For questions **41 – 47**, look at the following situations and three possible teacher actions listed **A**, **B** and **C**.

Choose the most appropriate action for each situation.

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

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41 The teacher wants to build good rapport in her new elementary class.

A She gives the class some extra irregular verbs to learn for homework.
B She makes an effort to learn all the learners' names.
C She decides to ask the best learner in the class to be teacher for a lesson.

42 The teacher has a wide range of levels in her class and she wants to make sure they all make progress.

A She aims her lessons at the middle of her class.
B She teaches lessons for weaker, average and stronger learners in turn.
C She provides different activities for weaker and stronger learners.

43 The teacher wants to encourage cooperative learning.

A He sets the class a project to plan and produce a class magazine.
B He asks each member of the class to do a short talk to the other learners.
C He goes to the library with his class to practise using reference materials.

44 The teacher wants to set some rules for classroom behaviour with a new class.

A Learners and teacher spend time discussing and agreeing on a learning contract.
B The teacher tells her learners that she expects them to use English outside the classroom.
C The teacher gives extra work to learners who do not follow her rules.

45 The teacher wants to make sure that quieter learners have the chance to speak.

A He has regular lessons where more dominant learners are not allowed to speak.
B He nominates who he wishes to answer questions.
C He puts learners in pairs where there is one quieter and one noisier person.

46 The teacher wants to make sure that learners understand instructions for a paired role play activity.

A She gives feedback after learners do the activity in closed pairs.
B She asks if the learners understood everything after giving the instructions.
C She asks a strong pair to demonstrate the activity in an open pair.

LIVEWORKSHEETS

47 The teacher wants to settle the class after a mingling activity in which the learners discussed their favourite sports.

A She makes learners call out all the words they can think of in the lexical set of sport.
B She asks each learner to write down one interesting thing they learnt during the activity.
C She organises a competition in which learners in one team mime sports for the other team to guess.

LIVEWORKSHEETS

For questions **48 – 54**, match the learners' comments with the teacher trainers' 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 trainers' comments

A	Try to vary the order and type of activities you use in your classroom.
B	Remember to listen carefully to how the learners say things, they may be giving suitable alternatives and should be encouraged.
C	Consider collecting in some of the work the learners have done to mark outside class time.
D	Make sure you include materials and activities which are useful to everyone.
E	Introduce a system where you give all members of the class a chance to participate.
F	Encourage your learners to suggest or bring in material they would like to use in class.
G	Create a supportive atmosphere where learners see making mistakes as part of the learning process.
H	If you have a lot of information you want to give the learners, consider putting it on a handout which you could photocopy for them.

LIVEWORKSHEETS

Learners' comments

48 We like listening to songs but the ones in the book aren't very good. No one wants to listen to them or sing them.

49 There are some learners who are planning to do an exam soon and the teacher only focuses on the language they need.

50 The teacher spends a lot of time writing things up on the board and then we all have to copy it down.

51 I don't like talking in front of everyone else because I know their English is better than mine.

52 The tasks are all good but it gets a bit boring sometimes to learn something new, then practise it with a writing exercise, and then read something.

53 I realise it's important that we know the answers but I think we spend too much time correcting exercises every day.

54 The teacher just reads the answers from the book, he doesn't accept any different answers that we suggest.

LIVEWORKSHEETS

For questions **55 – 61**, match the trainer's comments with the teacher's role as a language resource 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.

Teacher's role as a language resource

A	clarifying meaning
B	correcting
C	contextualising

Trainer's comments

55 It will be more memorable if you encourage learners to write sentences using the new words.

56 If a learner is enthusiastically telling a story don't interrupt him to ask him to rephrase things that aren't clear, but discuss the points later.

57 It was good that you encouraged the learners to proofread their written stories before handing them in to you.

58 I liked the way you used concept questions to show the differences between two tenses.

59 It's better to use a coloured code with written work because learners remember what they find out themselves.

60 A good way of focusing on the passive is to ask learners to underline examples in a text.

61 It can be helpful to remind learners to notice any affixes in unfamiliar words.

LIVEWORKSHEETS

For questions **62 – 67**, choose the best option (**A**, **B** or **C**) to complete each statement about ways of grouping learners.

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

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62 The teacher moves from choral drilling to group drilling to individual drilling of a structure because

A she wants to build learners' confidence when using the structure.
B she wants everyone to understand the use of the structure.
C the structure is easily confused with the learners' L1.

63 Before learners start a paired feedback activity the teacher tells them they will give peer feedback afterwards because

A she wants learners to listen carefully to each other.
B she wants to introduce learner independence.
C different learners will produce different errors.

64 After planning a writing task as a whole class, the teacher asks the learners to write the first paragraph on their own because

A she wants to check that they use their own ideas.
B she wants to make sure all learners attempt the task.
C she wants stronger learners to write a longer text.

65 The teacher puts learners into mixed-ability groups to do a grammar exercise because

A she wants the learners to get to know each other better.
B stronger learners may benefit from explaining the answers.
C the grammar structure is new to all learners.

66 The teacher puts learners of similar ability into small groups to do a gap-fill task because

A she wants weaker learners to work out the answers for themselves.
B she wants all the groups to finish at the same time.
C she doesn't want learners to be aware of differences in ability.

67 The teacher asks each of the learners who are working on a project together to do part of the project presentation because

A speaking ability varies from learner to learner.
B some learners lack confidence.
C she wants to encourage a sense of responsibility among learners.

LIVEWORKSHEETS

For questions **68 – 73**, match the method of correction with the teacher's purpose (**A – G**).

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

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

Teacher's purpose

A	to encourage the use of peer feedback
B	to give the class an understanding of the natural order
C	to provide a quick way of checking an exercise for the whole class
D	to help a learner with a language difficulty that is not common to the whole class
E	to remind learners of the pattern of sentence stress
F	to signal in an oral activity that a learner has used the wrong word
G	to develop learners' ability to edit and proofread their own work

Method of correction

68 The teacher underlines but does not correct mistakes on each learner's written dialogue.

69 The teacher claps out for the class a regular rhythm while repeating a line from a dialogue.

70 The teacher echo-corrects a learner's question.

71 The teacher arranges to give individual feedback with a learner.

72 The learners exchange written work before it is given to the teacher for marking.

73 The learners shout out the answers to a true-false exercise and the teacher writes the correct answer on the board.

LIVEWORKSHEETS

For questions **74 – 80**, match the teacher's feedback comments with the feedback focus on writing listed **A – D**.

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

You will need to use each option at least once.

Feedback focus

A	organisation
B	accuracy
C	range
D	register

Teacher's comments

74 Don't you think your email would sound better if you used some contractions – like *I'm* instead of *I am*?

75 I like this letter of application a lot. It includes all the right information. Can you find a good place to start another paragraph? This one is quite long and the reader might get lost.

76 I think the manager would be impressed by this letter but can you check the word order in the request?

77 Next time you write a formal email like this it's a good idea to start by saying why you're writing – don't leave that until the end.

78 This letter uses a lot of good language but your English friend won't be sure if your job at the supermarket is permanent or temporary. Look at the verb form again.

79 This story is really interesting. There's a nice introduction and it's quite simple and easy to understand but you could have used more past tenses because we've done more than the past simple this term. Look back at units 3 and 4 in the course book.

80 It's quite difficult to follow this essay because you've put some of the advantages in with the disadvantages. Make notes before you write your next one.

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