

For questions 1 – 6, match the activities for teaching writing with the main teaching focuses 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 teaching focuses

A	cohesive devices
B	lexical range
C	accurate letter formation
D	register
E	narrative skills
F	dialogue writing
G	summarising

Activities for teaching writing

- 1 Learners write the key points of an article they read in class, using no more than 50 words.
- 2 Learners copy a handwritten text, trying to make it look as similar to the original as possible.
- 3 Learners choose words and expressions like *however*, *in addition* and *despite* from a list of options to fill the gaps in a text.
- 4 Learners replace a number of uses of *nice* and *good* with more interesting adjectives.
- 5 Learners discuss how to make a story more interesting by including interesting characters.
- 6 Learners discuss the differences between writing a letter to a friend and to a stranger.

Turn over ►

For questions 7 – 13, match the stages of a lesson with the main stage aims listed A – I.

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

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

Main stage aims

- | | |
|----------|---|
| A | to organise ideas for a narrative |
| B | to ensure the learners have complete understanding of the text |
| C | to give proofreading practice |
| D | to check past tense forms |
| E | to give free practice of past tense and sequencing words |
| F | to give practice in reading for gist |
| G | to set the topic and activate vocabulary |
| H | to give an opportunity to the learners to notice sequencing words |

Stages of a lesson

- 7** The teacher writes *School day* in the middle of the board. The learners brainstorm all the things they do during their day at school.
- 8** The teacher hands out a story about Susan's school day, together with pictures of it. The learners read the story quickly and put the pictures in order. The teacher gives the correct order.
- 9** The learners reread the text and look up any unknown vocabulary in their dictionaries. The teacher checks any problematic words.
- 10** The teacher gives the learners the same story but with gaps instead of verbs. The learners fill the gaps from memory. They check their answers.
- 11** The learners look at the complete text again, and underline phrases such as *Then, After that, A bit later*.
- 12** The learners have five minutes to make notes for their own story about a memorable day at school.
- 13** In groups, the learners tell their own stories to each other and then decide on the most memorable day.

Turn over ►

For questions 14 – 20, read the seven stages of an integrated skills lesson and complete each statement about the aims of each stage by choosing the correct option, **A**, **B** or **C**.

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

Stages of an integrated skills lesson

Stage 1

Word power

argument

embarrass

fight

jealousy

tease

Stage 2

What problems can teenagers face because of parents? Other people at school? Brothers and sisters? Friends?

Stage 3

Look at the title and subtitle of the article you are going to read about a service for teenagers. What do you think this new service does?

Stage 4

Read the article, then find the following words and phrases and underline them. Can you work out what they mean from the context?

Stage 5

Find words or phrases in the text which have a similar meaning to these words or phrases.

Stage 6

Look back at the article and find an example of:

the present simple in the question form (paragraph 2)

the past simple in the negative (paragraph 6)

Stage 7

Use the words in the box in the correct form to complete the following sentences:

The girl was _____ (tease) by an older child. It was the most _____ (embarrass) moment of my life.

14

The main aim of Stage 1 is to

- A** introduce key themes for the unit.
- B** present a set of proper nouns.
- C** review structures from a previous unit.

Turn over ►

15

The main aim of Stage 2 is to

- A remind learners of structures they will need for the activity.
- B assess learners' own experiences.
- C stimulate learners' interest in the topic.

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The main aim of Stage 3 is to

- A focus on the layout of a text.
- B practise the language of giving opinions.
- C predict the content of a text.

17

The main aim of Stage 4 is to

- A practise strategies for dealing with unfamiliar words.
- B assess vocabulary knowledge.
- C focus on a lexical set.

18

The main aim of Stage 5 is to

- A encourage peer correction.
- B bring learners' attention to useful new words in the text.
- C practise using new words from the text.

19

The main aim of Stage 6 is to

- A highlight some unusual structural patterns.
- B introduce a new grammar point.
- C focus on grammar in context.

20

The main aim of Stage 7 is to

- A focus on accuracy.
- B personalise target language.
- C check comprehension.

Turn over ►

For questions 21 – 27, match the information from a lesson plan on the past simple with the lesson plan headings listed A – D.

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

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

Lesson plan headings

- | | |
|----------|----------------------|
| A | Lesson aims |
| B | Personal aims |
| C | Anticipated problems |
| D | Procedure |

Information from a lesson plan on the past simple

- 21** Learners may say the auxiliary 'do' in the past simple question form.
- 22** Remember to make instructions suitable for learners' level.
- 23** Learners discuss previous holidays in groups.
- 24** Increase variety to keep energy levels high.
- 25** Learners will use the past simple instead of the base form in questions.
- 26** Give more encouragement in group work activities.
- 27** Learners will increase the number of verbs they know for holiday activities.

Turn over ►

For questions 28 – 34, match the ways of assessing with the main focuses of assessment 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.

Main focuses of assessment

- A use of proofreading skills
- B ability to read intensively
- C knowledge of layout of a written text
- D ability to write fluently
- E awareness of register of a text
- F use of turn-taking skills
- G ability to infer attitude from a text
- H knowledge of functional language

Ways of assessing

- 28 Ask students to find five new collocations in a leaflet about London.
- 29 Ask students to fill gaps in a leaflet about London with the correct adjective taken from pairs of formal/informal adjectives.
- 30 Ask students how they think the people who wrote different emails feel about London.
- 31 Give students a list of features such as *pictures*, *headings* and *maps*, and ask them to note down which features they would find in a leaflet about London.
- 32 Give students an email about London and ask them to write the corrections for any spelling mistakes.
- 33 Put students who like different kinds of films in pairs. Ask them to discuss and compare their tastes in films.
- 34 Ask students to write down five ways of inviting someone on a trip to London.

Turn over ►

For questions **35 – 40**, read the stages of a listening lesson about places (on the following page) 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** Learners look at a list of statements about the two countries and they try to decide if the statements are true or false.
- B** Learners find a partner from the other group and they help each other to complete a worksheet with the information about the countries.
- C** Learners check their answers with their partner. Then the teacher conducts whole class feedback to prepare for a reading.
- D** Learners listen for gist to a recording of people giving their opinion on two different places and decide which places are being described.
- E** Learners make a poster advertising the place they have chosen.
- F** In pairs, learners decide which words are connected with the countryside and which are connected with cities.

Turn over ►

Stages of a listening lesson

- ◆ The teacher writes *trees, businessman, cars, houses, fields, farmer, office, etc.* on the board.

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- ◆ The teacher conducts feedback and corrects learners' pronunciation.
- ◆ Learners look at a picture of the countryside and a picture of the city and label the pictures using the words they have learned.

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- ◆ Learners look at four short descriptions of places and decide which two texts match the pictures they have labelled.
- ◆ Learners check their answers with their partner, then share their answers in open class.

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- ◆ Learners check their answers in pairs, then share their answers in open class.
- ◆ Learners listen for detail to a recording of people giving their opinion on the two different places and fill in detailed information in a table.
- ◆ Learners check their answers in pairs, then share their answers in open class.
- ◆ The teacher explains that the focus of the lesson will now change from places to countries.
- ◆ The teacher writes *Australia* and *Argentina* on the board and elicits information about them from the learners.

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- ◆ Learners check their answers from recordings: half of the class listen to a recording about Australia and the other half listen to a recording about Argentina.

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- ◆ In pairs, learners decide which country they would like to visit.

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- ◆ Learners display their work around the room.

Turn over ►

For questions 41 – 47, match the dictionary tasks that a teacher gave her students with their main purposes 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.

Main purposes

- A** to help students consider the meaning of words very closely
- B** to help students understand how a dictionary identifies parts of speech
- C** to help students notice how a dictionary shows stronger syllables in a word
- D** to help students search for idioms successfully
- E** to help students notice compound words
- F** to help students understand how a dictionary shows verb patterns
- G** to help students check for correct vowel sounds
- H** to help students focus on register

Dictionary tasks

- 41** The teacher gave students feedback on their homework, referring them to the dictionary to correct their examples, such as: *He worked very hardly; She sang beautiful.*
- 42** The teacher asked students to look up some expressions from a transcript to find out about formality, e.g. *You're joking!*
- 43** The teacher asked students to underline the key words in different phrases, e.g. *No! You're pulling my leg!; She's the apple of her father's eye;* before finding them in the dictionary.
- 44** The teacher asked students to complete a gap-fill, e.g. *I tried _____ (do sport) last year but I didn't like it,* before checking in the dictionary.
- 45** The teacher asked students to focus on pronunciation problems after a speaking activity, e.g. *field /fɪlδ/, river /rɪvə/, peach /pi:tʃ/,* by asking them to look the words up.
- 46** The teacher asked students to look up adjectives which are often confused, e.g. *lonely* and *alone*; *excited* and *nervous*.
- 47** The teacher asked students to complete a grid of word families, e.g. *photograph*, *photographer* and *photographic*. Students then looked up the words to mark the word stress.

Turn over ►