

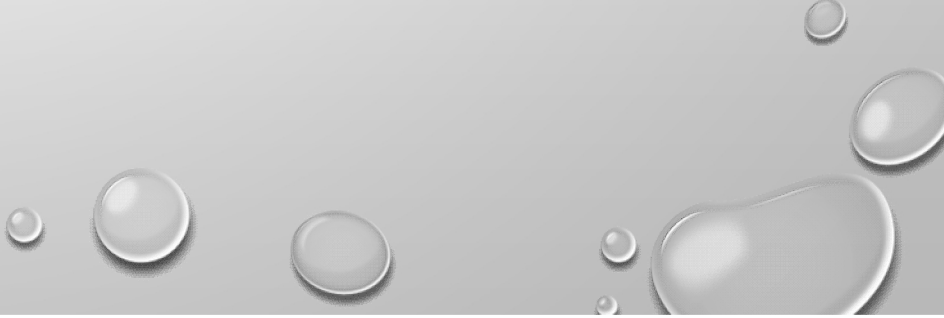


TESTING (READING, VOCABULARY AND GRAMMAR TASKS)

MARIJA MIJUŠKOVIĆ, 15.04.2020.



TESTING READING


- **READING TASKS:**
 - **MATCH THE HEADINGS WITH PARAGRAPHS**
 - **TRUE OR FALSE**
 - **MULTIPLE CHOICE**
 - **OPEN-ENDED QUESTIONS**
 - **PUT THE PARAGRAPHS INTO THE CORRECT ORDER**
 - **MISSING SENTENCES**
 - **COMPLETE THE SENTENCES ABOUT THE TEXT**
 - **VOCABULARY IN A TEXT**
 - **THE WRITER'S OPINION OR READER'S RESPONSE**
- 



MATCH THE HEADINGS WITH THE PARAGRAPHS


- IN ORDER TO DO THIS TYPE OF TASK WELL STUDENTS MUST UNDERSTAND THE GIST, OR MAIN IDEAS, OF EACH PARAGRAPH. THESE TIPS WILL HELP THEM DO THIS TASK WELL.

INSTRUCTIONS:

- **FIRST READ ALL OF THE HEADINGS.**
 - **THEN READ THE PARAGRAPHS CAREFULLY AND MATCH THE ONES YOU ARE SURE ABOUT.**
 - **IF YOU ARE NOT SURE ABOUT ONE, LEAVE IT AND MOVE ON TO THE NEXT ONE. YOU MAY BE ABLE TO MATCH UP ONES YOU ARE NOT SURE ABOUT BY ELIMINATION AT THE END.**
 - **BE CAREFUL WITH EXTRA OPTIONS, E.G. SIX HEADINGS TO MATCH WITH FOUR PARAGRAPHS. THERE WILL BE TWO HEADINGS YOU DON'T NEED.**
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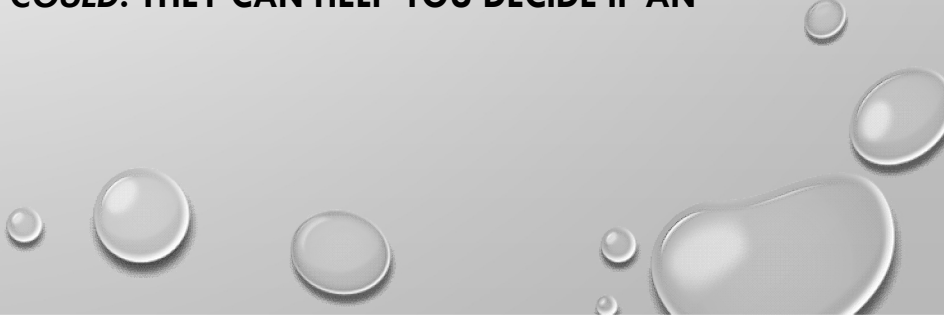


TRUE OR FALSE

- TRUE OR FALSE TASKS CAN BE A BIT TRICKY, BUT THESE TIPS WILL HELP YOUR STUDENTS DO WELL IN THE EXAM.
 - **INSTRUCTIONS:**
 - **READ THE SENTENCES IN THE EXERCISE CAREFULLY. USE WHAT YOU KNOW TO WORK OUT IF THE SENTENCES ARE TRUE OR FALSE BEFORE YOU READ THE TEXT. READ THE TEXT TO CONFIRM WHAT YOU THINK.**
 - **UNDERLINE THE PART OF THE TEXT THAT HAS THE INFORMATION. FIND EVIDENCE FROM THE TEXT THAT TELLS YOU IF THE SENTENCE IS TRUE OR FALSE.**
 - **DON'T LEAVE A TRUE OR FALSE QUESTION UNANSWERED. YOU HAVE A 50% CHANCE OF ANSWERING CORRECTLY.**
 - **DO YOU HAVE TO CORRECT THE FALSE SENTENCES?**
 - **SOMETIMES YOU HAVE TO ANSWER TRUE, FALSE OR DOESN'T SAY. DOESN'T SAY OPTIONS ARE USUALLY MORE DIFFICULT, BUT LESS FREQUENT.**
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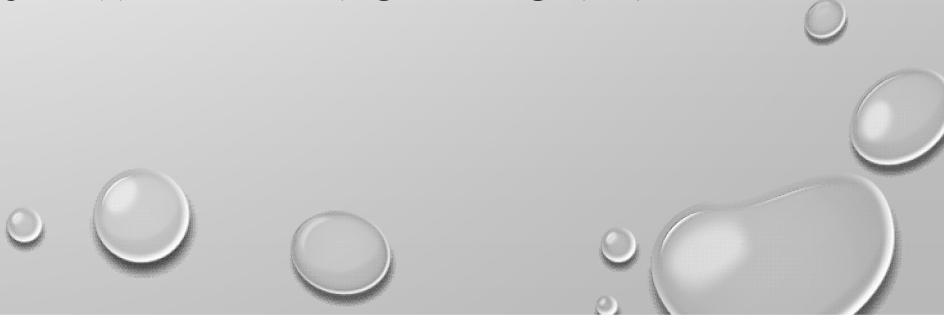


MULTIPLE CHOICE

- MULTIPLE CHOICE QUESTIONS CAN BE MORE DIFFICULT THAN THEY FIRST APPEAR AS OFTEN TWO OF THE OPTIONS ARE QUITE SIMILAR. THESE TIPS WILL HELP YOUR STUDENTS TO DO WELL IN MULTIPLE CHOICE QUESTIONS.
 - **INSTRUCTIONS:**
 - **READ ALL THE OPTIONS CAREFULLY. IF POSSIBLE, USE WHAT YOU KNOW ALREADY TO WORK OUT ANY OPTIONS THAT ARE NOT POSSIBLE.**
 - **ELIMINATE OPTIONS YOU ARE CERTAIN ARE WRONG.**
 - **FIND THE PART OF THE TEXT WITH THE INFORMATION. FIND KEY WORDS IN THE TEXT THAT TELL YOU WHICH OPTION IS CORRECT.**
 - **LOOK OUT FOR WORDS SUCH AS *ALWAYS, NEVER, MIGHT, MAY* OR *COULD*. THEY CAN HELP YOU DECIDE IF AN OPTION IS CORRECT OR NOT.**
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OPEN-ENDED QUESTIONS

- READ THE QUESTIONS CAREFULLY.
 - FIND THE PART OF THE TEXT THAT ANSWERS THE QUESTION.
 - REFER TO INFORMATION IN THE TEXT AND WRITE YOUR ANSWER IN A COMPLETE SENTENCE.
 - WRITE SHORT, CLEAR SENTENCES THAT ARE EASY TO UNDERSTAND.
 - ALWAYS USE INFORMATION FROM THE TEXT TO ANSWER, NOT JUST YOUR OPINION.
 - DON'T COPY FROM THE TEXT. USE YOUR OWN WORDS. REWRITE THE INFORMATION IN ANOTHER WAY THAT MEANS THE SAME.
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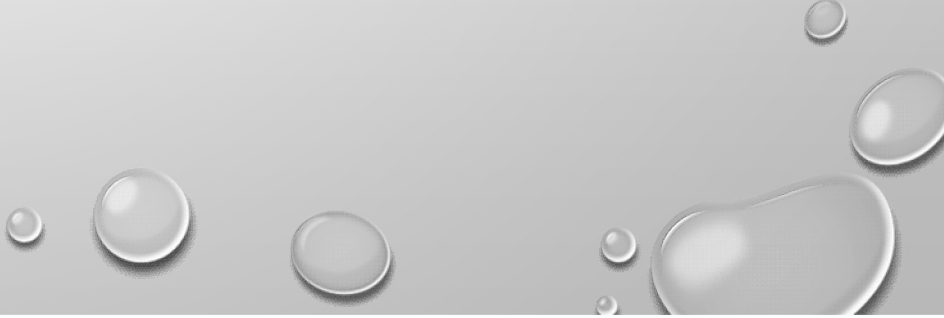


PUT THE PARAGRAPHS INTO THE CORRECT ORDER

- READ *ALL* THE PARAGRAPHS BEFORE DECIDING ON THE CORRECT ORDER.
 - **LOOK FOR LINKING WORDS AND DISCOURSE MARKERS THAT EXPRESS:**
 - THE SAME IDEA: TOO, ALSO, FURTHERMORE, IN ADDITION, WHAT'S MORE, ETC.
 - A DIFFERENT IDEA: HOWEVER, BUT, NEVERTHELESS, ON THE OTHER HAND, THEN AGAIN, WHILE, WHEREAS, ETC.
 - REASON AND RESULT: SO, AS A RESULT, CONSEQUENTLY, FOR THIS REASON, SINCE, AS, BECAUSE OF THIS, DUE TO, ETC.
 - SEQUENCE OR ORDER: FIRSTLY, FIRST OF ALL, INITIALLY, THEN, SECONDLY, FINALLY, EVENTUALLY, IN THE END, ETC.
 - **LOOK FOR CONNECTIONS BETWEEN PARAGRAPHS. REFERENCE WORDS LINK BACKWARDS TO THINGS EARLIER IN THE TEXT OR FORWARDS TO THINGS LATER IN THE TEXT. PRONOUNS ARE TYPICAL REFERENCE WORDS, FOR EXAMPLE:**
 - PERSONAL PRONOUNS (I, YOU, HE, SHE, IT, WE, THEY)
 - POSSESSIVE PRONOUNS (MY, MINE, YOUR, YOURS, HIS, HER, HERS, ITS, OUR, OURS, THEIR, THEIRS)
 - DEMONSTRATIVE PRONOUNS (THIS, THAT, THESE, THOSE)
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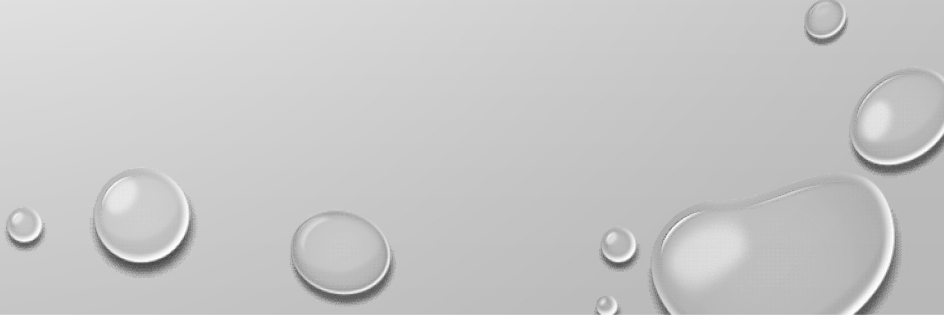


MISSING SENTENCES

- READ ALL THE SENTENCES TAKEN OUT OF THE TEXT.
 - READ THE TEXT AND MATCH THE SENTENCES WITH THE GAPS YOU ARE SURE ABOUT.
 - READ THE SENTENCES BEFORE AND AFTER THE GAP CAREFULLY. THERE WILL ALWAYS BE A LINK BETWEEN THESE SENTENCES AND THE MISSING SENTENCE.
 - LOOK FOR REFERENCE WORDS. WHAT DO THEY REFER TO? TYPICAL REFERENCE WORDS INCLUDE:
 - PERSONAL PRONOUNS (I, YOU, HE, SHE, IT, WE, THEY)
 - POSSESSIVE PRONOUNS (MY, MINE, YOUR, YOURS, HIS, HER, HERS, ITS, OUR, OURS, THEIR, THEIRS)
 - DEMONSTRATIVE PRONOUNS (THIS, THAT, THESE, THOSE)
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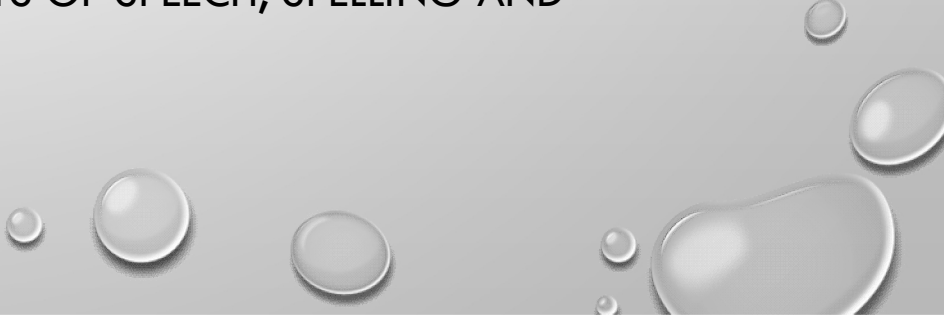


MISSING SENTENCES

- THESE SUGGESTIONS WILL HELP YOU DO THIS TYPE OF EXERCISE RIGHT.
 - LOOK FOR DISCOURSE MARKERS SUCH AS IN ADDITION, HOWEVER, AS A RESULT, THEN, ETC.
 - IF YOU ARE NOT SURE WHICH SENTENCE GOES IN THE GAP, LEAVE IT AND MOVE ON TO THE NEXT.
 - IF YOU THINK THERE ARE TWO POSSIBLE SENTENCES FOR ONE GAP, WRITE DOWN BOTH ANSWERS AND CHECK AGAIN LATER.
 - WRITE DOWN ALL THE POSSIBILITIES FOR EACH GAP. IF YOU MAKE THE WRONG CHOICE AT THE BEGINNING, THIS MAY AFFECT THE REST OF YOUR ANSWERS.
 - YOU DON'T HAVE TO READ THE TEXT IN ORDER. YOU CAN MOVE BACKWARDS AND FORWARDS TO DIFFERENT PARAGRAPHS.
 - THERE MAY BE EXTRA SENTENCES YOU DON'T NEED. BUT REMEMBER, THERE WILL ALWAYS BE A LINK BETWEEN THE CORRECT MISSING SENTENCE AND THE TEXT.
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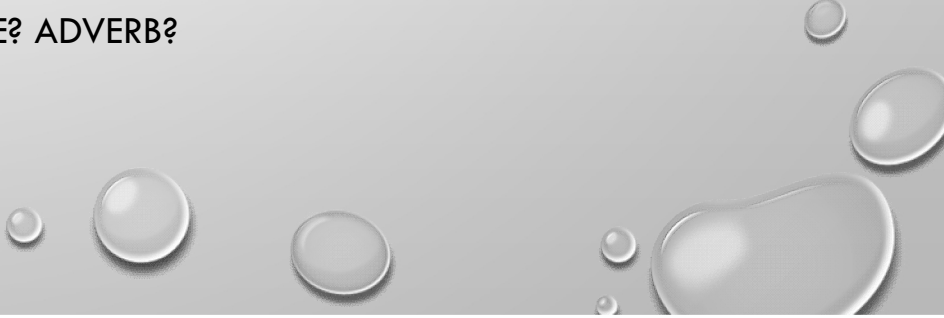


COMPLETE THE SENTENCES ABOUT THE TEXT

- FIND THE PART OF THE TEXT THAT REFERS TO THE SENTENCE.
 - ALWAYS USE INFORMATION FROM THE TEXT TO ANSWER, NOT YOUR OWN OPINIONS OR IDEAS.
 - DON'T COPY SENTENCES STRAIGHT FROM THE TEXT. YOU MAY NEED TO CHANGE THE PART OF SPEECH, FOR EXAMPLE, USE A VERB WHEN THERE IS A NOUN IN THE TEXT.
 - INCLUDE ALL THE NECESSARY INFORMATION TO COMPLETE THE SENTENCE.
 - IS YOUR SENTENCE CORRECT? CHECK GRAMMAR, PARTS OF SPEECH, SPELLING AND PUNCTUATION.
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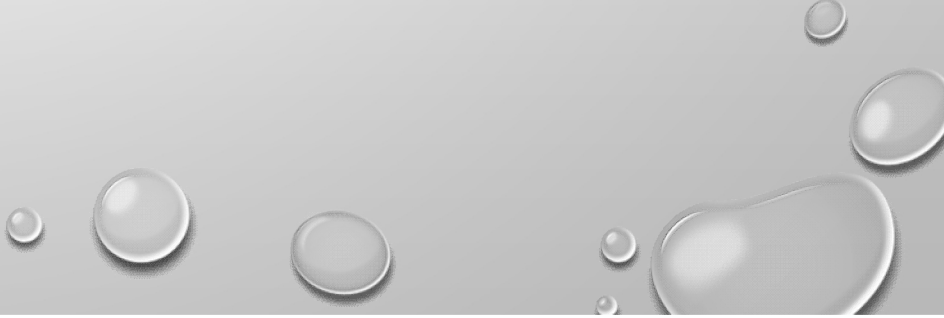


VOCABULARY IN A TEXT

- FIND THE WORD IN THE TEXT THAT MEANS ... (YOU ARE GIVEN A DEFINITION)
 - CHOOSE THE CORRECT DEFINITION OF THE WORD X. (YOU ARE GIVEN SOME DEFINITIONS TO CHOOSE FROM)
 - WHAT DOES X MEAN? (YOU WRITE YOUR OWN DEFINITION)
 - THESE SUGGESTIONS WILL HELP YOU GET THE QUESTIONS RIGHT:
 - READ THE WHOLE SENTENCE WITH THE WORD AND THE SENTENCES BEFORE AND AFTER. USE THE CONTEXT TO UNDERSTAND THE MEANING OF THE WORD.
 - WHAT IS THE TOPIC OF THE TEXT? IS THE WORD RELATED TO THE SUBJECT OF THE TEXT?
 - WHAT PART OF SPEECH IS THE WORD? NOUN? VERB? ADJECTIVE? ADVERB?
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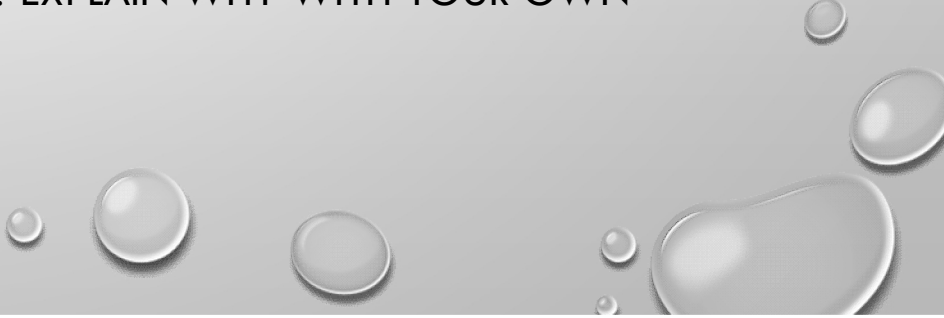


VOCABULARY IN A TEXT

- DOES IT HAVE A PREFIX? E.G. THE PREFIXES *UN-* , *IN-* OR *DIS-* MAKE A WORD NEGATIVE, THE PREFIX *RE-* MEANS 'AGAIN', ETC.
 - DOES IT HAVE A SUFFIX? THE SUFFIXES *-TION*, *-SION* OR *-MENT* ARE USED IN NOUNS, *-IVE*, *-ABLE* OR *-FUL* ARE USED IN ADJECTIVES, ETC.
 - IS THE WORD SIMILAR TO ANOTHER WORD YOU KNOW? E.G. BIRTH IS SIMILAR TO BIRTHDAY.
 - IS THE WORD SIMILAR TO A WORD IN YOUR LANGUAGE? CIRCUIT IS SIMILAR TO CIRCUITO IN SPANISH.
 - IS THERE ANOTHER WORD IN THE TEXT THAT MEANS THE SAME? WE OFTEN USE SYNONYMS IN A TEXT SO WE DON'T REPEAT WORDS.
 - CHECK THAT YOUR DEFINITION OR ANSWER IS THE SAME PART OF SPEECH AS THE ORIGINAL WORD.
 - WHEN YOU LEARN A NEW WORD, WRITE DOWN OTHER WORDS IN THE SAME FAMILY, E.G. POSSIBLE: POSSIBILITY (N), IMPOSSIBLE (PREFIX), POSSIBLY (ADV).
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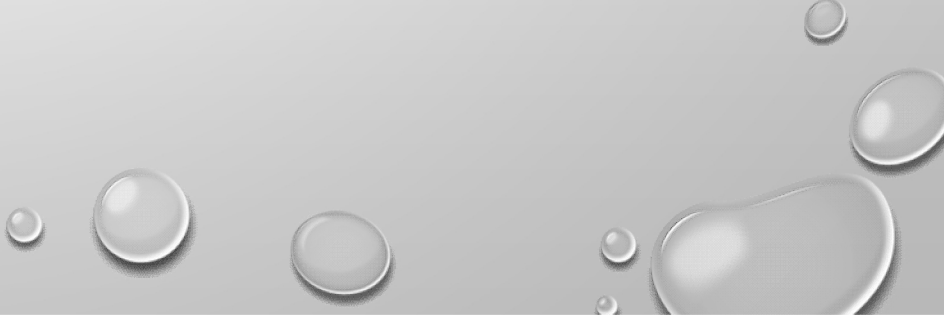


THE WRITER'S OPINION OR READER'S RESPONSE

- DOES THE TYPE OF TEXT HELP YOU UNDERSTAND THE WRITER'S AIM? E.G. A STORY IS TO ENTERTAIN, A LEAFLET IS TO ADVERTISE AND A REPORT IS TO INFORM.
 - LOOK FOR LANGUAGE IN THE TEXT THAT INDICATES THE WRITER'S INTENTION. E.G. 'WE SHOULD USE ...', 'EXPERTS WARN US THAT ...' TO ADVISE.
 - LOOK FOR LANGUAGE IN THE TEXT THAT INDICATES THE WRITER'S OPINION. E.G. 'IN MY VIEW ...', 'I REFUSE TO BELIEVE THAT ...', ETC.
 - TO GIVE YOUR OPINION USE LANGUAGE SUCH AS 'IN MY VIEW ...', 'I BELIEVE ...', ETC.
 - DO YOU AGREE OR DISAGREE WITH THINGS IN THE TEXT? EXPLAIN WHY WITH YOUR OWN WORDS. 'I AGREE THAT ... BECAUSE ...'.
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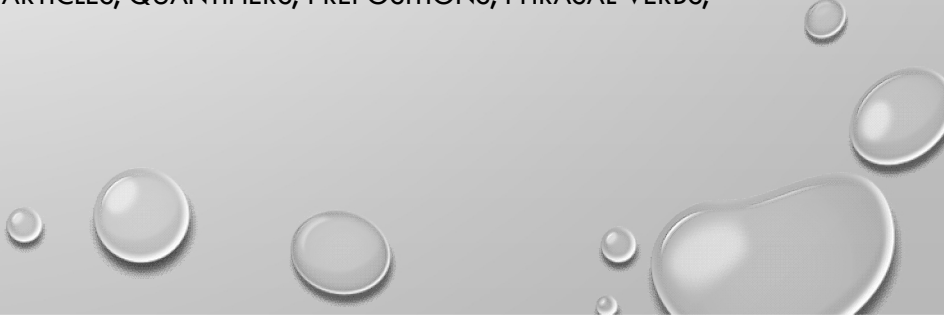


GRAMMAR EXERCISE TYPE

- WRITE WORDS TO COMPLETE A TEXT
 - CHOOSE THE CORRECT OPTION
 - COMPLETE THE GAPS
 - WORD FORMATION
 - SENTENCE TRANSFORMATION
- 

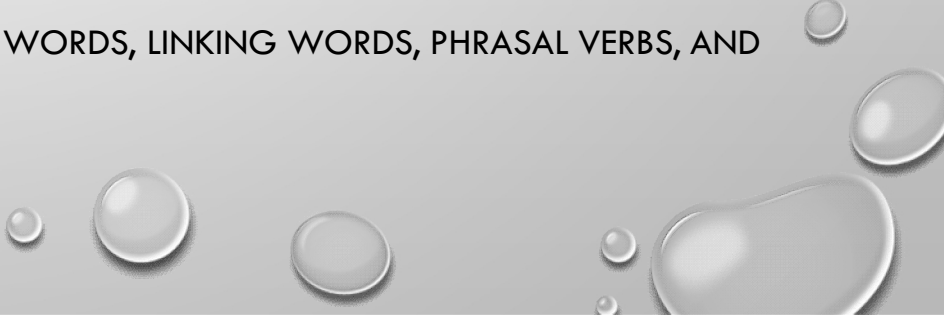


WRITE THE WORDS TO COMPLETE A TEXT

- YOU HAVE TO WRITE THE CORRECT WORD(S) TO COMPLETE A TEXT.
 - READ THE WHOLE TEXT. IT'S IMPORTANT TO UNDERSTAND WHAT THE TEXT IS ABOUT.
 - READ THE WHOLE SENTENCE BEFORE AND AFTER THE GAP.
 - BEFORE YOU LOOK AT THE OPTIONS DO YOU KNOW WHAT TYPE OF WORD IS MISSING? IS IT A NOUN? A VERB? A PREPOSITION? ETC.
 - READ THE WHOLE SENTENCE WITH YOUR WORD. DOES YOUR WORD MAKE SENSE IN THE SENTENCE?
 - CHECK THAT YOUR WORD IS GRAMMATICALLY CORRECT IN THE SENTENCE.
 - IF YOU DON'T KNOW AN ANSWER, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
 - MISSING WORDS ARE OFTEN AUXILIARY VERBS, PRONOUNS, RELATIVE PRONOUNS, ARTICLES, QUANTIFIERS, PREPOSITIONS, PHRASAL VERBS, MODALS AND LINKING WORDS ...
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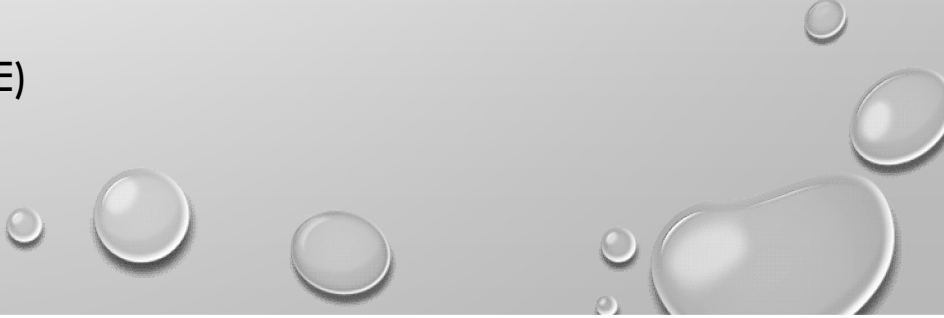


CHOOSE THE CORRECT OPTION

- READ THE WHOLE SENTENCE WITH ALL OPTIONS BEFORE YOU CHOOSE.
 - WHEN YOU CHOOSE AN OPTION, DO YOU KNOW WHY IT IS RIGHT? THIS CAN HELP YOU DECIDE.
 - WHEN YOU CHOOSE AN OPTION, DO YOU KNOW WHY THE OTHER OPTIONS ARE WRONG? THIS CAN HELP YOU DECIDE.
 - ELIMINATE AN OPTION THAT YOU KNOW IS NOT CORRECT.
 - IF YOU'RE NOT SURE WHICH OPTION TO CHOOSE, USE YOUR INSTINCT. WHICH OPTION SOUNDS BETTER?
 - IF YOU DON'T KNOW THE ANSWER, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
 - OPTIONS WILL OFTEN TEST YOU ON SIMILAR OR EASILY CONFUSED WORDS, LINKING WORDS, PHRASAL VERBS, AND COLLOCATIONS.
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COMPLETE THE GAPS

- THE WORD IS OFTEN A **VERB**. ANSWER THESE QUESTIONS FOR A VERB:
 - DOES IT REFER TO THE PRESENT, PAST OR FUTURE?
 - DO YOU NEED A SIMPLE OR CONTINUOUS FORM?
 - DO YOU NEED AN AUXILIARY VERB?
 - DO YOU NEED TO ADD AN 'S' TO THE VERB?
 - IS IT AN IRREGULAR VERB?
 - DO YOU NEED A PASSIVE FORM? (BE + PAST PARTICIPLE)
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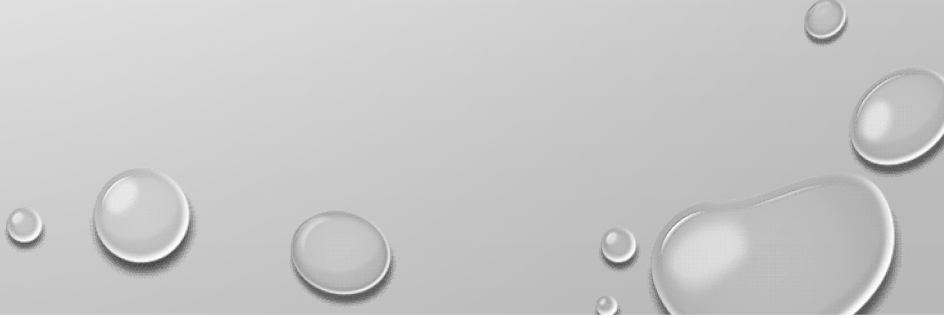
COMPLETE THE GAPS

Sometimes the word is an **adjective**. Answer these questions for an adjective:

- Do you need the comparative form?
 - Is it a regular or irregular form?
 - Do you need the superlative form?
 - Is it a regular or irregular form?
 - Remember! There is no plural adjective form. e.g. *Your shoes are nice.* (**NOT** *Your shoes are nices*)
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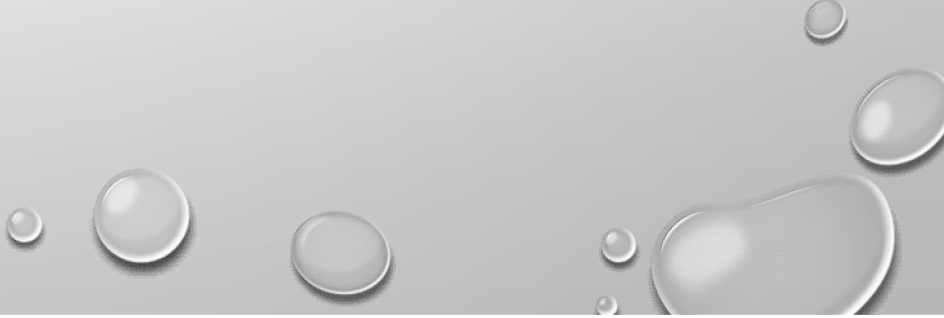


COMPLETE THE GAPS

- SOMETIMES THE WORD IS AN **ADVERB**. ANSWER THESE QUESTIONS FOR AN ADVERB.
 - WHAT'S THE ADJECTIVE FORM?
 - DO YOU ADD 'LY' TO THE ADJECTIVE? E.G. *SLOW* + *LY* = *SLOWLY*
 - IS IT IRREGULAR? E.G. *FAST*, *HARD*
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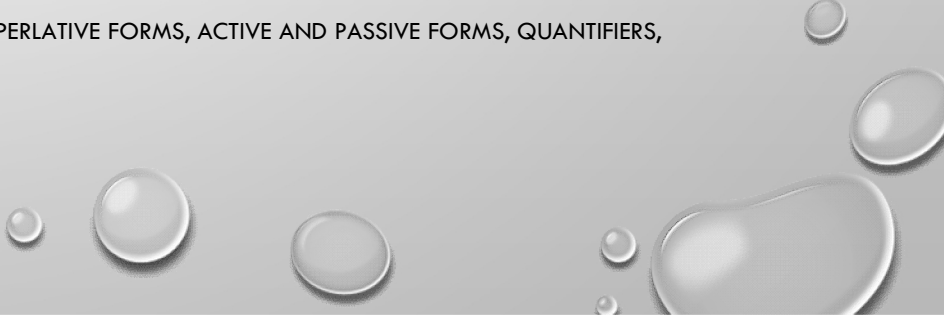


WORD FORMATION

- LOOK AT THE WORD YOU HAVE TO CHANGE. WHICH WORDS DO YOU KNOW THAT ARE IN THE SAME WORD FAMILY?
 - THE BEGINNING OF THE WORD IS OFTEN THE SAME AND THE END OF THE WORD CHANGES.
 - WHAT FORM IS THE NEW WORD? A VERB? A NOUN? AN ADJECTIVE? AN ADVERB?
 - NOUNS OFTEN END: -MENT, -ION, -NESS, -ITY.
 - PEOPLE NOUNS OFTEN END: -ER, -OR, -IST, -IAN.
 - ADJECTIVES OFTEN END: -ABLE, -IBLE, -IVE, -AL, -IC, -ED, -ING.
 - SOME VERBS END: -ISE, -ATE, -EN.
 - ADVERBS OFTEN END: -LY.
 - IS THE NEW WORD NEGATIVE? IF SO, YOU MAY NEED A PREFIX, E.G. UN- (*UNHAPPY*), IM- (*IMPOLITE*), IN- (*INEXPERIENCED*), DIS- (*DISHONEST*), ETC.
 - IF YOU DON'T KNOW THE NEW WORD, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
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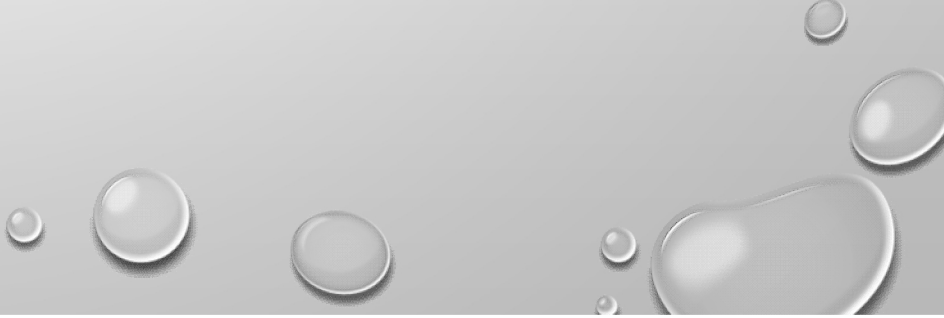


SENTENCE TRANSFORMATION

- READ THE INSTRUCTIONS CAREFULLY.
 - ARE YOU GIVEN A WORD TO INCLUDE IN SENTENCE TWO? IF SO, DON'T CHANGE THIS WORD.
 - HOW MANY WORDS ARE YOU ALLOWED TO WRITE TO COMPLETE SENTENCE TWO? SOMETIMES THE INSTRUCTIONS WILL TELL YOU THAT THERE IS A MAXIMUM WORD LIMIT.
 - READ SENTENCES ONE AND TWO SLOWLY AND CAREFULLY.
 - WHICH PART OF SENTENCE ONE IS TESTED IN SENTENCE TWO?
 - WHAT GRAMMAR DO YOU NEED TO USE?
 - IF YOU DON'T KNOW AN ANSWER, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR SPELLING CAREFULLY.
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
 - SENTENCE TRANSFORMATIONS OFTEN TEST DIRECT AND INDIRECT SPEECH, COMPARATIVE AND SUPERLATIVE FORMS, ACTIVE AND PASSIVE FORMS, QUANTIFIERS, CONDITIONALS AND VERB PATTERNS.
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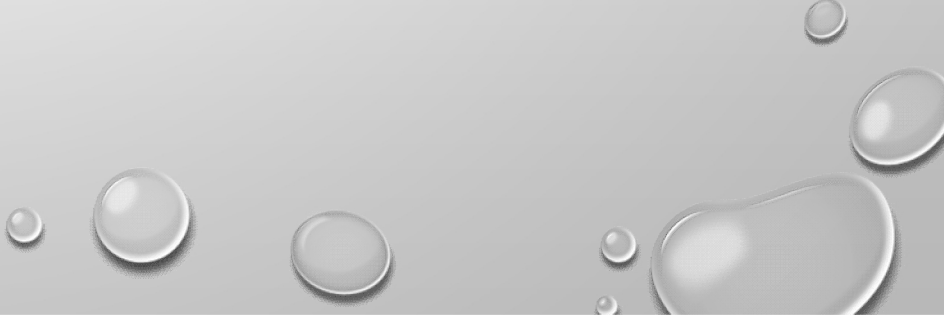


VOCABULARY EXERCISE TYPE

- COMPLETE THE GAPS
 - MATCH THE WORDS AND THE PICTURES
 - MATCH THE WORDS WITH THE DEFINITIONS
 - CHOOSE THE CORRECT WORD
 - CATEGORIES
 - ODD ONE OUT
 - WORD BUILDING
 - WORDS THAT GO TOGETHER
- 

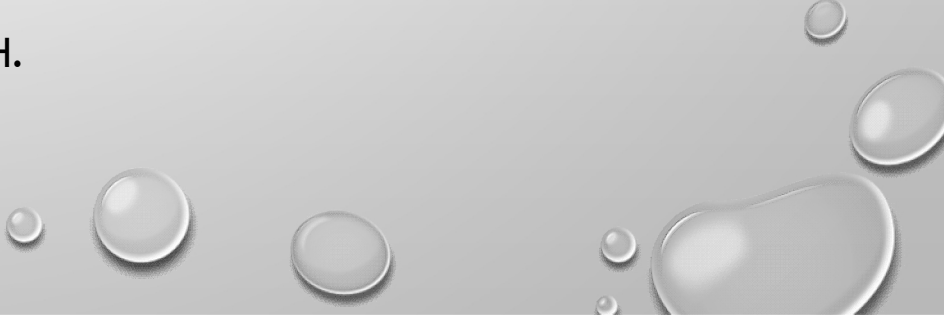


COMPLETE THE GAPS

- READ THE TEXT CAREFULLY BEFORE AND AFTER THE GAP TO HELP YOU CHOOSE THE RIGHT WORD.
 - THE WORDS ARE OFTEN IN A BOX. CAREFUL! SOMETIMES THERE ARE MORE WORDS THAN GAPS.
 - IF THE WORDS AREN'T IN A BOX, BE CAREFUL WITH YOUR SPELLING.
 - START WITH THE WORDS YOU KNOW AND TICK THEM OFF SO YOU KNOW WHICH ONES YOU'VE USED.
 - IF YOU DON'T KNOW AN ANSWER, WRITE A WORD. YOU MAY BE RIGHT!
 - IF YOU WRITE A WORD IN THE WRONG GAP, THEN ANOTHER WORD IN THE EXERCISE MAY BE WRONG TOO.
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH. READ THE WHOLE TEXT TO SEE WHAT IT SOUNDS LIKE.
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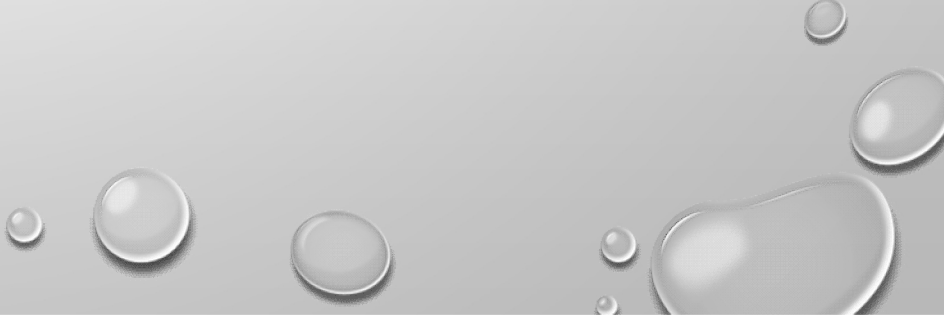


MATCH THE WORDS AND THE PICTURES

- CHECK THE INSTRUCTIONS.
 - DO YOU HAVE TO DRAW A LINE FROM THE WORD TO THE PICTURE? DRAW CLEAR LINES.
 - DO YOU HAVE TO WRITE THE WORD UNDER THE PICTURE? COPY THE WORD CORRECTLY AND CHECK YOUR SPELLING.
 - START WITH THE WORDS YOU KNOW.
 - IF YOU DON'T KNOW A WORD, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
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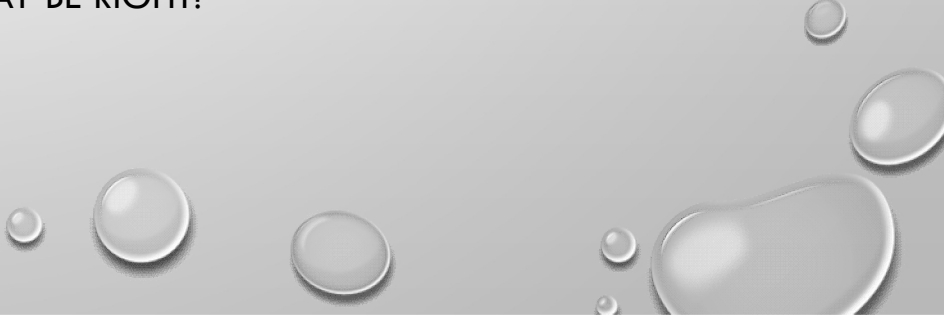


MATCH THE WORDS WITH THE DEFINITIONS

- READ THE DEFINITIONS CAREFULLY.
 - START WITH THE WORDS YOU KNOW.
 - ARE ANY WORDS SIMILAR? IF SO, MAKE SURE YOU MATCH THE WORD WITH THE RIGHT DEFINITION.
 - IF YOU DON'T KNOW, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
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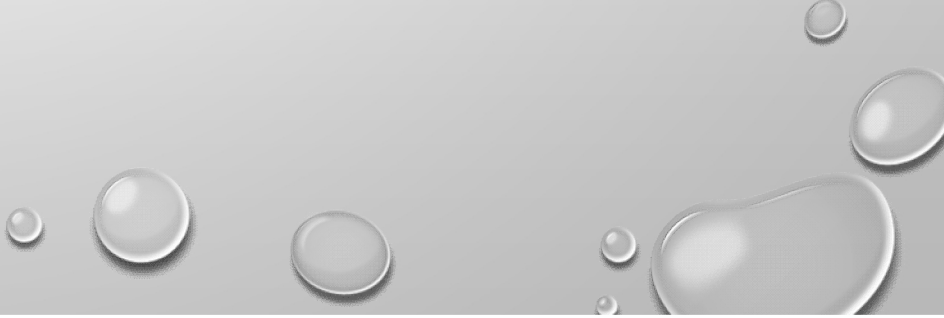


CHOOSE THE CORRECT WORD

- READ THE SENTENCE CAREFULLY BEFORE AND AFTER THE WORD.
 - THINK CAREFULLY ABOUT THE MEANING OF THE TEXT.
 - CHOOSE THE WORDS YOU KNOW ARE RIGHT.
 - ELIMINATE ANY WORDS THAT YOU KNOW ARE WRONG.
 - SOME WORDS ARE SIMILAR IN MEANING BUT THERE IS A DIFFERENCE. DO YOU KNOW THE DIFFERENCE BETWEEN SAY AND *TELL*? MAKE AND *DO*? ROB AND *STEAL*? FUN AND *FUNNY*?
 - SOMETIMES THE OPTIONS ARE WRONG BECAUSE THE SPELLING IS WRONG.
 - IF YOU DON'T KNOW AN ANSWER, CHOOSE A WORD. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
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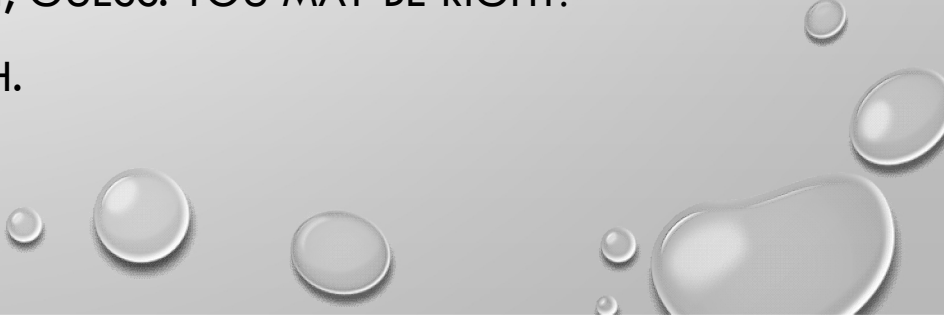


CATEGORIES

- READ THE WORDS IN THE BOX AND THE CATEGORIES.
 - WRITE THE WORDS YOU UNDERSTAND IN THE CORRECT CATEGORY.
 - DO YOU KNOW HOW MANY WORDS ARE IN EACH CATEGORY? IF SO, COUNT THE WORDS CAREFULLY.
 - IF YOU DON'T KNOW A WORD, GUESS THE CATEGORY. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
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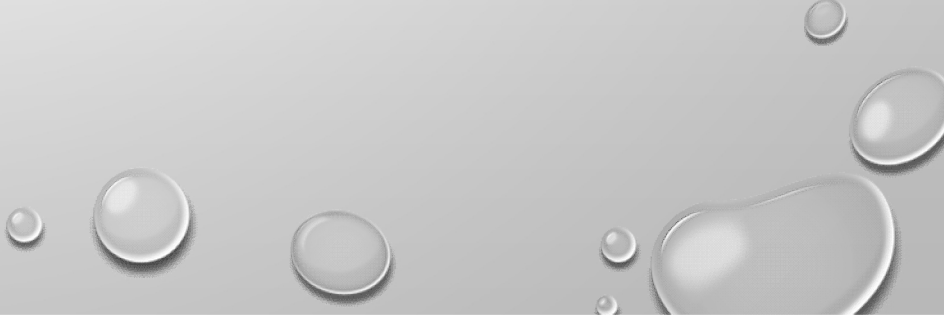


ODD ONE OUT

- READ ALL THE WORDS CAREFULLY.
 - FIND A CONNECTION BEFORE YOU CHOOSE THE WORD WHICH IS DIFFERENT.
 - IF YOU DON'T UNDERSTAND A WORD IN THE GROUP, IT MAY BE CONNECTED TO THE OTHER WORDS. DON'T CHOOSE A WORD BECAUSE YOU DON'T UNDERSTAND IT. FIND A CONNECTION FIRST.
 - SOMETIMES YOU HAVE TO EXPLAIN WHY IT IS DIFFERENT. CHECK THE INSTRUCTIONS.
 - IF YOU DON'T KNOW THE WORD WHICH IS DIFFERENT, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
- 



WORD BUILDING

- LOOK AT THE WORD YOU HAVE TO CHANGE. WHICH WORDS DO YOU KNOW THAT ARE IN THE SAME WORD FAMILY?
 - THE BEGINNING OF THE WORD IS OFTEN THE SAME AND THE END OF THE WORD CHANGES.
 - WHAT FORM IS THE NEW WORD? A VERB? A NOUN? AN ADJECTIVE? AN ADVERB?
 - NOUNS OFTEN END: -MENT, -ION, -NESS, -ITY.
 - PEOPLE NOUNS OFTEN END: -ER, -OR, -IST, -IAN.
 - ADJECTIVES OFTEN END: -ABLE, -IBLE, -IVE, -AL, -IC, -ED, -ING.
 - SOME VERBS END: -ISE, -ATE, -EN.
 - ADVERBS OFTEN END: -LY.
 - WHEN YOU RECORD VOCABULARY MAKE A [TABLE](#) WITH WORD FAMILIES.
 - IF YOU DON'T KNOW THE NEW WORD, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
- 



WORDS THAT GO TOGETHER

- WHEN THERE ARE TWO GROUPS OF WORDS YOU PUT TOGETHER ONE WORD FROM EACH GROUP.
 - SOMETIMES YOU MAKE COLLOCATIONS, E.G. VERB + NOUN: *MAKE + FRIENDS, DO + YOUR HOMEWORK, ETC.*
 - SOMETIMES YOU MAKE COMPOUND NOUNS, E.G. EXTREME SPORTS: *SNOW + BOARDING, WIND + SURFING, MOUNTAIN + BIKING, ETC.*
 - SOMETIMES YOU PUT A VERB OR ADJECTIVE WITH A PREPOSITION, E.G. *LISTEN + TO, LOOK + AT, AGREE + WITH, GOOD + AT, INTERESTED + IN, ETC.*
 - ALWAYS START WITH THE WORDS YOU KNOW GO TOGETHER.
 - IF YOU DON'T KNOW WHICH WORDS GO TOGETHER, GUESS. YOU MAY BE RIGHT!
 - CHECK YOUR ANSWERS CAREFULLY WHEN YOU FINISH.
- 