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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

3

- 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 ►

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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 ►

6

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 /bu:tʃə/

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 /meɪ/
- B /mæd/
- C /mɔ:/

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

- A one
- B two
- C three

26 Which of these words is a minimal pair?

- A think/thinking
- B she/ship
- C out/cat

7

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 ►

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 ►

10

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

11

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 ►

12

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

13

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 ►

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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.