For questions **1 – 6**, match the activities for teaching writing with the main teaching focuses listed **A – G**.

Mark the correct letter (**A – G**) on your answer sheet.

There is one extra option which you do not need to use.

Main teaching focuses

A	cohesive devices
B	lexical range
C	accurate letter formation
D	register
E	narrative skills
F	dialogue writing
G	summarising

Activities for teaching writing

1	Learners write the key points of an article they read in class, using no more than 50 words.
2	Learners copy a handwritten text, trying to make it look as similar to the original as possible.
3	Learners choose words and expressions like *however, in addition* and *despite* from a list of options to fill the gaps in a text.
4	Learners replace a number of uses of *nice* and *good* with more interesting adjectives.
5	Learners discuss how to make a story more interesting by including interesting characters.
6	Learners discuss the differences between writing a letter to a friend and to a stranger.

LIVEWORKSHEETS

For questions **7 – 13**, match the stages of a lesson with the main stage aims listed **A – I**.

Mark the correct letter (**A – I**) on your answer sheet.

There is one extra option which you do not need to use.

Main stage aims

A	to organise ideas for a narrative
B	to ensure the learners have complete understanding of the text
C	to give proofreading practice
D	to check past tense forms
E	to give free practice of past tense and sequencing words
F	to give practice in reading for gist
G	to set the topic and activate vocabulary
H	to give an opportunity to the learners to notice sequencing words

Stages of a lesson

7 The teacher writes *School day* in the middle of the board. The learners brainstorm all the things they do during their day at school.

8 The teacher hands out a story about Susan's school day, together with pictures of it. The learners read the story quickly and put the pictures in order. The teacher gives the correct order.

9 The learners reread the text and look up any unknown vocabulary in their dictionaries. The teacher checks any problematic words.

10 The teacher gives the learners the same story but with gaps instead of verbs. The learners fill the gaps from memory. They check their answers.

11 The learners look at the complete text again, and underline phrases such as *Then, After that, A bit later.*

12 The learners have five minutes to make notes for their own story about a memorable day at school.

13 In groups, the learners tell their own stories to each other and then decide on the most memorable day.

LIVEWORKSHEETS

For questions **14 – 20**, read the seven stages of an integrated skills lesson and complete each statement about the aims of each stage by choosing the correct option, **A**, **B** or **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

Stages of an integrated skills lesson

Stage 1
Word power

argument embarrass fight jealousy tease

Stage 2
What problems can teenagers face because of parents? Other people at school? Brothers and sisters? Friends?

Stage 3
Look at the title and subtitle of the article you are going to read about a service for teenagers. What do you think this new service does?

Stage 4
Read the article, then find the following words and phrases and underline them. Can you work out what they mean from the context?

Stage 5
Find words or phrases in the text which have a similar meaning to these words or phrases.

Stage 6
Look back at the article and find an example of:

the present simple in the question form (paragraph 2)
the past simple in the negative (paragraph 6)

Stage 7
Use the words in the box in the correct form to complete the following sentences:

The girl was _____ (tease) by an older child. It was the most _____ (embarrass) moment of my life.

14 The main aim of Stage 1 is to

A introduce key themes for the unit.
B present a set of proper nouns.
C review structures from a previous unit.

LIVEWORKSHEETS

15 The main aim of Stage 2 is to

A remind learners of structures they will need for the activity.
B assess learners' own experiences.
C stimulate learners' interest in the topic.

16 The main aim of Stage 3 is to

A focus on the layout of a text.
B practise the language of giving opinions.
C predict the content of a text.

17 The main aim of Stage 4 is to

A practise strategies for dealing with unfamiliar words.
B assess vocabulary knowledge.
C focus on a lexical set.

18 The main aim of Stage 5 is to

A encourage peer correction.
B bring learners' attention to useful new words in the text.
C practise using new words from the text.

19 The main aim of Stage 6 is to

A highlight some unusual structural patterns.
B introduce a new grammar point.
C focus on grammar in context.

20 The main aim of Stage 7 is to

A focus on accuracy.
B personalise target language.
C check comprehension.

LIVEWORKSHEETS

For questions **21 – 27**, match the information from a lesson plan on the past simple with the lesson plan headings listed **A – D**.

Mark the correct letter (**A – D**) on your answer sheet.

You will need to use some of the options more than once.

Lesson plan headings

A	Lesson aims
B	Personal aims
C	Anticipated problems
D	Procedure

Information from a lesson plan on the past simple

21 Learners may say the auxiliary 'do' in the past simple question form.

22 Remember to make instructions suitable for learners' level.

23 Learners discuss previous holidays in groups.

24 Increase variety to keep energy levels high.

25 Learners will use the past simple instead of the base form in questions.

26 Give more encouragement in group work activities.

27 Learners will increase the number of verbs they know for holiday activities.

LIVEWORKSHEETS

For questions **28 – 34**, match the ways of assessing with the main focuses of assessment listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Main focuses of assessment

A	use of proofreading skills
B	ability to read intensively
C	knowledge of layout of a written text
D	ability to write fluently
E	awareness of register of a text
F	use of turn-taking skills
G	ability to infer attitude from a text
H	knowledge of functional language

Ways of assessing

28 Ask students to find five new collocations in a leaflet about London.

29 Ask students to fill gaps in a leaflet about London with the correct adjective taken from pairs of formal/informal adjectives.

30 Ask students how they think the people who wrote different emails feel about London.

31 Give students a list of features such as *pictures*, *headings* and *maps*, and ask them to note down which features they would find in a leaflet about London.

32 Give students an email about London and ask them to write the corrections for any spelling mistakes.

33 Put students who like different kinds of films in pairs. Ask them to discuss and compare their tastes in films.

34 Ask students to write down five ways of inviting someone on a trip to London.

LIVEWORKSHEETS

For questions **35 – 40**, read the stages of a listening lesson about places (on the following page) and fill in the missing stages from the options listed **A – F**.

Mark the correct letter (**A – F**) on your answer sheet.

Missing stages

A	Learners look at a list of statements about the two countries and they try to decide if the statements are true or false.
B	Learners find a partner from the other group and they help each other to complete a worksheet with the information about the countries.
C	Learners check their answers with their partner. Then the teacher conducts whole class feedback to prepare for a reading.
D	Learners listen for gist to a recording of people giving their opinion on two different places and decide which places are being described.
E	Learners make a poster advertising the place they have chosen.
F	In pairs, learners decide which words are connected with the countryside and which are connected with cities.

LIVEWORKSHEETS

Stages of a listening lesson

- The teacher writes *trees, businessman, cars, houses, fields, farmer, office,* etc. on the board.

35 ... ...

- The teacher conducts feedback and corrects learners' pronunciation.
- Learners look at a picture of the countryside and a picture of the city and label the pictures using the words they have learned.

36 ... ...

- Learners look at four short descriptions of places and decide which two texts match the pictures they have labelled.
- Learners check their answers with their partner, then share their answers in open class.

37 ... ...

- Learners check their answers in pairs, then share their answers in open class.
- Learners listen for detail to a recording of people giving their opinion on the two different places and fill in detailed information in a table.
- Learners check their answers in pairs, then share their answers in open class.
- The teacher explains that the focus of the lesson will now change from places to countries.
- The teacher writes *Australia* and *Argentina* on the board and elicits information about them from the learners.

38 ... ...

- Learners check their answers from recordings: half of the class listen to a recording about Australia and the other half listen to a recording about Argentina.

39 ... ...

- In pairs, learners decide which country they would like to visit.

40 ... ...

- Learners display their work around the room.

LIVEWORKSHEETS

For questions **41 – 47**, match the dictionary tasks that a teacher gave her students with their main purposes listed **A – H**.

Mark the correct letter (**A – H**) on your answer sheet.

There is one extra option which you do not need to use.

Main purposes

A	to help students consider the meaning of words very closely
B	to help students understand how a dictionary identifies parts of speech
C	to help students notice how a dictionary shows stronger syllables in a word
D	to help students search for idioms successfully
E	to help students notice compound words
F	to help students understand how a dictionary shows verb patterns
G	to help students check for correct vowel sounds
H	to help students focus on register

Dictionary tasks

41 The teacher gave students feedback on their homework, referring them to the dictionary to correct their examples, such as: *He worked very hardly; She sang beautiful.*

42 The teacher asked students to look up some expressions from a transcript to find out about formality, e.g. *You're joking!*

43 The teacher asked students to underline the key words in different phrases, e.g. *No! You're **pulling** my **leg**!; She's the **apple** of her **father's** **eye***; before finding them in the dictionary.

44 The teacher asked students to complete a gap-fill, e.g. *I tried _____ (do sport) last year but I didn't like it,* before checking in the dictionary.

45 The teacher asked students to focus on pronunciation problems after a speaking activity, e.g. *field* /ϕ)λδ/, *river* /ρι⊃ϖ±⊃/, *peach* /π)τ♣/, by asking them to look the words up.

46 The teacher asked students to look up adjectives which are often confused, e.g. *lonely* and *alone; excited* and *nervous.*

47 The teacher asked students to complete a grid of word families, e.g. *photograph, photographer* and *photographic.* Students then looked up the words to mark the word stress.

LIVEWORKSHEETS