

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 swimming
 - 2 driving
 - 3 going
 - 4 getting
 - 5 cooking

- 2**
- 1 can't
 - 2 can
 - 3 can't
 - 4 can't
 - 5 can

VOCABULARY

- 3**
- 1 cook
 - 2 singing
 - 3 going
 - 4 eating
 - 5 buy

- 4**
- 1 park
 - 2 pay
 - 3 take
 - 4 use
 - 5 have

PRONUNCIATION

- 5**
- 1 1
 - 2 1
 - 3 2
 - 4 2
 - 5 1

- 6**
- 1 bag
 - 2 singer
 - 3 car
 - 4 good
 - 5 soon

Reading and Writing

READING

- 1**
- 1 on the third Thursday every month
 - 2 Friday
 - 3 £5
 - 4 9:30 (a.m.)
 - 5 in the university restaurant
- 2**
- 1 False
 - 2 False
 - 3 True
 - 4 True
 - 5 True
 - 6 True
 - 7 False
 - 8 False
 - 9 True
 - 10 True

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 points)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 points)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 points)

Listening and Speaking

LISTENING

- 1**
- 1 A
 - 2 C
 - 3 A
 - 4 B
 - 5 A
- 2**
- 1 False
 - 2 False
 - 3 True
 - 4 False
 - 5 True

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 points)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 points)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 points)

3

	What / usually / do?	Who with?	What time?
Saturday morning	Do yoga	Ellie	10 a.m.
Saturday afternoon	Meet for lunch	Maha	1 p.m.
Saturday evening	Go to the theatre	Sara	9 p.m.
Sunday morning	Go swimming	Ellie	9 a.m.
Sunday evening	Have dinner	Maxine	8 p.m.