Form IV Test 8

1. Fill in: *do, enrol, fail, get, pass, pay, retake, sit* in the correct form.

1. Nora is very upset that she ..... her Physics exam. **2.** Jane has to ..... her final exams because she didn't do very well last time. **3.** I'm afraid I didn't have time to .... my homework last night. **4.** I'm very busy studying as I have to .... an exam next week. **5.** If I ..... my final exam, I'll be able to go abroad this summer. **6.** I'd like to ..... on the computer programming course. **7.** How do you expect to learn if you don't ..... attention in class? **8.** Paula always ..... good marks in English.

2. Fill in: *compulsory, mark, heart, intensive, nursery, peer, primary, private*.

1. When I was in primary school, I had to learn lots of things by ..... . **2.** A lot of teenagers start doing things they don't really want to because of ..... pressure. **3.** Little James is three and will be going to ..... school soon. **4.** Mathematics is ..... in most schools so all kids have to do it. **5.** What ..... did you get in your French exam? **6.** Claire's dad is very rich and sends her to a ..... school. **7.** ..... school is for children from about the age of 5 to 11. **8.** My sister needs to improve her English quickly and is attending a(n) ..... English course every day.

3. Complete the sentence with the correct form of the verbs from the list:

• *accredit* • *acquire* • *attend* • *cheat* • *hand* • *intend* • *study* • *take*

1. We have to ..... six lessons per day and we have one hour for lunch. **2.** If you don't ..... in your essays on time, you won't get a good mark. **3.** The teacher caught Emily ..... in the exam and was furious with her. **4.** The summer course is ..... by all national universities and counts towards your degree. **5.** Laura has always wanted to ..... Biology so she could become a doctor. **6.** The students ..... practical skills during weekly workshops. **7.** Martha is very stressed about the exam she has to ..... tomorrow. **8.** The new programme is ..... to prepare students for professional life.

4. Choose the correct word.

1. Did you sign up for the English language **course/programme**? **2.** I'm going to get a private **teacher/tutor** to help me with Maths. **3.** Professor Wright's **lessons/lectures** are always very interesting. **4.** Frank **graduated/left** from university with a degree in History last year. **5.** There are over 2,000 **pupils/students** at the university. **6.** Jason is afraid he won't meet the **deadline/term** for his Science project.

5. Complete the sentence with the correct option *A* or *B*.

1. My older brother goes to ... school so I only see him at the weekends. *A boarding B grammar* **2.** I am going to attend a(n) ... school because I want to be a mechanic. *A independent B vocational* **3.** A lot of kids go to ... schools to learn a second language in the evenings. *A grammar B language* **4.** My great uncle went to a ... school where there weren't any girls. ***A** single-sex **B** comprehensive* **5.** The majority of children go to ... schools and don't have to pay. ***A** private **B** state* **6.** Most kids between the ages of about 11 and 16 go to ... school. ***A** secondary **B** specialist*

6. Choose the correct word.

1. The work placements give the students the **opportunity/possibility** to gain experience for their future careers. **2.** Students from school participate in a programme to help **restore/rebuild** old historic buildings. **3.** Every year, the school **holds/stages** a talent competition for its students. **4.** The school rugby team **exercise/practise** twice a week and play matches every Saturday. **5.** Our house is getting rundown and needs to be **refreshed/renovated**. **6.** Our headmaster earned the highest **rank/distinction** awarded for excellence in teaching. **7.** The school believes that its students are its best **asset/quality**. **8.** Our college **keeps/maintains** good relationships with potential employers in the area.

7. Complete the sentences with the correct form of the word in bold.

1. The ..... got angry because the pupils were making noise. **LIBRARY** **2.** Our career guidance officer is always very ..... and gives great advice. **HELP** **3.** I would like to become a professional ..... and go to the Olympics. **CYCLE** **4.** The Physics ..... is very patient and explains everything carefully. **TEACH** **5.** ..... to the museum can purchase an audio guide in a number of languages. **VISIT** **6.** My dad is a heart ..... . **SPECIAL** **7.** A lot of kids dream of becoming ..... when they grow up. **SCIENCE** **8.** Jenna has a great imagination for stories and wants to become a ..... . **WRITE**

8. Complete the sentence with the correct particle.

1. They ran ..... of money and had to go in search of an ATM. **2.** Guess what? I ran ..... our cousin Liam at the university library today. **3.** The children ran ..... when they saw the huge dog appear at the gate. **4.** Clive wasn't paying attention and ran ..... a door by mistake.

LIVEWORKSHEETS

9. Choose the correct preposition.

1. Many students find it difficult to focus **in/on** their studies right before the summer holiday. **2.** Sharon got into trouble for being absent **from/to** school too often. **3**. It's not good to rely **over/on** your parents for everything. **4.** Jane won't be coming tonight as she has to study **for/to** her exams. **5.** Sandra did a degree **in/with** English Literature at university.

10. Complete the sentences using modal verbs. More than one answer is possible.

1. Mary ..... speak French when she was five. **(ability) 2.** ..... I leave early today, please? **(asking for permission) 3.** ..... we go for a walk? **(suggestion) 4.** ..... I give you a lift to school? **(offer) 5.** ..... you help me carry this bag? **(request) 6.** You ..... begin writing now. **(giving permission)**

11. Replace the words/phrases in bold with words from the list:

• *can* • *We could* • *couldn't* • *Shall I* • *can't (x2)* • *May* • *Could you*

1. You **are not allowed to** eat in the classroom. ……. **2. Let's** form a study group. …… **3.** I'm sorry but I **am not able to** help you with your Science project today. …… **4.** I **am able to** speak three languages. ……. **5. Would you like me to** read your essay? ……. **6. Is it possible for you to** check my answers for me? …….. **7.** I **wasn't able to** spell very well when I was young. …… **8. Would it be OK if** I leave early today? ……

12. Choose the correct item.

1. Greg **can/may** solve Maths problems very quickly. **2. Could/Would** I borrow your dictionary, please? **3. You might**/may open your exam papers now. **4. Shall/Would** we study together this evening? **5.** I **would/was able to** walk when I was ten months old. **6. Shall/Might** I have a quick word with you, please?

13. Complete the exchanges with *will, can't, may, would, shall, was able to.*

1. A:..... I speak to you in private? **B:** Yes, of course. **2. A:** ..... we go for a coffee after school? **B:** Yes, I'd love to. **3. A:** Did you get to work on time? **B:** Yes, despite the traffic, I ..... get there on time. **4. A:** ..... you like me to help you? **B:** I can do it myself, thanks. **5. A:** Have you found the answer yet? **B:** No, I ..... understand how it works. **6. A:** ..... you give this to Cathy, please? **B:** No problem.

14. Write sentences for the following situations.

1. You ask your friend to help you fix your computer. …….. **2.** Ask your teacher if it is allowed to use the Internet for your homework. ……. …….. **3.** Suggest going to the cinema together to your friend. …….. **4.** Ask your brother if you can borrow his bicycle. …….. **5.** Tell your friend you were not able to find an answer to the Maths problem. …… **6.** Offer to help your mum with the housework. …… **7.** You tell your sister that she's allowed to use your laptop. ……..,……. **8.** Ask your teacher to repeat what they said. …….

15. Choose the correct option.

1. Carl ... have been happy to get a place at university. **A** *can't* **B** *may* **not C** *must* **2.** You ... have been listening. Otherwise you would understand. **A** *can* **B** *can't* **C** *might* **3.** I'll repeat it because they ... have understood. **A** *may not* **B** *could* **C** *mustn't* **4.** Jim ... have failed his exam. He doesn't look happy. **A** *can* **B** *may not* **C** *may* **5.** He didn't call. He ... have forgotten it. **A** *can't* **B** *must* **C** *mustn't* **6.** That ... be the new teacher. Let's go and introduce ourselves. **A** *must* **B** *might* **C** *can't* **7.** He ... have done it. He was with me all the time. **A** *can't* **B** *mustn't* **C** *could* **8.** There was no answer when I called her. She ... have left work already. **A** *could* **B** *can't* **C** *must*

16. Rewrite the sentences using can't, may/might, must.

1. I'm sure this isn't the correct answer. …… **2.** I'm convinced she cheated on the exam. …… **3.** It's possible that he didn't know about the timetable change. …….. **4.** I'm sure he didn't see the answers to the exam beforehand. …….. **5.** Perhaps you are right. …… **6.** Maybe, she is still sleeping. ……. **7.** I think there is a slight chance that the exam will be cancelled. …… **8.** I'm sure he will pass the oral exam. ……

LIVEWORKSHEETS

17. Read the text and choose the best answer, A, B, C or D.

Personal Technology: a powerful learning tool!

It's common knowledge that schoolchildren can't bring their mobile phones into the classroom. If they do, they may be taken away from them until the end of the lesson. Not so in Forsyth County Schools in Georgia, USA, however. In 2010, they introduced a new educational approach called BYOT (Bring Your Own Technology). Under this scheme, students were able, for the first time, to use their own personal technology in class – smartphones, netbooks, iPods, handheld games consoles – anything, in fact, which could connect to the Internet. As the Chairwoman of the South Forsyth High School science department expressed it: "I thought we were behind the times, not allowing the students to use something that was such a part of their lives and such a powerful tool for instruction."

You might think BYOT is not really that helpful in the learning process, apart from activities such as doing calculations or online research. In fact, though, BYOT is particularly useful for project-based learning. For example, in a maths class, students can video a group while it solves a maths problem and then post the video online for future reference. In a Biology lesson, they can take photos of experiments, which they can label and discuss at a later time. In one high school Literature class, students watched a film version of Shakespeare's *Othello* after having read the play. They were able to answer their teacher's questions about the differences between the two by instant-messaging each other in a chat room, in real time, while the film was showing.

It can't have been easy for schools to adapt to this new scheme. Obviously, there were several major challenges. Schools had to invest in a good Wi-Fi networking infrastructure to cope with the extra demand. Moreover, they needed to install filters to prevent access to inappropriate websites. Then there was the question of training teachers to adapt their lessons to the new technology. However, it wasn't necessary for them to learn how to actually use all the different devices that students might bring to class; more often than not, the students were the experts and could teach the teachers! What teachers do have to ensure is that students follow the rules: no listening to music and no sending text messages or making calls during class time. Nevertheless, as Forsyth County Schools' Chief Technology and Information Officer Bailey Mitchell explains: "The instructional benefits [of BYOT] far outweigh any concerns we may have had."

How do parents and the students themselves react to BYOT? The main parental concern seems to be how much educational value personal technology really has and how exactly it is used in the classroom. In response, Forsyth County Schools hold meetings where teachers can demonstrate some practical activities to reassure the parents. Teachers also stress the value of using technology in class, as it equips children for success in the job market later on. As for the students, BYOT must be working for them. Children who bring their own technology to school produce higher quality work, get better test marks and attend classes more regularly. Not only that, but there are fewer discipline issues, as their handheld devices are now an approved part of the lesson!

Tim Clark, Forsyth County Schools' Coordinator of Instructional Technology, says that youngsters should be encouraged to tackle a project using whatever device appeals to them. As he points out, "It gives students more control and freedom in the classroom." This student-oriented approach to education may be the key to BYOT's popularity. Since 2010, schools in many other US states have followed Forsyth County's example, and with proper guidance it may soon become a worldwide trend.

1. BYOT was introduced because educators felt the need to
A *improve student/teacher relationships.* **B** *keep up with new developments.*
C *provide a break from studying.* **D** *help students in Science subjects.*

2. Students in the high school Literature class
A *made a video of a famous* play. **B** *shared comments after watching a film.*
C *screened a film using their own equipment.* **D** *took part in an interactive discussion.*

3. When teachers are using the new technology,
A *they find it difficult to adapt.* **B** *they have to call in techno-experts.*
C *they are able to learn from their students.* **D** *they are amazed at some of the devices.*

4. Some parents are worried that their children
A *aren't receiving quality teaching.* **B** *may end up unemployed.*
C *don't do enough hands-on activities.* **D** *bring too many devices to class.*

5. What is the writer's conclusion about young learners?
A *They demand a trendier teaching approach.* **B** *They should be allowed to design their own lessons.*
C *They are in need of better class supervision.* **D** *They benefit from having a measure of independence*

18. Listen to the principal of a high school addressing an audience and for questions 1-5 choose the correct answer, A, B or C.

1. The principal is giving
A *a welcome speech to students.* **B** *a presentation to parents.* **C** *a graduation speech.*

2. The principal talks about
A *her own schooldays.* **B** *the time the students had together.* **C** *the students' classroom behaviour.*

3. The principal mentions scholarships to **A** *explain how much money the school has.*
B *show what the students are doing next.* **C** *congratulate the members of staff.*

4. The school team came first in
A *basketball.* **B** *football.* **C** *volleyball.*

5. The principal concludes by
A *giving advice to the students.* **B** *suggesting careers for the students.* **C** *praising students' friends and families.*

LIVEWORKSHEETS