

For questions **47-53**, match the following learners' comments to the descriptions of learner preferences 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.

Comments

- 47** 'Most of the time should be spent doing grammar exercises.'
- 48** 'I prefer working with other students to speaking to the teacher in front of the class.'
- 49** 'I really like knowing how language works.'
- 50** 'Rules just confuse me – give some examples and let me work it out myself.'
- 51** 'Why should I listen to other students' mistakes? The teacher should talk most of the time.'
- 52** 'I just want people to understand what I mean. I don't worry if I make mistakes.'
- 53** 'I like deciding for myself what and how I learn.'

Preferences

- A** This learner wants explanations of grammar rules.
- B** This learner enjoys explaining language to other students.
- C** This learner enjoys practising language in pairs and groups.
- D** This learner enjoys doing language practice that focuses on accuracy.
- E** This learner doesn't want to work with other students.
- F** This learner enjoys learning independently.
- G** This learner focuses on communicating.
- H** This learner doesn't want the teacher to explain grammar.

For questions **54-59**, match what the student does with the learning strategies 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.

Learning strategies

- | | |
|----------|----------------------------------|
| A | self-monitoring |
| B | guessing from context |
| C | memorising |
| D | organising learning aids |
| E | repeating |
| F | consulting reference resources |
| G | using opportunities for practice |

- 54** To learn new words, I always create pictures of them in my mind.
- 55** I always keep new vocabulary on cards which I separate into topics.
- 56** Whenever I can, I talk with native English speakers in social situations.
- 57** I work out the meaning of a new word from the language around it.
- 58** I pay attention to my own language to make sure it is accurate.
- 59** If I am not sure of the meaning of a word or of how to use it, I look it up in a dictionary.

[Turn over

For questions **60-66**, match the statements with the teaching approaches that they describe listed **A, B** or **C**.

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

Teaching approaches

- | | |
|----------|---|
| A | Presentation, Practice and Production (PPP) |
| B | Task-based Learning (TBL) |
| C | Grammar-Translation |

Statements

- 60** The teacher moves from providing models of language use to monitoring learners' use of language.
- 61** First the learners complete a communicative task: they are encouraged to use any English they know and they do not have to use any particular language item.
- 62** The written form of the language is more important than the spoken form.
- 63** The language focus is at the start of the teaching sequence, with fluency activities coming later.
- 64** The language focus comes after a communicative activity, so that learners notice gaps in their language.
- 65** Learners acquire language by trying to use it in real communicative situations.
- 66** The learners' first language plays a central role in the teaching.

For questions **67-73**, match the classroom activities with the types of speaking practice listed **A, B** or **C**.

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

Types of speaking practice

- | | |
|----------|--------------------------|
| A | oral fluency practice |
| B | controlled oral practice |
| C | neither |

Classroom activities

- 67** At the beginning of the lesson, we got into groups and talked about an interesting newspaper article that we had read.
- 68** The teacher gave us word prompts such as 'cinema' and 'friends', and we had to say them in sentences using the past simple, e.g. 'We went to the cinema'; 'We visited some friends'.
- 69** The teacher read a passage to us, which we then wrote down.
- 70** The teacher gave us roles such as 'filmstar' or 'sports star' and we had to role play a party in which we chatted to each other.
- 71** We had a discussion about the advantages and disadvantages of the Internet.
- 72** The teacher read out some sentences, some of which were correct and some incorrect. We had to shout out 'Right' or 'Wrong'.
- 73** We had to ask our partner five questions about their abilities, using 'can', e.g. Can you swim?

[Turn over

For questions **74-80**, match the examples from teaching or assessment activities with the terms 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.

- | | |
|----------|-------------------------|
| A | Sentence transformation |
| B | Jumbled sentence |
| C | Odd one out |
| D | Form-filling |
| E | Multiple choice |
| F | Categorising |
| G | Labelling |
| H | Gap fill |

74

Complete the sentence.

Last night I went the cinema.

75

Complete the sentence.

The weather yesterday was

A delicious **B** exciting C fantastic

76

Find the word that does not fit.

banana, apple, onion, pear, orange

77

Put the words in the list in the correct box.

Thai, India, Britain, Chinese, Swedish,
Hungarian, Czech, Portugal

Countries	Languages
Malaysia	

78

Complete sentence B so it means the same as sentence A.

A The man built the bridge in 1892**B** The bridge

79

Complete with your personal details

Family name:

First name:

Date of birth:

Address:

80

Put the words in the right order.

do usually what in you do summer ?

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