

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 saw, 'd / would scream
 - 2 'd / would lose, stopped
 - 3 wouldn't / would not get, used
 - 4 worked, 'd / would get
 - 5 'd / would do, were
 - 6 didn't / did not have to, 'd / would go out
 - 7 would be, didn't / did not do
 - 8 didn't / did not have, 'd / would travel
- 2**
- 1 since
 - 2 since
 - 3 for
 - 4 since
 - 5 for
- 3**
- 1 haven't seen
 - 2 didn't study
 - 3 has lived
 - 4 didn't say
 - 5 did ... arrive
 - 6 bought
 - 7 have ... worked

VOCABULARY

- 4**
- 1 fall
 - 2 get
 - 3 get
 - 4 get
 - 5 go
 - 6 retire
 - 7 be
 - 8 have
- 5**
- 1 snake
 - 2 mice
 - 3 giraffe
 - 4 bird
 - 5 bat
 - 6 spider
- 6**
- 1 phobia
 - 2 panic
 - 3 heights
 - 4 freezes
 - 5 suffers
 - 6 fear

PRONUNCIATION

- 7 1 2
2 3
3 1
4 1
5 1

- 8 1 love
2 retire
3 leave
4 separate
5 divorce

Reading and Writing

READING

- 1 1 A
2 B
3 A
4 C
5 B
6 A
7 A
8 C
9 B
10 A

- 2 1 around 500
2 to keep cool
3 the number of people hurt by animals (each year) would go down
4 they can become aggressive
5 [I would] stay quiet and walk backwards to get away

WRITING

Student's own answers.

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

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

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

Listening and Speaking

LISTENING

- 1 1 for about 20 years
2 stands very still
3 a few things
4 had
5 around 10

- 2 1 B
2 B
3 C
4 A
5 C

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 marks)

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

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