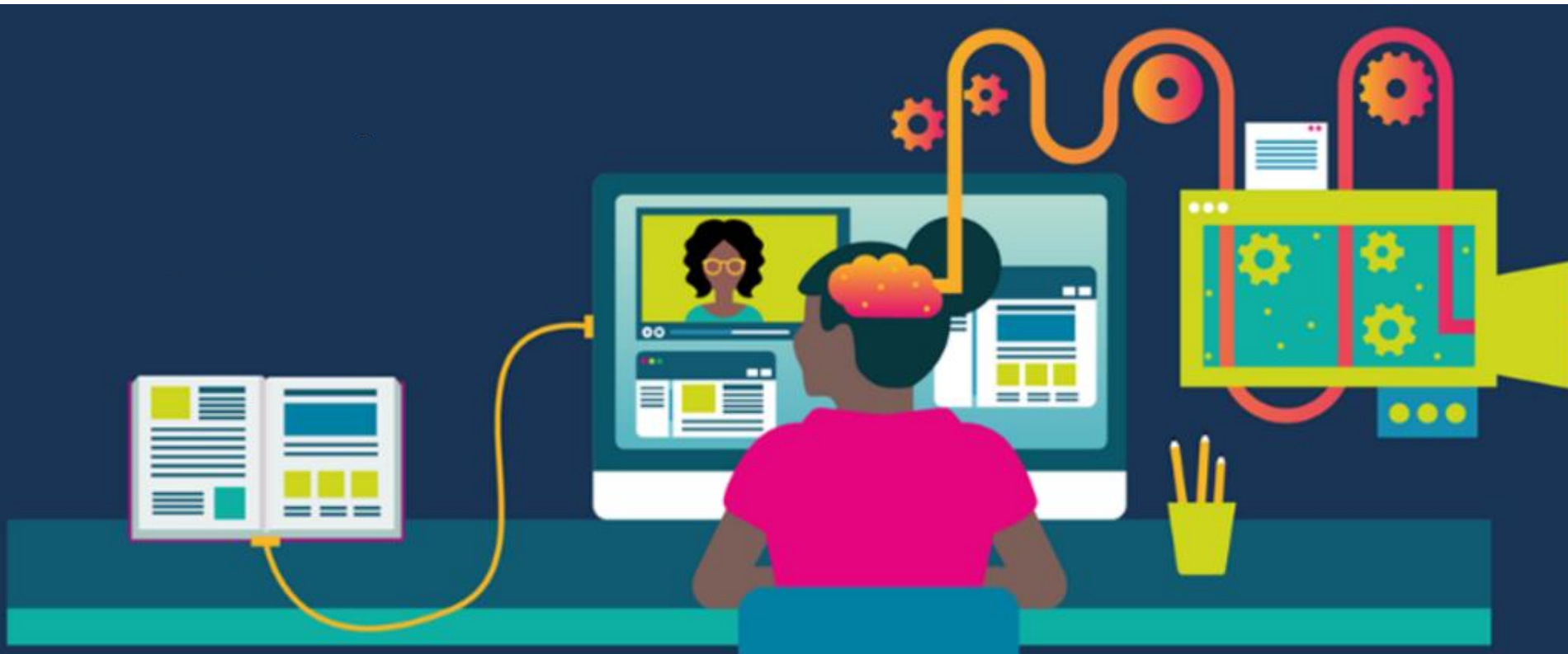
# How do you report the results?

## Progress score / Skill / Writing Can Do Statements

This shows a list of Learning Objectives this student needs to work on.

- 🔑 Can develop a clear description or narrative with relevant supporting detail and examples.
- 🔑 Can extract information, ideas and opinions from highly specialised sources within their field.
- 🔑 Can extract the main points from news items, etc. with opinions, arguments and discussion.
- 🔑 Can follow much of everyday conversation if speakers avoid very idiomatic usage.
- 🔑 Can recognise the speaker's point of view in a structured presentation.
- 🔑 Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- 🔑 Can understand the author's purpose and intended audience.
- 🔑 Can write about feelings and the personal significance of experiences in detail.

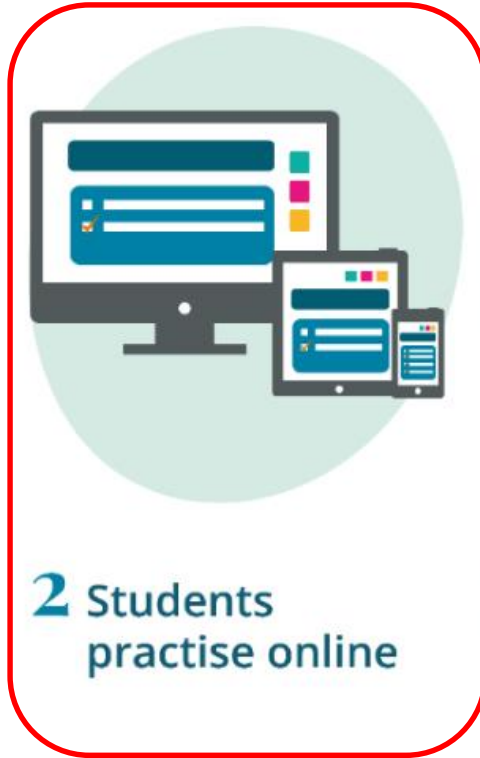
# MyEnglishLab



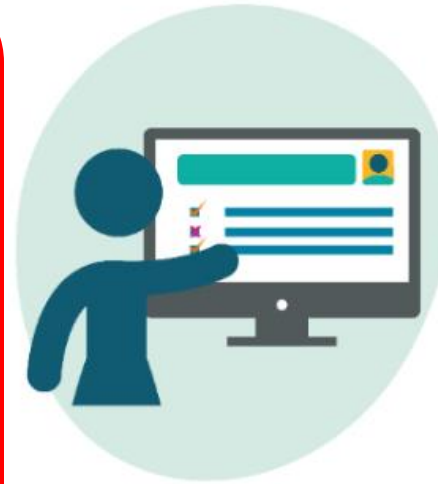
# MyEnglishLab



**1** Deliver your lesson in class



**2** Students practise online



**3** Check students' performance online



**4** Tailor your next class to target weak areas



This activity distinguishes between lowercase and uppercase in grading.

## 1.2

## Identity

[Switch to Teacher view](#)

### Exercise 1 Grammar – review of verb tenses

Complete the conversations with the correct form of the verbs in brackets.



1 **A:** I need a holiday, but flights  (be) always expensive at this time of year.

**B:** That's true, but I  (find) a cheap flight to Mexico on the net yesterday.

2 **A:** Grace  (win) the lottery last week!

**B:** That's right. She  (sleep) when her brother called to tell her.

3 **A:** I  (not like) football.

**B:** Why  (you / not tell) me earlier? The tickets cost £70 each!

4 **A:**  (you / hear) about the accident last week?

**B:** Yes, the boys  (drive) along Court Street when a motorbike hit the car.

5 **A:**  (you / need) somewhere to stay? I have a spare room.

**B:** No, it's OK. I  (stay) with my sister.

This activity distinguishes between lowercase and uppercase in grading.

1.2

Identity

Switch to Teacher view

### Exercise 1 Grammar – review of verb tenses

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Report for Agnieszka

Date submitted: 07 Nov 2016

Activity assigned by Agnieszka

Activity	Score
Exercise 1 Grammar – review of verb tenses	63%
<b>Total Score</b>	63%

1.2

Identity

Switch to Teacher view

### Exercise 1 Grammar – review of verb tenses

10/16

63%

Complete the conversations with the correct form of the verbs in brackets.

- A:** I need a holiday, but flights **are** ✓ (be) always expensive at this time of year.  
**B:** That's true, but I **finded** ✗ (find) a cheap flight to Mexico on the net yesterday.
- A:** Grace **won** ✓ (win) the lottery last week!  
**B:** That's right. She **sleepd** ✗ (sleep) when her brother called to tell her.
- A:** I **don't like** ✓ (not like) football.  
**B:** Why **you didn't tell** ✗ (you / not tell) me earlier? The tickets cost £70 each!
- A:** **Did you hear** ✓ (you / hear) about the accident last week?  
**B:** Yes, the boys **drave** ✗ (drive) along Court Street when a motorbike hit the car.

This activity distinguishes between lowercase and uppercase in grading.

Report for Agnieszka

Activity assigned by Agnieszka

### Activity

Exercise 1 Grammar – review of verb tenses

**Total Score**

Date submitted: 07 Nov 2016

**Score**

63%


63%

1.2

Identity

*Find* has irregular past forms.

1 **A:** I need a holiday. It's always expensive at this time of year.


**B:** That's true, but I **finded**  (find) a cheap flight to Mexico on the net yesterday.

Well done! We use past simple for finished actions with a time reference.

2 **A:** Grace **won**   (win) the lottery last week!

**B:** That's right. She **slept**  (sleep) when her brother called to tell her.

4 **A:** **Did you hear**   (you / hear) about the accident last week?

**B:** Yes, the boys **drave**  (drive) along Court Street when a motorbike hit the car.

## Gradebook

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Change course:

A846

**speakout** Intermediate

## Unit 1.2

- Exercise 1 Grammar – review of verb tenses
- Exercise 2 Grammar – review of verb tenses
- Exercise 3A Vocabulary – relationships
- Exercise 3B Vocabulary – relationships
- Exercise 4 Vocabulary – relationships
- Exercise 5A Reading
- Exercise 5B Reading
- Exercise 5C Reading
- Exercise 6 Vocabulary Plus – collocations with *take / get / do / go*.

## Exercise 1 Grammar – review of verb tenses

Data

Diagnostics

Common error report

Change view: Practice &amp; Tests

Student	Practice		Tests	
	Score	Status	Score	Status
Bartysiewicz, Domin...	81%	Submitted	---	Not submitted
Bień, Karolina	100%	Submitted	---	Not submitted
Ciastek, Aleksandra	100%	Submitted	---	Not submitted
Cofór, Małgorzata	100%	Submitted	---	Not submitted
Długosz, Paulina	56%	Submitted	---	Not submitted
Gadalska, Anna	44%	Submitted	---	Not submitted
Gasowicz, Ania	100%	Submitted	---	Not submitted
Gorgosz, Dorota	100%	Submitted	---	Not submitted
Gumienny, Agata	75%	Submitted	---	Not submitted
Juszczuk, Daria	75%	Submitted	---	Not submitted
Kowaluk, Natalia	63%	Submitted	---	Not submitted



# Gradebook

Search for students

## speakout Intermediate

### Unit 1.2

- Exercise 1 Grammar – review of verb tenses
- Exercise 2 Grammar – review of verb tenses
- Exercise 3A Vocabulary – relationships
- Exercise 3B Vocabulary – relationships
- Exercise 4 Vocabulary – relationships
- Exercise 5A Reading
- Exercise 5B Reading
- Exercise 5C Reading
- Exercise 6 Vocabulary Plus – collocations with *take / get / do / go*.

### Unit 1.3

## Unit 1.2

Data

Diagnostics



Change view: Practice &amp; Tests

Title	Practice		Tests	
	Score	Status	Score	Status
Exercise 1 Grammar ...	44%	Submitted	---	Not submitted
Exercise 2 Grammar ...	100%	Submitted	---	Not submitted
Exercise 3A Vocabul...	100%	Submitted	---	Not submitted
Exercise 3B Vocabul...	100%	Submitted	---	Not submitted
Exercise 4 Vocabula...	100%	Submitted	---	Not submitted
Exercise 5A Reading	100%	Submitted	---	Not submitted
Exercise 5B Reading	67%	Submitted	---	Not submitted
Exercise 5C Reading	100%	Submitted	---	Not submitted
Exercise 6 Vocabula...	100%	Submitted	---	Not submitted
Summary	90%		---	

Report for Gada

Date submitted: 26 Nov 2014

Activity assigned by Agnieszka

### Activity

Exercise 1 Grammar – review of verb tenses

Score

44%

**Total Score**

44%

1.2

Identity

Switch to Teacher view

## Exercise 1 Grammar – review of verb tenses

7/16

44%

Complete the conversations with the correct form of the verbs in brackets.

- A:** I need a holiday, but flights **are** ✓ (be) always expensive at this time of year.  
**B:** That's true, but I **finded** ✗ (find) a cheap flight to Mexico on the net yesterday.
- A:** Grace **won** ✓ (win) the lottery last week!  
**B:** That's right. She **slept** ✗ (sleep) when her brother called to tell her.
- A:** I **don't like** ✓ (not like) football.  
**B:** Why **you didn't tell** ✗ (you / not tell) me earlier? The tickets cost £70 each!
- A:** **Did you hear** ✓ (you / hear) about the accident last week?  
**B:** Yes, the boys **druve** ✗ (drive) along Court Street when a motorbike hit the car.

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Bookmarks

### LISTENING Power up

1 What is the worst weather you have ever experienced?

2 You will hear these words in the recording. Which do you think goes with which photo?

bone dry drifts drought froze gale hosepipe ban knee-deep sandbags shutters snow ploughs tornado uprooted


### Listen up

3 Listen to five people talking about experiencing different extreme weather conditions. Match the speakers (1-5) with the photos in Exercise 2 (A-E).

4 Listen again and match the speakers (1-5) with the things they mention (a-h). There are three you do not need to use.

5 Choose the correct answers.

- The emergency services provided/issued warnings of high winds in our area last weekend.
- The hot weather made/took everyone by surprise in September.
- This river has exploded/burst its banks several times in the last two years.



SHARON SHOSTAK: Maddy grew up on a boat, so the ocean is like home to her.

Gold XP B2 Track 2.2

Narrator Listen again. Which of the animals are endangered? Why? Write down one surprising fact about each animal.

A This creature is highly aggressive, extremely venomous and the fastest of its species in the world. In fact, it can reach a speed in the region of twenty-three kilometres per hour. This reptile is so aggressive that if you get near it, it will charge at you and strike up to a dozen times in a row; and each time it strikes, it will inject more venom!

Narrator Two

B This creature is stealthy, well camouflaged and has striped fur and, amazingly, striped skin beneath the fur! It's a top predator and stalks its prey. This mammal hunts alone and most of the species live in the jungle. Its habitat is disappearing and poachers hunt it as its bones are used in traditional medicine.

Exercise 2?



4 Listen again and complete the phrases the students use to ask for and give their opinions.

- I don't think that's a very good
- How \_\_\_\_\_ you?
- \_\_\_\_\_, I think it could do some good.
- In my \_\_\_\_\_
- \_\_\_\_\_, you think?
- That's a good \_\_\_\_\_
- \_\_\_\_\_ you're right.
- I see what you \_\_\_\_\_, but ...
- I \_\_\_\_\_ to say that ...
- What do you think \_\_\_\_\_ this one?

**Exam**

Remember to ask your partner's opinion. Don't just give your own.

5 Work with a partner and do the task in Exercise 2. Use some of the phrases in Exercise 4 and the Language XP box to help you.



Marek Jędryka

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Tests (audio)	Tests (audio)		

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