

Sarah Ackroyd and Claire Thacker

English in Mind

Second edition

*** Teacher's Resource Pack 1**



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 Frontmatter
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Contents

Introduction	4	Units 5–6 Tests A	94
		Units 5–6 Test B	97
Entry Test		Units 5–6 Tests A and B Key	100
Entry Test	6	Units 5–8 Test A	102
Entry Test Key	15	Units 5–8 Test B	110
		Units 5–8 Tests A and B Key	118
Communication and Grammar Resources		Units 9–10 Tests A	120
Teaching Notes	17	Units 9–10 Test B	124
Units 1–4	26	Units 9–10 Tests A and B Key	128
Units 5–8	34	Units 9–12 Test A	129
Units 9–12	42	Units 9–12 Test B	136
Units 13–16	50	Units 9–12 Tests A and B Key	143
		Units 13–14 Test A	145
Guided Dialogue Resources		Units 13–14 Test B	148
Starter module	58	Units 13–14 Tests A and B Key	152
Starter module Key	59	Units 13–16 Test A	153
Units 1–4	60	Units 13–16 Test B	161
Units 1–4 Key	61	Units 13–16 Tests A and B Key	169
Units 5–8	62	Units 1–4 <i>Get it right!</i> Test	170
Units 5–8 Key	63	Units 5–8 <i>Get it right!</i> Test	171
Units 9–12	64	Units 9–12 <i>Get it right!</i> Test	172
Units 9–12 Key	65	Units 13–16 <i>Get it right!</i> Test	173
Units 13–16	66		
Units 13–16 Key	67		
		Cambridge ESOL KET Sample Test	176
Tests			
Units 1–2 Test A	68		
Units 1–2 Test B	71		
Units 1–2 Tests A and B Key	74		
Units 1–4 Test A	76		
Units 1–4 Test B	84		
Units 1–4 Tests A and B Key	92		

Introduction

The Teacher's Resource Pack for *English in Mind 1* 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_italia

The Teacher's Resource Pack contains the following elements:

- Introduction with Tests 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
- Fila A and Fila B Tests
- Test Keys
- Sample KET Test

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 Fila A and Fila B Tests.

Entry Test

The Entry Test has been designed with two purposes. It can be used purely as a diagnostic entry test, or you can also use it for remedial work before beginning the Welcome sections. There are straightforward language exercises to check how much students have retained from their previous learning. Alternatively it can be used to provide extra remedial practice if you use the Student's Book Welcome sections and find your students need more work.

Teaching notes for the photocopiable activities

These contain clear step-by-step instructions for all the activities. In addition, there are 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; quizzes; information gap activities; descriptions; 'Find someone who ...', etc.

The Grammar Practice 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_italia, where you can download easier grammar exercises.

Tests

Please see page 5 for a full marking scheme.

This section contains eight Fila A and Fila B tests. They are split into two types. Simpler, shorter tests appear after Student's Book Units 2, 6, 10 and 14. They assess progress in Grammar and Vocabulary. Four in-depth tests, after Units 4, 8, 12 and 16 each cover four units. There are also four *Get it right!* tests after units 4, 8, 12 and 16.

Tests after units 2, 6, 10 and 14

Each test consists of two parts:

Grammar (20 marks): this is divided into four sections (A–D), with a maximum of five marks each. Each test contains a wide variety of exercise types, including gapped sentences where students choose from a three-word list to fill the gaps, error correction whereby students correct highlighted mistakes, and putting a list of words from a sentence in the right order.

Vocabulary (20 marks): this is also divided into four sections (A–D). Exercises include anagram exercises (unscrambling words), sentence completion, adding the correct word, sentence correction and word order correction.

Tests after units 4, 8, 12 and 16

Each test consists of seven parts.

Grammar (20 marks): this is divided into four sections (A–D), with a maximum of five marks each. In A, students complete a paragraph, choosing from words in a box. B consists of discrete, gapped sentences. Students choose from three words to fill in the gaps. Both A and B are designed to test students on their use and understanding of the key language at word, sentence or paragraph level. C is an error correction exercise in which students correct highlighted mistakes in discrete sentences. This 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. In D, students may have to write the correct verb forms from a list of infinitives, or complete sentences using the correct tense, for example. This 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). A is a multiple-choice cloze. Students complete a gapped paragraph or discrete sentences, selecting one word from the three provided. This tests students' ability to use new vocabulary in the correct contexts. In B the tasks vary: students may have to underline the correct vocabulary in a sentence, complete gapped sentences, or put letters in the correct order, for example. In C and D, students may have to write the definition of a word, label pictures, complete sentences with words from a box or do an odd-one-out exercise.

Everyday English (10 marks): divided into one or two sections, these exercises are designed to test students on the use of 'Everyday English' phrases presented in the

photostories. The exercise types vary and include gap fills in short dialogues, correcting mistakes, and matching phrases and responses.

Reading (10 marks): in this part of the test, there is one text with one set of comprehension questions. These may be true/false statements, writing questions for given answers, or open questions, for example. They are designed to test students on the type of sub-skills practised in the Student's Book, for example reading for specific information, or gist.

Listening (10 marks): this is divided into two sections (A and B). Students listen to one extract, a monologue, a dialogue or several speakers, which is played twice. There are two sets of questions. In A, students are tested on their general understanding. In this section, students may have to tick the topics discussed from a given list, or write down the names of key vocabulary mentioned, for example. B requires more detailed comprehension and tests students' ability to listen for specific information. They may be required to answer specific questions or choose from true/false statements.

Speaking (15 marks): this is divided into two sections (A and B). In A, students are required to answer specific questions asked by you. 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.

Writing (15 marks): in this part students write a reply to a prompt such as an email or letter from an imaginary penfriend and must include specific topics in their answers.

Get it right! tests

In these tests students are tested specifically on Italian learner mistakes. These tests are after units 4, 8, 12 and 16. They are divided in three parts. The first part is an email/letter. The students are asked to find 10 grammatical, lexical and/or spelling mistakes and correct them. In the second part students are asked to translate 10 sentences, while in the third part students are asked to circle the correct word.

Examinations

The Tests of *English in Mind* have been designed to provide useful preparation for students taking public examinations such as Cambridge ESOL KET and PET and Trinity Integrated Skills.

Test Keys

These are positioned at the end of each Test and include transcripts for the listening components.

Tests marking scheme

The answer key to the Entry Test is on page 15. The marking scheme is straightforward and the number of marks awarded is written at the end of each exercise.

Each test after units 2, 6, 10 and 14 has two components and there are 40 marks available. Each test follows the same format.

Section 1	Grammar	20 marks
Section 2	Vocabulary	20 marks

Each test after units 4, 8, 12 and 16 has seven components and there are 100 marks available. Each test follows the same format.

Section 1	Grammar	20 marks
Section 2	Vocabulary	20 marks
Section 3	Everyday English	10 marks
Section 4	Reading	10 marks
Section 5	Listening	10 marks
Section 6	Speaking	15 marks
Section 7	Writing	15 marks

How to mark Section 6

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

- Task completion: have they included the main points in their 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)

In Section B, where 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.

How to mark Section 7

Each item has a maximum of 5 marks, giving a total of 15 marks. Marks should be awarded according to three 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)
- Spelling and punctuation (5 marks)

Guided Dialogues

The Guided Dialogues will help students build up meaningful language interaction. The dialogues can either be used as writing tests or as structured speaking activities. If the dialogues are used as writing tests, award a maximum of 5 marks for the appropriate use of function, grammar and vocabulary, for a total of 50 marks per dialogue. If they are used as structured speaking activities, refer to the marking scheme for Section 6. Sample answers are provided.