For questions **41 – 45**, match the teacher's comments with the types of mistake listed **A**, **B** and **C**.

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

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

Types of mistake

A	developmental errors
B	L1 interference
C	slips

Teacher's comments

41 It's natural for all beginners to say things like *I goed home* instead of *I went home*.

42 Even though his level of English was good, the student was so excited yesterday that he made several mistakes which he wouldn't normally make.

43 This advanced student still has problems distinguishing between /σ/ and /□/. /σ/ doesn't exist in his language.

44 After we'd done the unit on comparatives using *more* several students started saying *more nicer*.

45 This intermediate level student did the written exercises on irregular verbs perfectly but she said *cutted* when she recorded the exercises. She was probably just a bit nervous.

LIVEWORKSHEETS

For questions **46 – 50**, look at the learning strategies and the three learner activities **A**, **B** and **C**.

Two of the learner activities are examples of the learning strategy. One learner activity is **NOT**.

Mark the letter (**A**, **B** or **C**) which is **NOT** an example of the learning strategy on your answer sheet.

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46 using a written reference resource to clarify meaning

A Learners check pronunciation of a new phrase in a dictionary.
B Learners check the register of a new phrase on the internet.
C Learners use examples on a worksheet to check understanding of a new phrase.

47 notetaking

A Learners record the main points from a lecture in writing.
B Learners make a mind map of what they have learned from a lesson.
C Learners complete gaps in a coursebook text.

48 organising work

A A learner categorises vocabulary into words she knows and doesn't know.
B A learner writes vocabulary quiz questions for her partner.
C A learner notes down important vocabulary under headings according to topic.

49 guessing meaning from context

A Learners use the intonation of a speaker in a recording to work out what he is feeling.
B Learners use a picture in a story to identify what a new word means.
C Learners use a picture dictionary to find out what a word in the title of a story means.

50 organising participation

A A group of learners agree a time limit for a speaking game.
B Learners discuss mistakes in a speaking game.
C Learners agree rules for taking turns to speak in a speaking game.

LIVEWORKSHEETS

For questions **51 – 55**, match the statements about first and second language learning with the categories listed **A**, **B** and **C**.

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

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

Categories

A	L1 learning
B	L2 learning in the classroom
C	Both

Statements about first and second language learning

51 There is always a strong social need for the learner to acquire the language.

52 It is necessary to process information you've heard.

53 Acquisition of the language always happens together with cognitive development.

54 The language isn't always an essential skill in the learner's life.

55 Many learners fail to become proficient users.

LIVEWORKSHEETS

For questions **56 – 61**, match the teacher's actions with the techniques for presenting new language 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.

Techniques for presenting new language

A	encouraging prediction of target language
B	using a familiar text
C	drilling of language forms
D	concept checking
E	using a visual context
F	personalising a topic
G	giving a model for pronunciation

Teacher's actions

56 The teacher tells a favourite fairy story to introduce narrative tenses.

57 After the students have read a text about a person who used to live in New York, the teacher asks the students if the person still lives in New York.

58 The teacher repeats the words *walk* and *work*.

59 The teacher shows an interview with a singer and asks the students to identify five fillers the singer uses.

60 The teacher asks the students what sport they play.

61 The teacher asks the students to repeat some conditional sentences from a recording.

LIVEWORKSHEETS

For questions **62 – 68**, match the practice activities with the task types 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.

Task types

A	brainstorming
B	choral drill
C	jumbled sentence
D	rank ordering
E	role-play
F	survey
G	transformation drill
H	visualisation

Practice activities

62	You want to go out to visit the zoo. Your partner wants to stay at home. Try to persuade your partner to come with you.
63	Close your eyes and imagine you are walking in a forest. What animals do you see? What noises can you hear? What can you smell?
64	*Put these words in the right order to make questions* is colour a What zebra?

LIVEWORKSHEETS

65 *Listen to these animal names and say them together.*

66 Which of these animals is most useful to humans? Number them from most useful (1) to least useful (5).

rabbit donkey camel sheep elephant

67 Work with a partner. Write down the names of as many animals as you can.

68 Complete this table by asking your friends about animals they like and don't like

Name	Animal he/she likes	Animal he/she doesn't like

LIVEWORKSHEETS

For questions **69 – 74**, match the features of lessons which students describe with the teaching approaches listed **A**, **B** and **C**.

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

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

Teaching approaches

A	Grammar-Translation
B	Total Physical Response
C	Lexical Approach

Features of lessons

69 We analyse the language, focusing especially on everyday expressions and learning their meanings.

70 We focus on understanding the rules of the structures in L2 reading passages.

71 We work a lot on collocation and this helps us to memorise common phrases.

72 In my class everyone speaks the same language, so our teacher often asks us to look at English texts and write them out in our own language.

73 Our teacher often tells us stories, and we listen or maybe mime parts of them.

74 We often do lots of exercises on different structures.

LIVEWORKSHEETS

For questions **75 – 80**, match the assessment tasks with the descriptions of assessment 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.

Descriptions of assessment

A	summative and objective
B	summative and subjective
C	formative and objective
D	formative and subjective

Assessment tasks

75 For their final test, students are given a picture and they talk about it. They are assessed on their ability to communicate.

76 Students write an article about leisure facilities in their area. The teacher gives comments later on layout and organisation, content and vocabulary and grammar.

77 Students read three texts on a topic they have studied on the course and do true/false and matching tasks.

78 Students do a vocabulary test at the end of every term on the words they have learnt. This term they have to match words with pictures.

79 Students do a multiple-choice diagnostic test which covers a range of grammar and vocabulary. The teacher then tells the students their main strengths and weaknesses.

80 As part of a monthly test, students write a composition. They then exchange compositions and choose comments from a list, to evaluate the writing. They then return it.

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