

**WARM UP** 

Answer and discuss these questions in pairs or as a class.

1. Do you study alone or with friends?
2. When do you start studying for a test?
3. What are some good study habits?
4. What kind of tests do you like (e.g., multiple-choice, essay, matching, etc.)
5. Do you get nervous before you have to take a test?

**MATCHING** 

Match these idioms to their correct definitions.

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|------------------------------------|---|
| 1. a bundle of nerves | _____ a. something one is good at |
| 2. strong suit | _____ b. to see or to view something |
| 3. to have a mind for | _____ c. to stop worrying about something |
| 4. to cover | _____ d. to remember |
| 5. to have a look | _____ e. to include |
| 6. like the back of one's hand | _____ f. to study or to review |
| 7. to breathe a sigh of relief | _____ g. to believe something only after it happens |
| 8. to go over | _____ h. very worried or anxious |
| 9. to come back | _____ i. to be good at something |
| 10. to believe it when one sees it | _____ j. to know something very well |
| 11. to take someone out | _____ k. to take someone on a date |



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DIALOGUE BUILDING 

The dialogue below is not in the right order. Your teacher will provide you with **cut-up dialogue strips**. Work alone or with a partner to put the dialogue in the right order.

- _____ Amy: I'm happy you helped me.
- _____ Amy: Thanks for helping me study. I'm **a bundle of nerves**.
- _____ Jon: I'll **take you out** when your test is over.
- _____ Amy: Math is not my **strong suit**.
- _____ Jon: Okay. Let me **have a look** at your textbook.
- _____ Amy: Oh, yes, the teacher talked about this. It's **coming back** to me.
- _____ Jon: Yes. I know this **like the back of my hand!**
- _____ Jon: Let's **go over** these problems first.
- _____ Amy: The test will **cover** chapters 6 and 7.
- _____ Jon: You should have no problem passing this test.
- _____ Jon: I don't mind at all.
- _____ Jon: No? I like math a lot. I **have a mind for** numbers.
- _____ Amy: Have you studied this before?
- _____ Amy: Oh, good. I can **breathe a sigh of relief**.
- _____ Amy: I'll **believe it when I see it!**
- _____ Jon: Good. I think you will do fine.



FILL IN THE BLANKS

Fill in the blanks with the correct idioms from page 1.

1. I'm worried about meeting my teacher. I'm a _____.
2. The teacher said the final exam will _____ all the material from this semester.
3. _____ at this dress, Gena. It is perfect for you.
4. Let's _____ our plan for Friday night. What time should I meet you?
5. Oh, yes, it's _____. He said we have tickets for the 8:00 pm movie.
6. I _____ for dates, so I do well in my history class.
7. Math is not one of my _____. I'm terrible with numbers.
8. Kelly _____ when her teacher said she passed the test.



COMPREHENSION QUESTIONS

Answer and discuss these questions in pairs or as a class.

1. What is Amy nervous about?
2. Does Jon like math?
3. Is Amy good in math?
4. What will Jon do after Amy's test is over?





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DIALOGUE READING 

Read the dialogue with your partner a few times. Take turns being each character. Practice your intonation and pronunciation. *Write down any new words or phrases in your notebook.*

Amy: Thanks for helping me study. I'm **a bundle of nerves**.

Jon: I don't mind at all.

Amy: Math is not my **strong suit**.

Jon: No? I like math a lot. I **have a mind for** numbers.

Amy: The test will **cover** chapters 6 and 7.

Jon: Okay. Let me **have a look** at your textbook.

Amy: Have you studied this before?

Jon: Yes. I know this **like the back of my hand!**

Amy: Oh, good. I can **breathe a sigh of relief**.

Jon: Let's **go over** these problems first.

Amy: Oh, yes, the teacher talked about this. It's **coming back** to me.

Jon: Good. I think you will do fine.

Amy: I'm happy you helped me.

Jon: You should have no problem passing this test.

Amy: **I'll believe it when I see it!**

Jon: **I'll take you out** when your test is over.