

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.

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### 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 <i>School day</i> 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 <i>Then, After that, A bit later</i> .                                                                            |
| 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.                                                                                       |