

For questions 1 – 6, look at the teaching activities and the three sentences listed **A**, **B** and **C**.

Two of the sentences are appropriate to the teaching activity. One of the sentences is **NOT**.

Mark the letter of the sentence (**A**, **B** or **C**) which is **NOT** appropriate to the teaching activity on your answer sheet.

1 conveying meaning

- A So pedestrian collocates with crossing.
- B So if he feels cheerful, he's happy, OK?
- C So a cathedral is like a large church.

2 eliciting

- A Could you remind me what's happened in the story so far?
- B Could you put down your pens and listen to the story, please?
- C Could you tell me the names of the three characters in the story?

3 prompting

- A Mmm ... yes ... that's right, homework is due in tomorrow, please.
- B A footballer ... a boxer ... a dancer ... So for someone who plays golf?
- C Good try. Think of another animal which likes to look for food at night.

4 providing a reason for doing a task

- A This task will help you to practise the adjectives we looked at last week.
- B This task is the kind of task you'll be doing in the school-leaving exam.
- C Do your best on this task. Ask me if anything in it is unclear.

5 giving an instruction

- A Take two minutes to write down as many questions as you can.
- B OK, so can you finish please in two minutes' time.
- C This video clip lasts for two minutes.

6 asking learners to read for gist

- A Read the text for a minute and then tell me the main idea.
- B Read the text and tell me the meaning of the words on the board.
- C Read the text and tell me if the writer agrees with the idea of recycling.

For questions 7 – 13, match the following examples of a teacher's language used with a class of elementary learners with a trainer's comments 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.

Teacher's language

- | | |
|----|---|
| 7 | Ana, Lucie, please stop talking. Ok, everyone, please give me all your attention now! |
| 8 | Oh look, class. Can you see the rainbow? Isn't it beautiful? |
| 9 | Paolo, can you explain to us all what a <i>fridge</i> is? |
| 10 | We need to get rid of two things from this list. Which would you eliminate, An-Ju? |
| 11 | You don't seem to be trying very hard with your writing today. Let's practise our song instead. |
| 12 | You're doing well. But let's see which pair is the first to label all the pictures. |
| 13 | My other class did much better in the progress test. |

Trainer's comments

- | | |
|----------|---|
| A | It's better not to nominate at the beginning of a question so all the learners pay attention. |
| B | You should try to give formative feedback. |
| C | Ringling a bell or clapping your hands can be a good way to make the class listen. |
| D | I like the way you encouraged the learners to try harder. |
| E | It's a good idea to use what's happening around you to teach some new vocabulary. |
| F | Your instructions were not always given in the most logical order. |
| G | It was sensible to change task in the circumstances. |
| H | Make sure you keep the lexis in your instructions at an appropriate level. |

Turn over ►

For questions 14 – 19, look at the teacher's actions and the three instructions the teacher gave listed **A**, **B** and **C**. Choose the instruction which came first.

Choose the instruction which followed the teacher's action.

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

14

The teacher handed out a questionnaire so learners could find out about their partner.
The first instruction was ...

- A** Work in small groups and compare your answers.
- B** Ask and answer questions with your partner to complete the questionnaire.
- C** How many people had the same answers?

15

The teacher wrote *We've never met before*, ... on the board.
The first instruction was ...

- A** Listen *We've never met before, have we?*
- B** Katja, please repeat my sentence.
- C** Say it with falling intonation on the question tag.

16

The teacher asked the learners in small groups to write ten questions for a questionnaire about the reading habits of the class.
The first instruction was ...

- A** Choose the five most interesting questions your group has written.
- B** Summarise what you found out about another group's reading habits.
- C** Work with someone from another group and ask your five questions.

17

The teacher wrote the topic for the class debate on the board.
The first instruction was ...

- A** Go to the left of the room if you agree with the statement and to the right if you disagree.
- B** Put your hand up if you have changed your opinion since you heard both sides of the argument.
- C** Brainstorm your arguments and anticipate the arguments of the other side.

18

The teacher collected several objects from around the classroom and she put them in a bag.
The first instruction was ...

- A** Describe it but do not say the name of the object.
- B** Andre, put your hand in the bag and touch one of the objects.
- C** Write the adjectives that describe the object.

19

The teacher wanted to elicit some adverbs by miming some actions.
The first instruction was ...

- A** Mime an action and your partner has to say if you're doing it patiently or impatiently.
- B** Do you think I was waiting patiently?
- C** Tell your partner which action you think I was miming.

Turn over ►

For questions 20 – 26, match the examples of **Learner 2**'s language with the functions 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.

Functions

- | | |
|----------|-----------------------|
| A | correcting |
| B | stating intention |
| C | predicting |
| D | complaining |
| E | expressing obligation |
| F | giving permission |
| G | warning |
| H | disagreeing |

Examples of learners' language

- 20** Learner 1: I've got Friday written down here.
Learner 2: That's right, we're supposed to hand it in by 12:00.
- 21** Learner 1: I've got *ski* for number 6. Have you?
Learner 2: Surely it can't be if it comes after *enjoy*?
- 22** Learner 1: Do you think we've spelled everything correctly?
Learner 2: I'm going to check in a dictionary this evening.
- 23** Learner 1: I forgot to bring my homework in again.
Learner 2: Oh, the teacher won't mind.
- 24** Learner 1: We aren't allowed to go home until 4.
Learner 2: That's such a silly rule.

25

Learner 1: So you're getting married next Friday, I hear?

Learner 2: Actually, the Friday after.

26

Learner 1: Can I borrow your grammar book this evening?

Learner 2: That's fine, but can you give it back to me tomorrow?

Turn over ►

For questions 27 – 33, look at the incomplete statements about functions of learner language and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One option does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

27 In order to do an information gap task, learners usually need to

- A** ask questions.
- B** express disagreement.
- C** share knowledge.

28 In order to do a group ranking task, learners usually need to

- A** make guesses.
- B** give opinions.
- C** express agreement.

29 In order to prepare a poster together, learners usually need to

- A** negotiate roles.
- B** express preferences.
- C** make predictions.

30 In order to categorise some vocabulary into groups, learners usually need to

- A** compare and contrast.
- B** narrate.
- C** express doubt.

31 In order to role play a job interview, learners usually need to

- A** offer corrections.
- B** ask for information.
- C** give reasons.

32 In order to label a picture of a house with rooms and furniture in pairs, learners usually need to

- A** offer suggestions.
- B** describe a process.
- C** express certainty.

33

In order to do peer evaluation on homework, learners usually need to

- A** negotiate.
- B** express ideas.
- C** give clarification.

Turn over ►

For questions 34 – 40, match the error in each line of the learner's writing to the types of error listed A, B and C.

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

You will need to use each option at least once.

Types of error

- | | |
|----------|--------------|
| A | articles |
| B | pronouns |
| C | prepositions |

Learner's writing

- | | |
|-----------|---|
| 34 | The classmate I will describe to you is a bit smaller than I. |
| 35 | He has a brown hair and blue eyes and wears glasses |
| 36 | but he doesn't like it when anyone reminds that he is small. |
| 37 | He loves maths and plays lots of sport in the weekend. |
| 38 | He has a brother and a ten year old sister who name is Flora. |
| 39 | He has many friends and is very good for organising parties. |
| 40 | He is in his last year at school and he is in same class as me. |