For questions **1 – 7**, look at the sentences. Read the questions about the grammar in the sentences and the three possible answers listed **A**, **B** and **C**.

Choose the correct answer.

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

---

1 The two artists **seem** to understand what you **have** painted, but I'm not sure I **know**.

Which of the three verbs is **NOT** a main verb?
A seem
B have
C know

2 **I** told **you** that I'd never seen **him** before.

Which of the three pronouns is **NOT** an object pronoun?
A I
B you
C him

3 It's a very **difficult** question. I'm not **sure** if I've done it **right**.

Which of the three words is **NOT** an adjective?
A difficult
B sure
C right

4 We **visited** a **ruined** castle which had been **built** in the eighth century.

Which of the three words is **NOT** a past participle form?
A visited
B ruined
C built

5 I told Mark that it would be a bad **idea** to send the **email**, but he decided to ignore my **advice**.

Which of the three nouns is **NOT** an abstract noun?
A idea
B email
C advice

6 **Quite** a **few** people in the class said they **never** brush their teeth in the evening.

Which of the three words is **NOT** an adverb?
A Quite
B few
C never

7 Kip **had** always wanted to become a nurse. However, when he **did** a training course, he realised that he **wasn't** enjoying it enough.

Which of the three verbs is **NOT** an auxiliary?
A had
B did
C wasn't

Turn over ►

LIVEWORKSHEETS

4

For questions **8 – 13**, match the underlined examples of 'could' with their uses 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.

Uses of 'could'

A	to express future possibility
B	to complain
C	to give permission
D	to express present ability
E	to express past ability
F	to express present possibility
G	to express future ability

Examples

8 That could be Judith on the phone.

9 I could hear a funny noise coming from somewhere in the engine.

10 It could snow! Look at the sky!

11 Thanks a lot. You could leave now, if you're in a hurry.

12 You could try asking me before you use my comb, you know.

13 The doctor is free. He could see you now if you like.

5

For questions **14 – 19**, look at the statements about lexis and choose the option (**A**, **B** or **C**) which completes each statement.

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

14 *See* and *sea*; *tale* and *tail*; *where* and *wear* are examples of .....

A false friends.
B connected speech.
C homophones.

15 *Rock hard*; *soft boiled*; *melting point* are examples of .....

A compounds.
B antonyms.
C idioms.

16 *Jeans*, *T-shirt*, *coat*; and *athlete*, *jog*, *long jump* are examples of .....

A linking.
B collocations.
C lexical sets.

17 *Look up*; *look out*; *look over* are examples of .....

A word boundaries.
B phrasal verbs.
C verb patterns.

18 The different meanings of the noun *bank* are examples of .....

A homonyms.
B affixation.
C connected speech.

19 *Rare* and *hair*; *meat* and *street*; *money* and *sunny* are examples of .....

A rhymes.
B key words.
C contrastive stress.

Turn over ►

LIVEWORKSHEETS

For questions **20 – 26**, look at the questions about phonology and the three possible examples listed **A**, **B** and **C**.

Choose the example which matches the term.

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

---

20 Which of the following contains a contraction?

A USA
B can't
C bye

21 How many phonemes does *place* have?

A two
B three
C four

22 How is *butcher* written in phonemic script?

A /bʊtʃə/
B /bʌtʃə/
C /buːtʃə/

23 Which of the following is true of connected speech in English?

A The first syllable of each word is always stressed.
B Structural words are never stressed.
C Content words are usually stressed.

24 Which of the following contains a diphthong?

A /meɪl/
B /mæd/
C /mɔː/

25 How many weak vowel sounds does *banana* have?

A one
B two
C three

26 Which of these words is a minimal pair?

A think/thinking
B she/ship
C cut/cat

For questions **27 – 33**, match the underlined groups of words on the left with the functions listed **A**, **B** and **C**.

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

Functions

A	to express a condition
B	to give a reason
C	to show a result

Groups of words

27 As it might rain at the weekend, I've hired a couple of DVDs.

28 I don't think I'll buy a new car unless I get a pay rise.

29 It was such an enjoyable party that I stayed longer than I'd planned.

30 I'm lighting candles since the electricity's gone off.

31 Wanting to avoid the rush hour, I set off very early.

32 Provided you pay me back next week, I'll lend you the money.

33 It was so cold I put another jumper on.

Turn over ►

LIVEWORKSHEETS

8

For questions **34 – 40**, match what readers do with the ways of reading 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.

Ways of reading

A	predicting
B	scanning
C	inferring attitude
D	deducing meaning from context
E	intensive reading
F	identifying text organisation
G	reading for main ideas
H	skimming

What readers do

34 They quickly search the text to find particular information.

35 They decide how writers feel from the way that they write.

36 They use parts of the text to help them understand unfamiliar lexis.

37 They look at a text quickly to get a general understanding.

38 They look at how the information is structured, by noticing headings or introductory phrases.

39 They focus on how language is used in a piece of text.

40 They use titles and pictures to give themselves ideas about what the text is about.

9

For questions **41 – 45**, match the things the teacher does with the ways in which the students are motivated listed **A – F**.

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

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

Ways students are motivated

A	This makes students feel that the course is well organised.
B	Students feel more comfortable when talking about what they know best – themselves!
C	Students like to hear they have done well.
D	Using their imagination can help students to get more involved in their fluency work.
E	Students often like 'being the teacher' and explaining things to other students.
F	I find this allows me to keep students' attention by quickly changing the pace of the lesson.

Things the teacher does

41 I sometimes get my students to choose a general interest topic to research and give mini-presentations on.

42 I connect some of the texts and speaking topics in the coursebook to my students and their lives.

43 I have some favourite 'five-minute' fun activities ready for whenever I need them.

44 I tell my students each week what they're going to study.

45 I use drama and role-play in the classroom.

Turn over ►

LIVEWORKSHEETS

For questions **46 – 50**, look at the examples of what learners do and the three possible learning strategies listed **A**, **B** and **C**.

Choose the strategy which matches the example.

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

---

46 I focus on the language I use to make sure it is correct.

A memorising
B revising
C self-monitoring

47 If I don't know a word, I try to work it out from the rest of the sentence.

A paraphrasing
B using linguistic clues
C translating

48 I make notes about how native speakers use English in films and TV shows.

A paying attention to language use
B organising learning aids
C predicting content from the situation

49 I keep small cards with new expressions on them and test myself on them when I'm travelling to work.

A developing routines for revision
B experimenting with language
C accepting correction

50 If I don't know what something means, I look it up.

A focusing on collocations
B using opportunities for practice
C consulting reference materials

For questions **51 – 55**, match the learners' comments with the learners' preferences listed **A**, **B** and **C**.

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

Learners' preferences

A	I remember language well when I see it.
B	I remember language well when I hear it.
C	I remember language well when I move.

Learners' comments

51 I like it when the teacher gives me a card with a word or phrase on and I have to act it out for the rest of the class to guess the word.

52 I enjoy putting new vocabulary into a table or diagram. It helps me to remember words.

53 If we find a new word while we're reading, the teacher often writes it on the board. But I always ask her to say it too and I repeat it a couple of times.

54 Sometimes we cover our eyes and the teacher asks us to pick an object out of a bag. Then we have to try to describe it. It's a really good way of learning.

55 I collect magazines and cut out the photos I like. They're very useful for getting ideas for telling stories.

Turn over ►

LIVEWORKSHEETS

For questions **56 – 61**, match the learners' preferences with the teaching approaches that would suit them listed **A**, **B** and **C**.

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

Teaching approaches

A	Test-teach-test
B	Presentation, Practice and Production
C	Task-based Learning

Learners' preferences

56 real beginners who prefer a structural approach and like to have a clear focus on new language

57 those learners who just want to communicate, using all the language they know to convey meaning

58 learners who like to study grammar and lexical patterns and check what they already know

59 learners at a higher level who enjoy doing exercises on language but have already studied the structures

60 learners who enjoy doing extended pieces of work such as project work

61 learners who are not confident about experimenting with language or those who have little exposure to English

For questions **62 – 67**, match the sequence of classroom activities from a lesson on offers and requests with the presentation techniques 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.

Presentation techniques

A	getting students to use grammar in a controlled way
B	highlighting the language focus and aim of the lesson
C	getting students to focus on the target language through the context of a listening activity
D	raising students' awareness of differences in register
E	getting students to focus on pronunciation of the target language
F	setting up the situation
G	encouraging students to analyse structural patterns

Sequence of classroom activities

62 The teacher wrote the topic of the day's lesson on the board: 'Making requests'.

63 The teacher asked some students to tell the class about important requests they had made in their lives.

64 The students did an exercise completing gaps in sentences with the correct forms of requesting verbs.

65 The teacher elicited whether words and phrases like *can*, *could* and *would you mind* were followed by the base form or verb+ *-ing* in the sentences.

66 The teacher asked students to tell her which forms would be used in particular contexts, e.g. speaking to your friend; speaking to your teacher; etc.

67 The teacher drilled the sentences chorally, paying attention to connected speech.

Turn over ►

LIVEWORKSHEETS

14

For questions **68 – 74**, match the classroom activities on the left with the types of speaking practice listed **A**, **B** and **C**.

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

Types of speaking practice

A	focus on pronunciation
B	accuracy practice
C	fluency practice

Classroom activities

68 We had to imagine that we were going to be on an island and decide in groups what ten things to take with us from a list of items.

69 My partner gave me the infinitives of different irregular verbs and I had to spell the past participle. I got a point for every one I got right.

70 We did a transformation drill. The teacher said a sentence and we had to make it into a question as fast as we could with no mistakes.

71 We worked in threes and were each given part of a story. We had to read the text and then tell each other the information we knew to complete the whole story.

72 We interviewed people in the street about what improvements they would like to see to the town's sports facilities.

73 The teacher made shapes with her mouth but didn't speak and we had to shout out what word she was saying each time.

74 When we were reading out the play, the teacher asked us to put more feeling into what we were saying.

15

For questions **75 – 80**, complete the sentences about test types by choosing the appropriate option listed **A**, **B** and **C**.

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

75 A cloze test assesses

A listening skills.
B speaking skills.
C reading skills.

76 A diagnostic test is used to assess

A learners' strong and weak points in language.
B learners' ability to recognise their own language mistakes.
C learners' ability to summarise the main points in a text.

77 A summative test is used at

A the beginning of a course.
B the end of a course.
C the beginning and end of a course.

78 A placement test is used to

A put learners in a suitable class.
B rank learners in order of achievement from first to last.
C assess whether learners are ready to enter university.

79 A proficiency test always assesses

A the language of daily conversation.
B the language which students have been taught.
C the level of language that learners have reached.

80 An achievement test assesses

A how well learners have learned what has been taught in class.
B whether students are ready to start learning a language.
C if learners are at the right level to sit a public exam.

LIVEWORKSHEETS