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
2 proposal for law
3 paper money
4 list of concert events
5 bird's beak

53 **news** *I've got a wonderful piece of news* (NOT a wonderful news) *for you.*

LIVEWORKSHEETS

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,
© Cambridge University Press, 1997

LIVEWORKSHEETS

	Extracts		Information
54	*rude; straight; angry; quiet; slow; serious; perfect*	**A**	shows the usual word order
55	*–ic, -ive, -ed, -ful, -able, -al, -ish, -less, -like, -y*	**B**	gives different examples of the same part of speech
56	Adjectives of evaluation: →size→age→shape→colour→participle→noun-derived	**C**	refers to another part of the book
57	Comparatives *He looks ~~more~~ younger than he really is.* *He was younger and more polite.*	**D**	gives an example that does not follow the rule
58	Words like *our* and *your* are sometimes called possessive adjectives and sometimes possessive determiners (see Unit 11).	**E**	shows the appropriate register
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*	**F**	refers to a previously published book
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)	**G**	gives examples of suffixes
		H	gives guidance on correct and incorrect forms of language

LIVEWORKSHEETS

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.

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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

LIVEWORKSHEETS

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

LIVEWORKSHEETS

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.

LIVEWORKSHEETS

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?

LIVEWORKSHEETS

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LIVEWORKSHEETS