2

For questions **1 – 6**, match the textbook rubrics with the activity aims 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.

Textbook rubrics

1 Use the words and phrases to produce a paragraph about yourself.

2 Use the train timetable to find the best train for each family to catch.

3 Complete the gaps in the newspaper article using the correct verb forms.

4 Use the information from the recording to decide if the statements are true or false.

5 Share your opinions on the topic with other students.

6 Choose the best headline for the article.

Activity aims

A to provide controlled written grammar practice of recently taught language

B to personalise recently taught vocabulary through a writing activity

C to give students practice in identifying details in a listening text

D to give students practice in oral fluency

E to provide practice in reading for specific information

F to provide practice in reading for general understanding

G to provide practice in process writing

3

For questions **7 – 12**, match the classroom activities with their main teaching aims listed **A**, **B** and **C**.

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

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7 Learners make a recording of a radio programme they have written.

A to focus on voiced and unvoiced sounds
B to provide a sense of achievement
C to improve discipline

8 Learners do a grammar exercise on a CD-ROM.

A to focus on pronunciation
B to focus on fluency
C to focus on form

9 In groups, learners do a quiz about elephants before reading a story about them.

A to test their memory
B to give peer feedback
C to generate interest in a topic

10 After a groupwork discussion activity, learners work with a partner from another group to share information.

A to vary the interaction pattern
B to give restricted practice of target language
C to focus attention on learning strategies

11 A group of actors comes to the school to perform a short play in English for the learners.

A to give learners exposure to language
B to increase learners' participation
C to develop learner autonomy

12 Learners do an activity which involves one learner memorising parts of a text to dictate to their partner.

A to clarify meaning
B to develop gist listening skills
C to focus on accuracy

LIVEWORKSHEETS

4

For questions **13 – 19**, match the lesson aims with the target language 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.

Lesson aims

13	to help students understand and produce the spoken form of regular past tenses
14	to help students write a set of instructions for a process
15	to help students make contrasts
16	to help students hold a discussion on a current topic
17	to help students write questions for a survey about favourite holiday activities
18	to help students understand and use the third conditional
19	to help students talk about family relationships

Target language

A	expressions for agreeing and disagreeing
B	question tags
C	possessive adjectives
D	verb + gerund
E	the comparative form of adjectives
F	weak forms in connected speech for *would / have / had*
G	verb endings /t/,/d/, /ɪd/
H	joining phrases, such as *first of all*, *next* and *at the end*

5

For questions **20 – 27**, match the information from different lesson plans with the lesson plan headings 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.

Lesson plan headings

A	Aims
B	Procedure
C	Assumptions

Information from different lesson plans

20	Students will remember how to form present perfect simple statements from the last lesson.
21	By the end of the lesson, students will be able to form present perfect simple questions.
22	Improve use of functional language for talking about experiences.
23	Ask pairs to act out a role-play between a reporter and a film star.
24	Students already know what a past participle is.
25	Students could complete the second task if they finish early.
26	Students may have problems with authentic listening.
27	Students listen to the recording to check their answers.

LIVEWORKSHEETS

6

For questions **28 – 33**, read the stages of the lesson plan about the advantages and disadvantages of school and work and fill in the missing stages from the options listed **A – F**.

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

Missing stages

A	Students read the article, answer comprehension questions and check their answers in pairs.
B	Students look at a picture of a schoolgirl called Anna, and the title of an article about her, and then read some questions a journalist asked her.
C	Students complete a gapped paragraph, using appropriate language forms.
D	Students read some opinions of people who work, and tick (✓) the ones they agree with.
E	Students read the article quickly, underlining the answers given to the journalist's questions.
F	Students use the information from the article to act out the interview.

7

Lesson plan

- In groups, students brainstorm their own views on the advantages and disadvantages of being at school.

28 ... ...

- Students compare their ideas and discuss in pairs whether they think school is better or worse than being at work.

29 ... ...

- Students predict the content of the newspaper interview.

30 ... ...

- Students check in pairs.

31 ... ...

- The teacher leads whole-class feedback.
- The teacher tells the class to work in pairs; one of them is Anna and the other is the journalist.

32 ... ...

- The teacher elicits some of the advantages and disadvantages of being at school or working, and notes these on the board, e.g. *work hours are more flexible than school hours; working is better paid than going to school!*
- Students look at the sentences on the board and the teacher revises comparatives.

33 ... ...

- Students write up their views on the advantages and disadvantages of school and work.

LIVEWORKSHEETS

8

For questions **34 – 40**, look at a teacher's assessment aims and the three possible methods of assessment for each listed **A**, **B** and **C**.

Two of the methods of assessment are appropriate for each aim. One of the methods is **NOT**.

Mark the method (**A**, **B** or **C**) which is **NOT** appropriate on your answer sheet.

---

34 To assess whether students have understood how to use narrative tenses, it would **NOT** be appropriate for

A students to tell each other a story about a time when they were very surprised.
B students to complete a story in which some of the verbs have been taken out.
C students to read a story and select three pictures which best match what happened.

35 To assess whether students have understood some basic information about article use, it would **NOT** be appropriate for

A students to underline examples of articles in a text and then select the rule which best explains the use in each case.
B students to circle examples of articles in a text and categorise them according to their use.
C students to read a text containing examples of different uses of articles and translate the text into their L1.

36 To assess whether students can use comparative structures in spoken English, it would **NOT** be appropriate for

A students to compare their own country with another, using at least five comparatives.
B students to correct the mistakes in the use of comparatives in a short report.
C students to talk about food from different countries and say how it is similar or different.

37 To assess whether students can use punctuation to communicate clearly, it would **NOT** be appropriate for

A students to label different features of punctuation, e.g. *comma, full stop*, in a letter.
B students to write a letter to a friend, telling him/her about their latest news.
C students to punctuate a short letter which has been written without any punctuation.

9

38 To assess whether students know when to use *used to* for past habits, it would **NOT** be appropriate for

A students to write about what they did as a child, responding to prompts, e.g. *clothes, toys*.
B students to write sentences about a man who has become famous, contrasting his old and new life.
C students to tell a story about something funny which happened to them as a child.

39 To assess whether students can use functional exponents for buying something in a shop, it would **NOT** be appropriate for

A students to write short dialogues between shop assistants and customers.
B students to complete the shop assistant's part of a dialogue in a shop.
C students to do a role-play between a shop assistant and customer, changing roles after a few minutes.

40 To assess whether students can use the present perfect, it would **NOT** be appropriate for

A students to discuss the positive and negative experiences they had at primary school.
B students to mingle to find out who has the most experience of travelling to other countries.
C students to write questions for a job interview to find out about an applicant's work experience.

LIVEWORKSHEETS

10

For questions **41 – 47**, look at the types of information and extracts from two different dictionaries.

Decide which extract (**A** or **B**) contains each type of information.

If the type of information is **NOT** given in either extract **A** or **B**, choose **C** (neither).

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

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

Dictionary extracts

A Extract A

> **achieve** *verb*
> to succeed in finishing something or reaching an aim
> VERB + ACHIEVE **aim to** *We aim to achieve an increase in sales.*
> ADJ + ACHIEVE **be easy to**, **be impossible to**

Adapted from: *Oxford Collocations Dictionary for Students of English*. OUP, 2002

B Extract B

> **error** *noun*
> 1 = **mistake**, inaccuracy, fault, miscalculation
> 2 = **wrongdoing**, fault, offence, sin

Adapted from: *Collins Paperback Thesaurus*. Collins, 2008

C Not given in either Extract A or Extract B

Types of information

41 use in context

42 register

43 individual words which have a similar meaning to the headword

44 common phrases

45 words which have the opposite meaning to the headword

46 more than one meaning of the headword

47 example of the position of the headword in a sentence

11

For questions **48 – 54**, choose which unit in a pronunciation resource book listed **A – H**, a teacher could use to help her students with their pronunciation problems.

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

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

Students' pronunciation problems

48 Students can't hear the difference between *bin* and *been*; *bad* and *bed*.

49 Students find it hard to say the underlined parts of words like: *spoon*; *exercise*; *mistake*.

50 Students pronounce each word separately, so their speech doesn't sound smooth.

51 Students' speech in conversations sounds flat and uninterested.

52 Students sometimes mispronounce words which have the same spelling but a different meaning, such as *to record / a record*; *to present / a present*.

53 Students can't hear individual words when people talk.

54 Students don't pronounce the phonemes /ʒ/, /dʒ/, /z/, /v/. They replace them with corresponding phonemes /ʃ/, /tʃ/, /s/, /f/.

Units in a pronunciation resource book

A Recognising minimal pairs

B Understanding connected speech

C Producing voiced consonants

D Expressing attitude through voice

E Practising groups of consonant sounds

F Distinguishing parts of speech through stress

G Using contrastive stress

H Practising linking

LIVEWORKSHEETS

12

For questions **55 – 60**, match the classroom activities with the reasons for using pictures in class 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.

Reasons for using pictures

A	to raise awareness of intonation
B	to provide linguistic support before receptive skills work
C	to practise reading for detail
D	to practise extensive listening
E	to practise listening for specific information
F	to provide controlled spoken practice
G	to provide practice in producing a paragraph of text

Classroom activities

55 Students look at some pictures of people and match descriptions from a magazine article with the pictures.

56 Students, in groups, look at pictures painted by famous artists and express their opinions, using a dialogue which they learned earlier to support them.

57 Students listen to a recording of five people saying 'hello' and look at pictures of people whose faces show different feelings. They match the feelings to the speakers.

58 Students look at six pictures and put them in the order they are mentioned in a short recording.

59 Students look at a picture. The teacher focuses on words students need to know in an article they will study later in the lesson.

60 Students look at a picture of a person they know well and write a description of the person.

13

For questions **61 – 67**, match the learners' problems with their coursebook with the strategies a teacher can use to deal with these problems 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.

Learners' problems with their coursebook

61 I can't understand how to do the exercises in the progress tests.

62 There's lots of new and useful vocabulary in the book, but it's difficult to remember.

63 I like the reading texts, but there's so much language that I don't understand in them.

64 The book has lots of fun speaking activities, but it doesn't introduce much new grammar.

65 I never know what to write about so I don't do the writing tasks well.

66 Every unit is the same … it gets a bit boring after a while.

67 The listening practice in the coursebook is too easy for me.

Strategies

A	Get students to brainstorm ideas in pairs or as a group before they start.
B	Use repetition drills for practice in listening to and producing structures.
C	Use supplementary materials to extend the coursebook topic and provide a variety of approaches to texts and language.
D	Suggest that students keep a record on cards or in a notebook and review this regularly.
E	Give students practice in class with similar task types.
F	Familiarise students with some internet sites that can help them learn rules about language.
G	Tell students about internet sites where they can hear ungraded, authentic language.
H	Train students to work with key words and to deduce meaning from context.

LIVEWORKSHEETS

14

For questions **68 – 73**, match the main aims of the coursebook activities with the sequence of coursebook activities 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.

Main aims

68	to focus on peer correction
69	to focus on written accuracy
70	to practise reading for gist
71	to focus on content, when planning a formal letter of complaint
72	to give interactive freer practice
73	to practise reading for attitude

15

Sequence of coursebook activities

A	Look through these letters from people who have just returned from holiday. Match the letters (1-4) to the main subjects of complaint (a-d).
B	Look at each letter again. Decide which writer is the most angry about his/her complaint.
C	Read the description of a problem a student has with his accommodation and decide: What information could the student include in a letter to his landlord, the owner of the accommodation?
D	Work in pairs. One of you is the student who is renting the accommodation and the other is the landlord. The student telephones the landlord. Role-play the discussion and record yourselves.
E	Listen to the recordings of your classmates and identify any mistakes you hear.
F	Now use the words and expressions about time and frequency in the box to complete the letter that the student sent to the landlord.
G	Make notes of any new words and expressions you want to learn from this unit.

Adapted from *IELTS Express Intermediate* by Hallows R., Lisboa M. and Unwin M. Thomson, 2006

LIVEWORKSHEETS

16

For questions **74 – 80**, match the questions with the supplementary activities 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.

Supplementary activities

A Work in pairs. You each have a picture of some children in a playground, but your pictures are not the same. Talk together and find the differences. When you have finished, compare your pictures.

B Look at this picture of a room in a house for one minute. You are not allowed to write anything down. When your teacher tells you, turn your picture over, then write down the answers to the questions you will be asked on a separate piece of paper.

C You have a map with a route which starts at the station and ends at the library. Student B has the same map without a route. Give directions to help him/her to draw the same route as yours. You are not allowed to show him/her your map.

Questions

74 Which activity is useful for practising imperatives?

75 Which activity practises the present continuous?

76 Which activity provides a more challenging role for one partner?

77 Which activity could be used as a calming individual activity after a lively game?

78 Which activity can be used to practise questions using *some* and *any*?

79 Which activity depends on memory?

80 Which activity provides both students with a reason for listening?

LIVEWORKSHEETS