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English in Mind

* Teacher's Resource Pack 5



Cambridge University Press
978-0-521-70899-9 - English in Mind Teacher’s Resource Pack 5
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Frontmatter
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CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521708999

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First published in 2008

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

- ISBN 978-0-521-70899-9 Teacher’s Resource Pack
- ISBN 978-0-521-70896-8 Student’s Book
- ISBN 978-0-521-70897-5 Workbook with Audio CD / CD-ROM
- ISBN 978-0-521-70898-2 Teacher’s Book
- ISBN 978-0-521-70901-9 Class Audio CDs

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Introduction

The Teacher's Resource Pack for *English in Mind 5* contains a range of photocopiable materials for you to use with your classes. It will help provide a complete set of materials for the classroom, with further resources available on the *English in Mind* website, www.cambridge.org/elt/englishinmind.

The Teacher's Resource Pack contains the following elements:

- Introduction with a test marking scheme
- Entry test
- Teaching notes for the photocopiable communication activities and answer keys for the grammar practice exercises
- Photocopiable communication activities and grammar practice exercises
- Module tests
- Test keys

The contents are organised according to these main areas, and in the order they might be used during the course; first the entry test, then the unit resources and, finally, the module tests.

Entry test

The entry test is for use at the beginning of the course and has been designed with two purposes. It can be used purely as a diagnostic entry test – there are straightforward language exercises to check how much students have retained from *English in Mind 4* (or their previous learning) – or it can be used to provide extra remedial practice.

Teaching notes for the photocopiable activities

These contain clear step-by-step instructions for all the activities. In addition, there are example answers for the communication activities, where relevant, and answers for all of the grammar practice exercises.

Photocopiable communication activities and grammar practice exercises

The communication activities reflect the key grammar and/or vocabulary in each unit. They are designed to activate new language in a communicative context. They cover a range of fun and motivating activity types: board games; questionnaires; 'Find someone who ...' etc.

The grammar exercises cover specific areas of the key grammar from each unit. They are intended for fast finishers or students who need extra practice.

Mixed-ability classes: if you have a mixed-ability class and your students need further remedial practice, please log on to our website www.cambridge.org/elt/englishinmind, where you can download easier grammar exercises.

Module tests

Please see page 5 for a full mark scheme. This section contains four module tests. Each of the tests covers one module (four units) in the Student's Book. Each test consists of six parts.

Grammar (20 marks): this is divided into four sections (A–D), with a maximum of five marks each. In section A, students complete a gapped paragraph. Section B consists of discrete, gapped sentences. Students choose from three words to fill in the gaps. Students may also be asked to rewrite sentences in this section. Sections A and B are designed to test students on their use and understanding of the key language at word, sentence or paragraph level. Parts C and D vary and include an error correction exercise in which students find the extra, unnecessary word in a line of text. This section is designed to test and increase students' awareness of the limits of the structures they have studied and improve their ability to produce accurate written language. Students may also have to underline the correct verb or form of the verb, complete sentences with the correct form of the verb, or rewrite sentences. This section is designed to test students' knowledge and use of key verb forms they have studied.

Vocabulary (20 marks): this is also divided into four sections (A–D). Section A is a multiple-choice cloze. Sections B–D vary: students may have to complete gapped sentences, put words into the correct column, or complete sentences with the words from the box, for example.

Reading (10 marks): in each of these sections there is one text with comprehension questions. These may be multiple-choice questions, gapfill exercises, or choosing in which sections of the text various points are mentioned. They are designed to test students on the type of subskills practised in the Student's Book, such as reading for specific information, or gist.

Listening (10 marks): the exercise types vary. Students may have to listen to five extracts (monologues), a conversation or a radio programme. The questions test general understanding of, for example, the topics discussed or the speakers' attitudes, as well as the ability to listen for specific information. Students may be required to answer specific questions or to complete sentences.

NB The recordings for the Module tests are on the class CDs at the end of each module.

Writing (20 marks): in this section students are required to write 200–250 words. They may have to write a story, an email to a friend, an essay or a formal letter and must include specific topics in their answers.

Speaking (20 marks): this is divided into four sections (A–D). In section A, students are required to answer specific questions asked by the teacher. These always start with greetings, and are followed by questions based on topics and language covered in the modules. They are designed to help students activate the

language they have learned and demonstrate their knowledge of the key vocabulary and grammar. In section B, students work in pairs. They have to compare and contrast two pictures and comment after their partner has spoken. In section C, students work in pairs and discuss a topic arising from the pictures. They have a prompt card with written prompts. Section D is a general discussion.

Examinations

The modular tests of *English in Mind* have been designed to provide useful preparation for students taking public examinations such as University of Cambridge ESOL FCE and CAE and Trinity Integrated Skills.

Test keys

These are positioned at the end of each test and include tapescripts for the listening components.

Test marking scheme

The answer key to the entry test is on page 14. The marking scheme is straightforward and the number of marks awarded is written at the end of each exercise.

Each module test has six sections and there are 100 marks available. Each test follows the same format.

Section 1	Grammar	20 marks
Section 2	Vocabulary	20 marks
Section 3	Reading	10 marks
Section 4	Listening	10 marks
Section 5	Writing	20 marks
Section 6	Speaking	20 marks

How to mark Section 5

Each item has a maximum of 5 marks, giving a total of 20 marks. Marks should be awarded according to four main criteria:

- Relevant content. Has the student answered the question fully and included all the given topics? (5 marks)
- Appropriate use of grammar and vocabulary. (5 marks)
- Register. Has the student used the appropriate register throughout (formal, neutral or informal)? (5 marks)
- Spelling and punctuation. (5 marks)

NB Students will need to write on a separate sheet of paper. They should then pass this to the teacher for marking.

How to mark Section 6

In each of the sections, give each student a mark based on overall performance. Marks should be awarded according to four main criteria:

- Task completion. Have they included the main points in the prompts? Have their responses been relevant? Have they managed to communicate their ideas successfully, without too many misunderstandings? (5 marks)

- Pronunciation. (5 marks)
- Appropriate use of grammar and vocabulary. (5 marks)
- Turn-taking. Have they shown sensitivity to turn-taking and not dominated the discussion, or allowed their partner to do so? (5 marks)

In Sections B and C, when the two students talk to each other, it is important to judge each separately. For example, if Student B is weak, this should not affect the mark of a stronger Student A.