

For questions 48 – 53, match the dictionary extracts with the explanations 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.

Explanations

- A** common collocational words are given
- B** this word must be followed by an object
- C** the headword is classified in the same entry under different parts of speech
- D** all meanings are given
- E** a common error is included
- F** only used in formal written language
- G** this word cannot be used in the plural

Dictionary extracts

- 48** **jet verb** [T]
- 49** **jet-lag noun** {U} the feeling of being tired because you have travelled on a plane across parts of the world where the time is different.
- 50** **jet noun** a plane that can fly very fast.
jet verb to fly somewhere in a plane.
- 51** **promote verb** to support something or help something to develop. Used with: actively, heavily, strongly, vigorously.
- 52** **bill noun** [C]
 1 an amount that you owe 4 list of concert events
 2 proposal for law 5 bird's beak
 3 paper money
- 53** **news** *I've got a wonderful piece of news* (NOT a wonderful news) *for you.*

Turn over ►

For questions **54 – 60**, match the extracts from a grammar reference book (on the following page) with the information they provide 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.

Section from a grammar reference book

Adjectives and adverbs

Adjectives

rude; straight; angry; quiet; slow; serious; perfect

words often end in *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

Adjectives of evaluation: →size→age→shape→colour→participle→noun-derived

Opinion adjectives usually go before fact adjectives, as in

this comfortable Victorian country house

Comparatives

He looks ~~more~~ younger than he really is.

He was younger and more polite.

Words sometimes like *our* and *your* are called possessive adjectives and sometimes possessive determiners (see Unit 11).

Adverbs

most commonly formed from adjective +*ly*: *loudly; carefully; badly; quickly; cleverly; softly; nervously*

Note: Some adverbs and adjectives share the same form: *hard>hard*

'The adverb is an extremely broad word class. Almost any word that is not easily categorised as a noun, an adjective, a verb, a determiner, a preposition or conjunction is usually categorised as an adverb.' (Downing and Locke, 1992)

Adapted from Scott Thornbury, *About Language. Tasks for Teachers of English*, 1997,

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Turn over ►

Extracts

54 *rude; straight; angry; quiet; slow; serious; perfect*

55 *-ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*

56 Adjectives of evaluation:
→size→age→shape→colour→participle→noun-derived

57 Comparatives
He looks ~~more~~ younger than he really is.
He was younger and more polite.

58 Words like *our* and *your* are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).

59 **Adverbs**
most commonly formed from adjective +*ly*:
loudly; carefully; badly; quickly; cleverly; softly; nervously
Note: Some adverbs and adjectives share the same form: *hard>hard*

60 'The adverb is an extremely broad word class. Almost any word that is not easily categorised as a noun, an adjective, a verb, a determiner, a preposition or conjunction, is usually categorised as an adverb.' (Downing and Locke, 1992)

Information

A shows the usual word order

B gives different examples of the same part of speech

C refers to another part of the book

D gives an example that does not follow the rule

E shows the appropriate register

F refers to a previously published book

G gives examples of suffixes

H gives guidance on correct and incorrect forms of language

Turn over ►

For questions 61 – 66, look at the ways of using supplementary material and the three reasons for each listed **A**, **B** and **C**.

Two of the reasons are appropriate in each situation. One of the reasons is **NOT**.

Mark the reason (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

61

Following a lesson on the topic of families, the teacher asks learners to bring their family photos to class and to talk about them in small groups.

- A** to encourage visualisation
- B** to provide practice of lexis in context
- C** to personalise an activity

62

Following a lesson focusing on narrative tenses, the teacher gives learners different stories to read at home. Learners retell their stories in class the next day.

- A** to give practice in using topic sentences
- B** to give practice in summarising
- C** to give practice in extensive reading

63

Following a lesson on the topic of houses, the teacher uses a recording of colleagues talking about their favourite rooms in class the next day.

- A** to develop gist listening
- B** to consolidate vocabulary
- C** to introduce prepositions

64

Following a lesson focusing on clothes, the learners do a crossword using the previously-taught vocabulary.

- A** to review spelling
- B** to check understanding of meaning
- C** to review false friends

65

Following a lesson focusing on the topic of different places, the teacher brings in holiday brochures. The learners choose a place they want to visit and say why they like it.

- A** to develop scan reading skills
- B** to focus on text structure
- C** to make an activity feel authentic

Turn over ►

66

Following a lesson focusing on pronunciation, the teacher uses a game in which learners work in teams and match phonemic symbols with pictures.

- A** to provide practice of contrastive stress
- B** to include interaction in the lesson
- C** to focus on specific sounds

Turn over ►

For questions **67 – 73**, match activities in a lesson using a song with the main aims 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.

Aims

- A** to focus on similar-sounding words
- B** to practise intensive listening through dictation
- C** to practise understanding gist
- D** to prepare students for the lexical content of the song
- E** to raise interest in the topic and allow students to state personal preferences
- F** to use the song to present new grammar
- G** to use the song to lead to freer discussion
- H** to use the song for controlled oral practice

Activities

- 67**

 Before listening, students complete a questionnaire about musical tastes and compare their answers with a partner.
- 68**

 Students use dictionaries to research the meanings of idioms before they listen to the song.
- 69**

 Students listen to the complete song and order a set of pictures relating to the story the song tells.
- 70**

 Students listen and identify the rhyming words that are at the end of lines.
- 71**

 Students listen to the song line by line and write exactly what they hear.
- 72**

 Students practise saying (not singing) lines of the songs, keeping the same rhythm and pace as the singer had.
- 73**

 In groups, students prepare ideas for a video of the song to present to the rest of the class.

Turn over ►

For questions **74 – 80**, match the teachers' problems with their coursebooks with the suggested solutions 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.

Suggested solutions

- A** Use class time for things like presentation, oral practice and learning strategies and set as much of the written work for homework as you can.
- B** Can any of the topic areas be exploited for ranking or role-play activities?
- C** You could try reading some of the texts aloud and get other teachers or L2 speakers to record the dialogues with you.
- D** Help students to read more efficiently by identifying topic sentences and using headings.
- E** Show your students how to make mind maps after each lesson.
- F** Put a large phonemic chart that you can refer to on the classroom wall.
- G** Set up situations in which a structure is used naturally so that the form and the meaning is clear from your model sentences.
- H** Encourage interest in graded readers and researching topics on the internet.

Teachers' problems with their coursebooks

- 74

 My school can't afford the CDs that go with the book.
- 75

 There are no written summaries of the new lexis that's been presented.
- 76

 There are lots of comprehension exercises but that isn't helping my students' oral skills.
- 77

 I can't imagine how I'm going to get through everything in the book by the end of the term but my head teacher says we must.
- 78

 My students like having the opportunity to read longer texts but the ones in the book are really boring and unnatural.
- 79

 The texts in the coursebooks are really long and the students often take a long time to complete them.
- 80

 My students don't like having to learn grammatical terms and rules for new language. What should I do?

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