

GRAMMAR

- 1 A
- 2 B
- 3 B
- 4 C
- 5 C
- 6 C
- 7 B
- 8 A
- 9 B
- 10 B
- 11 C
- 12 A
- 13 B
- 14 A
- 15 C
- 16 A
- 17 C
- 18 B
- 19 B
- 20 A
- 21 C
- 22 B
- 23 A
- 24 A
- 25 B

VOCABULARY

- 1 A
- 2 A
- 3 B
- 4 C
- 5 A
- 6 B
- 7 B
- 8 B
- 9 C
- 10 B
- 11 C
- 12 A
- 13 B
- 14 A
- 15 B
- 16 C
- 17 A
- 18 B
- 19 C
- 20 C
- 21 C
- 22 B
- 23 C
- 24 A
- 25 B

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 takes
 - 2 I prefer
 - 3 Are you watching
 - 4 I don't usually have
 - 5 isn't working
 - 6 we often cycle
- 2**
- 1 'm going / 'm going to go
Shall I go
'll get
 - 2 is going to be / will be
are coming
 - 3 'm going to see
'll love
- 3**
- 1 is going to buy
 - 2 need
 - 3 eat
 - 4 'm driving
 - 5 are you thinking
 - 6 hates
 - 7 'm having

VOCABULARY

- 4**
- 1 meat
 - 2 beans
 - 3 cherry
 - 4 raw
 - 5 beef
 - 6 cook
- 5**
- 1 an only child
 - 2 siblings
 - 3 brother-in-law
 - 4 stepmother
 - 5 half-sister
 - 6 great-grandmother
 - 7 extended family
- 6**
- 1 mature
 - 2 moody
 - 3 selfish
 - 4 competitive
 - 5 quiet
 - 6 sociable
 - 7 generous

PRONUNCIATION

- 7**
- 1 fruit
 - 2 raw
 - 3 tomato
 - 4 sugar
 - 5 cookie
- 8**
- 1 out|go|ing
 - 2 com|pe|ti|tive
 - 3 cour|ge|tte
 - 4 bee|t|root
 - 5 in|de|pen|dent

Reading and Writing**READING**

- 1**
- 1 A
 - 2 B
 - 3 A
 - 4 C
 - 5 A
 - 6 C
 - 7 B
- 2**
- 1 M
 - 2 V
 - 3 A
 - 4 E
 - 5 V
 - 6 M
 - 7 V
 - 8 A

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 extended
 - 2 friend
 - 3 great-grandchild / great-grandson
 - 4 card
 - 5 music / band

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

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 'm going to see
 'll love
 2 'm going / 'm going to go
 Shall I go
 'll get
 3 is going to be / will be
 are coming
- 2** 1 'm having
 2 hates
 3 is going to buy
 4 need
 5 eat
 6 'm driving
 7 are you thinking
- 3** 1 isn't working
 2 Are you watching
 3 we often cycle
 4 takes
 5 I don't usually have
 6 I prefer

VOCABULARY

- 4** 1 generous
 2 competitive
 3 mature
 4 moody
 5 selfish
 6 quiet
 7 sociable
- 5** 1 great-grandmother
 2 stepmother
 3 siblings
 4 an only child
 5 brother-in-law
 6 extended family
 7 half-sister
- 6** 1 cook
 2 beef
 3 cherry
 4 beans
 5 raw
 6 meat

PRONUNCIATION

- 7 1 beet|root
2 out|going
3 cour|gette
4 in|de|pen|dent
5 com|pe|ti|tive
- 8 1 cookie
2 fruit
3 raw
4 sugar
5 tomato

Reading and Writing**READING**

- 1 1 A
2 A
3 C
4 B
5 A
6 C
7 B
- 2 1 V
2 M
3 E
4 A
5 M
6 E
7 V
8 A

WRITING

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Listening and Speaking**LISTENING**

- 1** 1 immediate
2 son
3 three
4 eat
5 dance

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

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 Did you remember
 - 2 Have you ever borrowed
 - 3 has / 's just gone
 - 4 fell
 - 5 have / 've broken
 - 6 have you known
 - 7 met
- 2**
- 1 have you been saving up
 - 2 been learning
 - 3 been planning
 - 4 known
 - 5 been crying
 - 6 disliked
 - 7 had
- 3**
- 1 since
 - 2 since
 - 3 for
 - 4 since
 - 5 for
 - 6 since

VOCABULARY

- 4**
- 1 bills
 - 2 earn
 - 3 owes
 - 4 save
 - 5 loan
 - 6 inherited
 - 7 waste
 - 8 lent
- 5**
- 1 back
 - 2 into
 - 3 on
 - 4 in
 - 5 for
- 6**
- 1 hilarious
 - 2 sure
 - 3 furious
 - 4 hungry
 - 5 terrified
 - 6 cold
 - 7 filthy

PRONUNCIATION

- 7**
- 1 owe
 - 2 money
 - 3 charge
 - 4 afford
 - 5 honest
- 8**
- 1 sallary
 - 2 delighted
 - 3 invest
 - 4 contactless
 - 5 positive

Reading and Writing**READING**

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

WRITING

Student's own answers.

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Listening and Speaking**LISTENING**

- 1** 1 ✓
3 ✓
4 ✓
5 ✓
8 ✓

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

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)

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 since
2 since
3 for
4 for
5 since
6 since
- 2** 1 have you known
2 met
3 fell
4 have / 've broken
5 Did you remember
6 Have you ever borrowed
7 has / 's just gone
- 3** 1 had
2 have you been saving up
3 been crying
4 known
5 been planning
6 been learning
7 disliked

VOCABULARY

- 4** 1 terrified
2 hungry
3 filthy
4 cold
5 hilarious
6 sure
7 furious
- 5** 1 for
2 in
3 back
4 into
5 on
- 6** 1 owes
2 inherited
3 save
4 bills
5 earn
6 lent
7 waste
8 loan

PRONUNCIATION

- 7 1 in|vest
2 con|tact|less
3 po|si|tive
4 de|ligh|ted
5 sal|a|ry

- 8 1 afford
2 owe
3 honest
4 charge
5 money

Reading and Writing**READING**

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

- 2 1 F
2 F
3 T
4 T
5 F

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Student's own answers.

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

Listening and Speaking**LISTENING**

- 1** 1 ✓
3 ✓
5 ✓
7 ✓
8 ✓

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

SPEAKING

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 the most modern
2 the quickest
3 as expensive
4 more economical
5 better
6 as tiny
7 the worst
8 more slowly

- 2** 1 a
2 the
3 The
4 the
5 the
6 a
7 the
8 an
9 the
10 –
11 a
12 –

VOCABULARY

- 3** 1 rush
2 belts
3 station
4 lanes
5 public
6 rank
7 light
8 limit

- 4** 1 of
2 with
3 at
4 on
5 of
6 to
7 in

- 5** 1 set
2 run
3 out
4 ended
5 pick

PRONUNCIATION

- 6** 1 accident
2 rush
3 coach
4 bridge
5 seat
- 7** 1 un|der|ground
2 per|so|nally
3 a|fraid
4 fa|mous
5 pe|de|stri|an

Reading and Writing**READING**

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

WRITING

Student's own answers.

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

Listening and Speaking

LISTENING

- 1**
- 1 researchers
 - 2 1 / one
 - 3 lower / smaller
 - 4 similar
 - 5 the media / television

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

SPEAKING

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 –
 - 2 a
 - 3 a
 - 4 the
 - 5 The
 - 6 the
 - 7 the
 - 8 a
 - 9 the
 - 10 the
 - 11 an
 - 12 –
- 2**
- 1 more economical
 - 2 the worst
 - 3 the most modern
 - 4 better
 - 5 as expensive
 - 6 the quickest
 - 7 more slowly
 - 8 as tiny

VOCABULARY

- 3**
- 1 out
 - 2 ended
 - 3 set
 - 4 pick
 - 5 run
- 4**
- 1 of
 - 2 in
 - 3 at
 - 4 to
 - 5 on
 - 6 of
 - 7 with
- 5**
- 1 light
 - 2 rank
 - 3 lanes
 - 4 rush
 - 5 limit
 - 6 station
 - 7 belts
 - 8 public

PRONUNCIATION

- 6** 1 fa|mous
2 a|fra|id
3 pe|de|stri|an
4 pe|so|nally
5 un|der|ground
- 7** 1 bridge
2 accident
3 seat
4 rush
5 coach

Reading and Writing**READING**

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

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Listening and Speaking

LISTENING

- 1**
- 1 researchers
 - 2 50 / fifty
 - 3 higher / bigger
 - 4 similar
 - 5 the media / television / television programmes

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

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)

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 could / was able to
 - 2 can't / won't be able to
 - 3 to be able to
 - 4 couldn't
 - 5 can
 - 6 Can / Could
 - 7 been able to
 - 8 can't
 - 9 be able to
 - 10 has been able to

- 2**
- 1 have to
 - 2 shouldn't
 - 3 should
 - 4 mustn't
 - 5 don't have to
 - 6 have to
 - 7 must / should
 - 8 don't have to
 - 9 must / have to
 - 10 have to

VOCABULARY

- 3**
- 1 embarrassing
 - 2 boring
 - 3 frightened
 - 4 bored
 - 5 tiring
 - 6 frightening
 - 7 depressed
 - 8 embarrassed
 - 9 tired
 - 10 depressing

- 4**
- 1 voicemail
 - 2 ringtone
 - 3 message
 - 4 engaged
 - 5 hung
 - 6 texting
 - 7 hold
 - 8 cut
 - 9 went
 - 10 swiping

PRONUNCIATION

- 5** 1 foreign
2 listen
3 doubt
4 island
5 whole
- 6** 1 mo|no|pol|ize
2 di|sa|ppoin|ted
3 de|cline
4 fru|stra|ting
5 in|stru|ment

Reading and Writing**READING**

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

- 2** 1 F
2 F
3 T
4 F
5 T
6 T

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Listening and Speaking**LISTENING**

- 1** 1 F
2 F
3 A
4 N
5 A

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

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 shouldn't
 - 2 should
 - 3 don't have to
 - 4 'll have to
 - 5 should / must
 - 6 must / have to
 - 7 have to
 - 8 don't have to
 - 9 mustn't
 - 10 have to
- 2**
- 1 can
 - 2 couldn't
 - 3 be able to
 - 4 been able to
 - 5 can't / won't be able to
 - 6 has been able to
 - 7 could / was able to
 - 8 to be able to
 - 9 can't
 - 10 Can / Could

VOCABULARY

- 3**
- 1 swiping
 - 2 went
 - 3 cut
 - 4 hold
 - 5 texting
 - 6 hung
 - 7 engaged
 - 8 message
 - 9 ringtone
 - 10 voicemail
- 4**
- 1 boring
 - 2 embarrassed
 - 3 tiring
 - 4 depressed
 - 5 frightened
 - 6 tired
 - 7 bored
 - 8 embarrassing
 - 9 depressing
 - 10 frightening

PRONUNCIATION

- 5** 1 mo|no|pol|ize
2 fru|stra|ting
3 in|stru|ment
4 di|sa|ppoin|ted
5 de|cline
- 6** 1 listen
2 foreign
3 island
4 ~~w~~hole
5 doubt

Reading and Writing**READING**

- 1** 1 A
2 A
3 C
4 B
5 B
6 A
7 C
8 A
9 B
- 2** 1 F
2 T
3 F
4 F
5 T
6 F

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Listening and Speaking**LISTENING**

- 1** 1 F
2 F
3 A
4 N
5 A

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

SPEAKING

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 were studying, met
 - 2 was getting
 - 3 won
 - 4 had / 'd already finished
 - 5 ordered
 - 6 were winning
 - 7 hadn't slept
 - 8 had just scored
 - 9 was thinking, rang
 - 10 said
- 2**
- 1 used to watch
 - 2 used to be
 - 3 usually goes
 - 4 Did you use to work
 - 5 used to play
 - 6 didn't use to like
 - 7 usually eats
 - 8 isn't usually

VOCABULARY

- 3**
- 1 stadium
 - 2 referee
 - 3 slope
 - 4 fans
 - 5 coach
 - 6 circuit
- 4**
- 1 drew
 - 2 beat
 - 3 got
 - 4 do
 - 5 score
 - 6 train
- 5**
- 1 up
 - 2 close
 - 3 met
 - 4 get in touch
 - 5 have
 - 6 get to know
 - 7 friend
 - 8 lost

PRONUNCIATION

- 6** 1 unusual
2 used to
3 sugar
4 caught
5 hurt
- 7** 1 pro|pose
2 re|fe|ree
3 collleague
4 spec|ta|tor
5 fi|an|cé

Reading and Writing**READING**

- 1** 1 A
2 B
3 A
4 B
5 C
6 A
7 A
8 B
9 A
10 C
- 2** 1 F
2 H
3 S
4 F
5 S

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Student's own answers.

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Listening and Speaking**LISTENING**

- 1**
- 1 at midnight / at night
 - 2 mental
 - 3 lost
 - 4 faster
 - 5 three
- 2**
- 1 A
 - 2 A
 - 3 C
 - 4 B
 - 5 C

SPEAKING

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 didn't use to like
 - 2 Did you use to work
 - 3 usually eats
 - 4 isn't usually
 - 5 used to watch
 - 6 used to be
 - 7 used to play
 - 8 usually goes
- 2**
- 1 won
 - 2 was thinking, rang
 - 3 had just scored
 - 4 ordered
 - 5 hadn't slept
 - 6 had / 'd already finished
 - 7 were winning
 - 8 was getting
 - 9 said
 - 10 were studying, met

VOCABULARY

- 3**
- 1 do
 - 2 train
 - 3 score
 - 4 drew
 - 5 beat
 - 6 got
- 4**
- 1 friend
 - 2 get to know
 - 3 up
 - 4 close
 - 5 lost
 - 6 met
 - 7 have
 - 8 get in touch
- 5**
- 1 slope
 - 2 referee
 - 3 circuit
 - 4 stadium
 - 5 fans
 - 6 coach

PRONUNCIATION

- 6** 1 re|fel|ree
2 spec|ta|tor
3 pro|pose
4 fil|an|cé
5 co||league

- 7** 1 unusual
2 used to
3 hurt
4 sugar
5 caught

Reading and Writing**READING**

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

- 2** 1 S
2 H
3 S
4 H
5 F

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Listening and Speaking**LISTENING**

- 1** 1 at midnight / at night
2 lost
3 injured
4 slower
5 teams

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

SPEAKING

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 are released
 - 2 had already been deleted
 - 3 to be / being judged
 - 4 is being cleaned
 - 5 will be told / 'll be told / 's going to be told
 - 6 was spent
 - 7 is / 's based
 - 8 has been closed
 - 9 is still seen
 - 10 was directed
 - 11 to be met
 - 12 have / 've been chosen
- 2**
- 1 must
 - 2 can't
 - 3 might
 - 4 can't
 - 5 might
 - 6 must
 - 7 must
 - 8 can't

VOCABULARY

- 3**
- 1 location
 - 2 effects
 - 3 sequel
 - 4 dubbed
 - 5 horror
 - 6 soundtrack
 - 7 subtitles
 - 8 extras
 - 9 plot
 - 10 fiction
- 4**
- 1 fingers
 - 2 taste
 - 3 ears
 - 4 bit
 - 5 nod
 - 6 hair
 - 7 staring
 - 8 stomach
 - 9 clapped
 - 10 whistle

PRONUNCIATION

- 5** 1 stare
2 head
3 lips
4 bite
5 nose
- 6** 1 hi|sto|ri|cal
2 re|view
3 au|dij|ence
4 di|rec|ted
5 sub|ti|tles

Reading and Writing**READING**

- 1** 1 B
2 A
3 C
4 B
5 A
6 A
7 C
8 B
9 C
- 2** 1 T
2 F
3 F
4 T
5 F
6 F

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Listening and Speaking**LISTENING**

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

- 2** 1 E
2 B
3 A
4 D
5 C

SPEAKING

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Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 must
 - 2 might
 - 3 must
 - 4 can't
 - 5 must
 - 6 can't
 - 7 can't
 - 8 might
- 2**
- 1 is still seen
 - 2 to be / being judged
 - 3 to be met
 - 4 is / 's / was based
 - 5 is being cleaned
 - 6 has been closed
 - 7 was directed
 - 8 was spent
 - 9 had already been deleted
 - 10 are released
 - 11 have / 've been chosen
 - 12 will be told / 'll be told / 's going to be told

VOCABULARY

- 3**
- 1 whistle
 - 2 nod
 - 3 bit
 - 4 ears
 - 5 stomach
 - 6 fingers
 - 7 staring
 - 8 clapped
 - 9 hair
 - 10 taste
- 4**
- 1 plot
 - 2 sequel
 - 3 extras
 - 4 horror
 - 5 location
 - 6 fiction
 - 7 soundtrack
 - 8 effects
 - 9 dubbed
 - 10 subtitles

PRONUNCIATION

- 5** 1 au|di|ence
2 di|rec|ted
3 re|view
4 sub|ti|tles
5 hi|sto|ri|cal

- 6** 1 bite
2 lips
3 stare
4 nose
5 head

Reading and Writing**READING**

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

- 2** 1 F
2 T
3 F
4 T
5 T
6 F

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 B
2 B
3 C
4 A
5 C

- 2** 1 B
2 A
3 E
4 C
5 D

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 After
 - 2 before
 - 3 as soon as
 - 4 until
 - 5 if
 - 6 unless
 - 7 as soon as
 - 8 unless
- 2**
- 1 practised
 - 2 will / 'll pass
 - 3 let
 - 4 had
 - 5 received
 - 6 promise
 - 7 would / 'd buy
 - 8 don't repaint
 - 9 are / 're
 - 10 paid
 - 11 speaks
 - 12 would look

VOCABULARY

- 3**
- 1 terms
 - 2 allowed
 - 3 expelled
 - 4 take
 - 5 failed
 - 6 revise
 - 7 cheat
 - 8 boarding
 - 9 passed
 - 10 nursery
- 4**
- 1 cosy
 - 2 suburb
 - 3 balcony
 - 4 entrance
 - 5 gate
- 5**
- 1 on
 - 2 in
 - 3 on
 - 4 on
 - 5 of

PRONUNCIATION

- 6**
- 1 put
 - 2 subject
 - 3 education
 - 4 rude
 - 5 pupil
- 7**
- 1 pri|ma|ry
 - 2 ex|pelled
 - 3 pa|ti|o
 - 4 e|le|men|tary
 - 5 college

Reading and Writing**READING**

- 1**
- 1 A
 - 2 B
 - 3 C
 - 4 B
 - 5 C
 - 6 A
 - 7 B
 - 8 A
 - 9 B
- 2**
- 1 F
 - 2 F
 - 3 T
 - 4 F
 - 5 T
 - 6 T

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 S
2 C
3 S
4 C
5 N

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

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 received
 - 2 don't repaint
 - 3 practised
 - 4 are / 're
 - 5 would / 'd buy
 - 6 will / 'll pass
 - 7 would look
 - 8 speaks
 - 9 let
 - 10 paid
 - 11 had
 - 12 promise

- 2**
- 1 as soon as
 - 2 before
 - 3 unless
 - 4 until
 - 5 unless
 - 6 After
 - 7 unless
 - 8 as soon as

VOCABULARY

- 3**
- 1 of
 - 2 on
 - 3 on
 - 4 in
 - 5 on
- 4**
- 1 entrance
 - 2 gate
 - 3 suburb
 - 4 cosy
 - 5 balcony
- 5**
- 1 boarding
 - 2 passed
 - 3 terms
 - 4 revise
 - 5 allowed
 - 6 failed
 - 7 expelled
 - 8 take
 - 9 nursery
 - 10 cheat

PRONUNCIATION

- 6** 1 ex|pelled
2 co|llege
3 pri|ma|ry
4 pa|ti|o
5 e|le|men|tary

- 7** 1 pupil
2 rude
3 subject
4 put
5 education

Reading and Writing**READING**

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

- 2** 1 T
2 T
3 F
4 T
5 T
6 F

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 S
2 C
3 N
4 C
5 S

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

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 were having
 - 2 not to
 - 3 'd / had bought
 - 4 might not
 - 5 would
 - 6 had to
 - 7 if / whether
 - 8 had interviewed
 - 9 were
 - 10 had been

- 2**
- 1 to post
 - 2 writing
 - 3 to enjoy
 - 4 turning
 - 5 not having
 - 6 going
 - 7 trying
 - 8 to get
 - 9 meeting
 - 10 to give

VOCABULARY

- 3**
- 1 fits
 - 2 shopping mall
 - 3 tried it on
 - 4 refund

- 4**
- 1 promoted
 - 2 set up
 - 3 shifts
 - 4 self-employed
 - 5 responsible
 - 6 regular
 - 7 retire
 - 8 well qualified

- 5**
- 1 response
 - 2 payment
 - 3 qualification
 - 4 retirement
 - 5 loss
 - 6 choice
 - 7 sale
 - 8 agreement

PRONUNCIATION

- 6** 1 complain
2 choose
3 airline
4 said
5 bargain
- 7** 1 de|mon|strate
2 de|li|ver
3 tem|pora|ry
4 un|em|ployed
5 qua|li|fi|ca|tion

Reading and Writing**READING**

- 1** 1 A
2 B
3 C
4 B
5 C
6 B
7 B
8 A
9 C
- 2** 1 F
2 T
3 T
4 F
5 T
6 F

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 A
2 B
3 C
4 B
5 A

- 2** 1 E
2 C
3 B
4 A
5 D

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 to get
 - 2 to give
 - 3 not having
 - 4 going
 - 5 trying
 - 6 to post
 - 7 meeting
 - 8 turning
 - 9 to enjoy
 - 10 writing
- 2**
- 1 'd / had been
 - 2 'd / had bought
 - 3 would
 - 4 were
 - 5 had interviewed
 - 6 were having
 - 7 if / whether
 - 8 not to
 - 9 might not
 - 10 had to

VOCABULARY

- 3**
- 1 retirement
 - 2 sale
 - 3 payment
 - 4 agreement
 - 5 response
 - 6 qualification
 - 7 loss
 - 8 choice
- 4**
- 1 well qualified
 - 2 promoted
 - 3 self-employed
 - 4 retire
 - 5 set up
 - 6 shifts
 - 7 regular
 - 8 responsible
- 5**
- 1 tried it on
 - 2 fits
 - 3 refund
 - 4 shopping mall

PRONUNCIATION

- 6** 1 qual|li|fi|ca|tion
2 de|mon|strate
3 un|em|ployed
4 deli|ver
5 tem|pora|ry
- 7** 1 choose
2 complain
3 bargain
4 airline
5 said

Reading and Writing**READING**

- 1** 1 B
2 C
3 A
4 B
5 C
6 A
7 C
8 B
9 A
- 2** 1 T
2 F
3 F
4 T
5 F
6 T

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 B
2 C
3 A
4 B
5 B

- 2** 1 A
2 C
3 E
4 B
5 D

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 would never have managed
 - 2 hadn't gone
 - 3 would have got
 - 4 not have missed
 - 5 hadn't answered
 - 6 'd / would have worried
 - 7 have looked after
 - 8 hadn't been
 - 9 Would you have known
 - 10 'd / had worn
- 2**
- 1 many
 - 2 big enough
 - 3 no
 - 4 much
 - 5 much
 - 6 not
 - 7 little
 - 8 any
 - 9 very few
 - 10 enough room

VOCABULARY

- 3**
- 1 patiently
 - 2 carefully
 - 3 unlucky
 - 4 carelessly
 - 5 useless
 - 6 luckily
 - 7 impatient
 - 8 fortunately
 - 9 comfortable
 - 10 fortunate
- 4**
- 1 screen
 - 2 adaptor
 - 3 keyboard
 - 4 memory stick
 - 5 speaker
 - 6 remote control
- 5**
- 1 turn it down
 - 2 ✓
 - 3 ✓
 - 4 update it

PRONUNCIATION

- 6**
- 1 although
 - 2 laugh
 - 3 through
 - 4 brought
 - 5 cough
- 7**
- 1 charger
 - 2 un|comfor|ta|ble
 - 3 im|pa|tient|ly
 - 4 dis|co|nnect
 - 5 e|lec|tro|nic

Reading and Writing**READING**

- 1**
- 1 B
 - 2 B
 - 3 A
 - 4 C
 - 5 A
 - 6 C
 - 7 A
 - 8 C
 - 9 A
 - 10 B
- 2**
- 1 J
 - 2 L
 - 3 J
 - 4 M
 - 5 L

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 charger
 - 2 aren't many
 - 3 plugged in
 - 4 free
 - 5 shoe shop

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

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 no
 - 2 much
 - 3 not
 - 4 enough room
 - 5 much
 - 6 any
 - 7 little
 - 8 many
 - 9 big enough
 - 10 very few
- 2**
- 1 not have missed
 - 2 Would you have known
 - 3 hadn't been
 - 4 'd / had worn
 - 5 would have got
 - 6 would never have managed
 - 7 have looked after
 - 8 hadn't answered
 - 9 'd / would have worried
 - 10 hadn't gone

VOCABULARY

- 3**
- 1 update it
 - 2 ✓
 - 3 ✓
 - 4 turn it down
- 4**
- 1 comfortable
 - 2 luckily
 - 3 fortunate
 - 4 useless
 - 5 impatient
 - 6 carefully
 - 7 unlucky
 - 8 patiently
 - 9 fortunately
 - 10 carelessly
- 5**
- 1 remote control
 - 2 memory stick
 - 3 speaker
 - 4 adaptor
 - 5 keyboard
 - 6 screen

PRONUNCIATION

- 6** 1 e|lec|tro|nic
2 im|pa|tient|ly
3 dis|co|nnect
4 char|ger
5 un|comfor|ta|ble
- 7** 1 through
2 cough
3 brought
4 laugh
5 although

Reading and Writing**READING**

- 1** 1 B
2 A
3 A
4 B
5 A
6 C
7 A
8 A
9 B
10 C
- 2** 1 M
2 J
3 L
4 L
5 M

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 phone
 - 2 heard of
 - 3 plug in
 - 4 encourage
 - 5 outside

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

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 , whose
2 , which
3 who
4 , where
5 , who
6 where
7 , which
8 whose

- 2** 1 ~~who~~
2 which
3 ~~who~~
4 ~~which~~
5 which

- 3** 1 was
2 didn't
3 won't
4 did
5 didn't
6 has
7 haven't

VOCABULARY

- 4** 1 prodigy
2 court
3 writer
4 fiction
5 lane
6 belt
7 teacher
8 lamp
9 covers
10 fine

- 5** 1 evidence
2 suspects
3 solve
4 witnesses
5 detective
6 prove
7 arrested
8 murderer
9 victims
10 mystery

PRONUNCIATION

- 6** 1 cough
2 tough
3 enough
4 royal
5 thought
- 7** 1 ex|hi|bi|tion
2 i|co|nic
3 e|vi|dence
4 ma|nu|fac|tur|er
5 pro|gramme

Reading and Writing**READING**

- 1** 1 C
2 B
3 A
4 B
5 A
6 C
7 B
8 A
9 B
- 2** 1 T
2 F
3 T
4 F
5 F
6 T

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, 3, 5, 6, 7

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

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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 haven't
2 didn't
3 was
4 didn't
5 has
6 won't
7 did

- 2** 1 , who
2 where
3 whose
4 , which
5 , whose
6 who
7 , which
8 , where

- 3** 1 that
2 ~~who~~
3 ~~which~~
4 ~~who~~
5 which

VOCABULARY

- 4** 1 suspects
2 prove
3 victims
4 arrested
5 murderer
6 detective
7 evidence
8 mystery
9 witnesses
10 solve

- 5** 1 covers
2 serial
3 lamp
4 teacher
5 lane
6 fiction
7 belt
8 fine
9 writer
10 court

PRONUNCIATION

- 6** 1 programme
2 ma|nu|factur|er
3 ex|hi|bition
4 e|vi|dence
5 i|con|ic

- 7** 1 tough
2 cough
3 thought
4 enough
5 royal

Reading and Writing**READING**

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

- 2** 1 F
2 T
3 F
4 F
5 T
6 F

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, 2, 4, 5, 8

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

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)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 did ... wake up
 - 2 had lost
 - 3 Have ... eaten
 - 4 am making
 - 5 were playing
 - 6 retire
 - 7 do
 - 8 is leaving
 - 9 have ... got
 - 10 has started
- 2**
- 1 more
 - 2 for
 - 3 should
 - 4 use
 - 5 won't
 - 6 couldn't
 - 7 the
 - 8 any
 - 9 being
 - 10 ought
- 3**
- 1 We won't see you at the concert.
 - 2 I didn't use to enjoy dancing in public.
 - 3 I'm not going to go over there and talk to him!
 - 4 We didn't win the match.
 - 5 You don't have to leave your phone outside.
- 4**
- 1 Do we have to work this evening?
 - 2 Have you bought the tickets yet?
 - 3 How long have you been learning the violin?
 - 4 Shall I get you a glass of water?
 - 5 How much money did you inherit?
- 5**
- 1 have to
 - 2 could
 - 3 I think
 - 4 as many
 - 5 yet
 - 6 football
 - 7 Are
 - 8 in
 - 9 better
 - 10 be able to

VOCABULARY

- 6**
- 2 j
 - 3 f
 - 4 a
 - 5 k
 - 6 g
 - 7 b
 - 8 i
 - 9 c
 - 10 h
 - 11 d
- 7**
- 1 exhausted
 - 2 terrified
 - 3 spicy
 - 4 anxious
 - 5 immature
 - 6 independent
 - 7 tired
 - 8 small
 - 9 single
 - 10 pleased
- 8**
- 1 rank
 - 2 crowd
 - 3 ex
 - 4 stadium
 - 5 couple
 - 6 zone
 - 7 stepchildren
 - 8 salary
 - 9 insurance
 - 10 goal
- 9**
- 1 to
 - 2 of
 - 3 stuck
 - 4 on
 - 5 paid
 - 6 about
 - 7 work
 - 8 on
 - 9 back
 - 10 together

PRONUNCIATION

- 10**
- 1 sensitive
 - 2 practise
 - 3 professional
 - 4 machine
 - 5 note
 - 6 home
 - 7 mean
 - 8 earn
 - 9 organized
 - 10 raw
- 11**
- clock: honest, horrible, responsible
phone: coach, sociable, leftover
bull: cook, full
boot: afternoon, food

Reading and Writing

READING

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

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 more time
 - 2 mountain climber
 - 3 disagrees with
 - 4 gender bias
 - 5 expensive instruments (better instruments)

- 2
- 1 B
 - 2 A
 - 3 A
 - 4 B
 - 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)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1
 - 1 use
 - 2 being
 - 3 any
 - 4 more
 - 5 the
 - 6 couldn't
 - 7 won't
 - 8 should
 - 9 for
 - 10 ought

- 2
 - 1 be able to
 - 2 better
 - 3 in
 - 4 Are
 - 5 football
 - 6 yet
 - 7 as many
 - 8 I think
 - 9 could
 - 10 have to

- 3
 - 1 had started
 - 2 have ... got
 - 3 is leaving
 - 4 do
 - 5 retire
 - 6 were playing
 - 7 am making
 - 8 Have ... eaten
 - 9 had lost
 - 10 did ... wake up

- 4
 - 1 How long have you been learning the guitar?
 - 2 Shall I get you a glass of water?
 - 3 Do we have to work this evening?
 - 4 How much money did you inherit?
 - 5 Have you bought the tickets yet?

- 5
 - 1 We didn't win the match.
 - 2 I'm not going to go over there and talk to him!
 - 3 You don't have to leave your phone outside.
 - 4 We won't see you at the concert.
 - 5 I didn't use to enjoy dancing in public.

VOCABULARY

- 6** 1 for
2 about
3 on
4 stuck
5 to
6 of
7 work
8 on
9 back
10 paid
- 7** 1 zone
2 insurance
3 stepchildren
4 rank
5 goal
6 stadium
7 ex
8 salary
9 crowd
10 couple
- 8** 1 pleased
2 single
3 small
4 independent
5 tired
6 anxious
7 immature
8 spicy
9 terrified
10 exhausted
- 9** 2 g
3 h
4 i
5 b
6 d
7 k
8 a
9 f
10 j
11 c

PRONUNCIATION

- 10** 1 raw
2 organized
3 earn
4 mean
5 home
6 note
7 machine
8 professional
9 practise
10 sensitive

- 11** clock: honest, horrible, responsible
phone: coach, sociable, leftover
bull: cook, full
boot: afternoon, food

Reading and Writing

READING

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

- 2** 1 A
2 F
3 A
4 F
5 S

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 less time
 - 2 mountain climber
 - 3 fit, organized
 - 4 gender bias
 - 5 expensive instruments (better instruments)

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

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)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 would have bought
 - 2 are bought
 - 3 Waiting
 - 4 was stolen
 - 5 wasn't learning
 - 6 not to go out
 - 7 to forget
 - 8 am looking
 - 9 not to break
 - 10 will solve
- 2**
- 1 would
 - 2 haven't
 - 3 enough
 - 4 where
 - 5 whose
 - 6 must
 - 7 be
 - 8 won't
 - 9 fewer
 - 10 which
- 3**
- 1 I wouldn't have enjoyed the holiday if the hotel hadn't opened the pool.
 - 2 I wouldn't have to commute every day if I didn't live in Watford.
 - 3 You don't live in London, do you?
 - 4 We don't have any/much bread.
 - 5 If you don't practise, you won't succeed.
- 4**
- 1 He/She said he/she was going to the library for a while.
 - 2 He/She said he/she might go to the gym later.
 - 3 He/She asked if I knew the way to the sports hall.
 - 4 He/She said he/she would open the door for me.
 - 5 He/She asked where I worked.
- 5**
- 1 hasn't been seen
 - 2 'll do
 - 3 to eat
 - 4 were
 - 5 is being shot
 - 6 me
 - 7 driving
 - 8 loads of
 - 9 unless
 - 10 plenty of time

VOCABULARY

- 6** 2 h
3 f
4 g
5 a
6 j
7 d
8 c
9 k
10 b
11 e

- 7** 1 fortunate
2 patiently
3 horror
4 blonde
5 careful
6 unemployed
7 luck

- 8** 1 detective
2 boss
3 trailer
4 musicals
5 finger
6 outskirts
7 bargain
8 groceries
9 receipt
10 shoulders

- 9** 1 employment
2 success
3 choice
4 complaint
5 delivery
6 smile

- 10** 1 made
2 in
3 expelled
4 on
5 at
6 based
7 for

PRONUNCIATION

11 1 education

2 repair

3 terrace

4 tough

5 rude

6 citizen

7 daughter

8 student

9 balcony

10 contain

12 up: touch, stomach, tongue

bike: eye, might

phone: narrow, photo

owl: mouth, powerful, soundtrack

Reading and Writing

READING

1 1 A

2 C

3 A

4 C

5 A

6 B

7 C

8 A

9 A

10 B

2 1 S

2 C

3 S

4 D

5 C

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 Japanese animation
 - 2 product reviews
 - 3 allergies, twins
 - 4 international holiday
 - 5 left university

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

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)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 plenty of time
 - 2 unless
 - 3 loads of
 - 4 walking
 - 5 me
 - 6 is being shot
 - 7 were
 - 8 to eat
 - 9 I'll do
 - 10 hasn't been seen
- 2**
- 1 He/She asked where I worked.
 - 2 He/She said he/she was going to the library for a while.
 - 3 He/She said he/she would open the door for me.
 - 4 He/She said he/she might go to the gym later.
 - 5 He/She asked if I knew the way to the sports hall
- 3**
- 1 will solve
 - 2 not to break
 - 3 am looking
 - 4 to forget
 - 5 not to go out
 - 6 wasn't learning
 - 7 was stolen
 - 8 Waiting
 - 9 are bought
 - 10 would have bought
- 4**
- 1 You don't live in London, do you?
 - 2 We don't have any/much bread.
 - 3 If you don't practise, you won't succeed.
 - 4 I wouldn't have to commute every day if I didn't live in Watford.
 - 5 I wouldn't have enjoyed the holiday if the hotel hadn't opened the pool.
- 5**
- 1 which
 - 2 fewer
 - 3 won't
 - 4 be
 - 5 must
 - 6 whose
 - 7 where
 - 8 enough
 - 9 haven't
 - 10 would

VOCABULARY

- 6** 1 luck
2 unemployed
3 blonde
4 careful
5 horror
6 patiently
7 fortunate

- 7** 1 based
2 for
3 on
4 expelled
5 in
6 made
7 at

- 8** 1 shoulders
2 boss
3 bargain
4 outskirts
5 finger
6 musicals
7 trailer
8 groceries
9 receipt
10 detective

- 9** 2 e
3 k
4 f
5 c
6 d
7 j
8 a
9 g
10 b
11 h

- 10** 1 complaint
2 choice
3 success
4 delivery
5 smile
6 employment

PRONUNCIATION

- 11** 1 contain
2 balcony
3 student
4 daughter
5 citizen
6 rude
7 drawn
8 terrace
9 repair
10 education

- 12** up: touch, stomach, tongue
bike: eye, might
phone: narrow, photo
owl: mouth, powerful, soundtrack

Reading and Writing

READING

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

- 2** 1 D
2 C
3 S
4 D
5 C

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 2 be scary (be frightening)
4 post comment (write comments)
6 detailed, accurate (correct, true)
9 baby twins (twin babies, two twins)
10 technical knowledge

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

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)

GRAMMAR

- 1 B
- 2 C
- 3 B
- 4 B
- 5 A
- 6 A
- 7 C
- 8 C
- 9 B
- 10 C
- 11 B
- 12 C
- 13 A
- 14 B
- 15 C
- 16 C
- 17 C
- 18 B
- 19 A
- 20 A

VOCABULARY

- 1 A
- 2 C
- 3 B
- 4 B
- 5 C
- 6 A
- 7 B
- 8 B
- 9 C
- 10 A
- 11 B
- 12 C
- 13 C
- 14 C
- 15 A
- 16 C
- 17 B
- 18 C
- 19 B
- 20 C

PRONUNCIATION

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

GRAMMAR

- 1 A
- 2 C
- 3 B
- 4 B
- 5 A
- 6 A
- 7 C
- 8 A
- 9 C
- 10 B
- 11 B
- 12 A
- 13 A
- 14 A
- 15 B
- 16 C
- 17 A
- 18 A
- 19 C
- 20 C

VOCABULARY

- 1 C
- 2 A
- 3 A
- 4 C
- 5 B
- 6 B
- 7 A
- 8 C
- 9 A
- 10 B
- 11 A
- 12 A
- 13 B
- 14 B
- 15 C
- 16 A
- 17 B
- 18 C
- 19 B
- 20 C

PRONUNCIATION

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

GRAMMAR

- 1 C
- 2 C
- 3 A
- 4 B
- 5 A
- 6 C
- 7 B
- 8 C
- 9 A
- 10 B
- 11 A
- 12 A
- 13 C
- 14 C
- 15 B
- 16 B
- 17 A
- 18 B
- 19 B
- 20 C

VOCABULARY

- 1 C
- 2 B
- 3 A
- 4 C
- 5 A
- 6 A
- 7 B
- 8 B
- 9 B
- 10 C
- 11 C
- 12 B
- 13 A
- 14 B
- 15 C
- 16 A
- 17 B
- 18 A
- 19 C
- 20 A

PRONUNCIATION

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

GRAMMAR

- 1 A
- 2 B
- 3 C
- 4 B
- 5 C
- 6 C
- 7 B
- 8 A
- 9 B
- 10 A
- 11 C
- 12 C
- 13 A
- 14 A
- 15 B
- 16 B
- 17 C
- 18 C
- 19 C
- 20 A

VOCABULARY

- 1 C
- 2 A
- 3 A
- 4 B
- 5 C
- 6 B
- 7 A
- 8 B
- 9 B
- 10 C
- 11 A
- 12 B
- 13 C
- 14 A
- 15 B
- 16 C
- 17 B
- 18 C
- 19 A
- 20 B

PRONUNCIATION

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

GRAMMAR

- 1 A
- 2 A
- 3 C
- 4 B
- 5 B
- 6 A
- 7 C
- 8 A
- 9 A
- 10 C
- 11 B
- 12 A
- 13 B
- 14 B
- 15 A
- 16 A
- 17 C
- 18 C
- 19 C
- 20 A

VOCABULARY

- 1 C
- 2 B
- 3 A
- 4 A
- 5 C
- 6 A
- 7 A
- 8 B
- 9 A
- 10 B
- 11 B
- 12 C
- 13 B
- 14 A
- 15 C
- 16 A
- 17 B
- 18 A
- 19 B
- 20 A

PRONUNCIATION

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

GRAMMAR

- 1 A
- 2 C
- 3 B
- 4 B
- 5 A
- 6 A
- 7 A
- 8 C
- 9 C
- 10 C
- 11 B
- 12 A
- 13 C
- 14 B
- 15 B
- 16 A
- 17 C
- 18 B
- 19 C
- 20 B

VOCABULARY

- 1 B
- 2 A
- 3 C
- 4 A
- 5 C
- 6 C
- 7 B
- 8 A
- 9 B
- 10 A
- 11 B
- 12 B
- 13 C
- 14 A
- 15 C
- 16 C
- 17 B
- 18 A
- 19 A
- 20 C

PRONUNCIATION

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

GRAMMAR

- 1 A
- 2 C
- 3 B
- 4 B
- 5 B
- 6 A
- 7 C
- 8 C
- 9 B
- 10 B
- 11 C
- 12 C
- 13 A
- 14 B
- 15 B
- 16 C
- 17 B
- 18 A
- 19 C
- 20 C

VOCABULARY

- 1 A
- 2 B
- 3 A
- 4 B
- 5 C
- 6 B
- 7 B
- 8 A
- 9 A
- 10 B
- 11 B
- 12 A
- 13 C
- 14 C
- 15 A
- 16 B
- 17 A
- 18 B
- 19 A
- 20 C

PRONUNCIATION

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

GRAMMAR

- 1 B
- 2 C
- 3 B
- 4 B
- 5 A
- 6 A
- 7 C
- 8 B
- 9 C
- 10 A
- 11 C
- 12 B
- 13 A
- 14 A
- 15 B
- 16 B
- 17 C
- 18 A
- 19 C
- 20 C

VOCABULARY

- 1 B
- 2 B
- 3 B
- 4 A
- 5 B
- 6 C
- 7 B
- 8 A
- 9 B
- 10 C
- 11 A
- 12 A
- 13 B
- 14 C
- 15 A
- 16 B
- 17 B
- 18 A
- 19 C
- 20 B

PRONUNCIATION

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

GRAMMAR

- 1 B
- 2 C
- 3 C
- 4 B
- 5 A
- 6 C
- 7 A
- 8 B
- 9 A
- 10 B
- 11 A
- 12 C
- 13 C
- 14 A
- 15 B
- 16 A
- 17 A
- 18 B
- 19 C
- 20 C

VOCABULARY

- 1 B
- 2 B
- 3 A
- 4 B
- 5 C
- 6 B
- 7 B
- 8 B
- 9 A
- 10 C
- 11 B
- 12 A
- 13 C
- 14 A
- 15 B
- 16 C
- 17 B
- 18 A
- 19 A
- 20 C

PRONUNCIATION

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

GRAMMAR

- 1 B
- 2 C
- 3 B
- 4 B
- 5 A
- 6 B
- 7 C
- 8 A
- 9 B
- 10 B
- 11 C
- 12 A
- 13 B
- 14 B
- 15 C
- 16 B
- 17 A
- 18 A
- 19 C
- 20 C

VOCABULARY

- 1 C
- 2 B
- 3 C
- 4 A
- 5 A
- 6 C
- 7 B
- 8 B
- 9 C
- 10 B
- 11 C
- 12 A
- 13 A
- 14 B
- 15 C
- 16 A
- 17 C
- 18 C
- 19 B
- 20 A

PRONUNCIATION

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

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 have been standing
 - 2 will sell
 - 3 to be
 - 4 were ... doing
 - 5 has been working
 - 6 visited
 - 7 will improve
 - 8 was
 - 9 to call
 - 10 smells
 - 11 will be rescued
 - 12 has ... started
 - 13 Watching
 - 14 Would ... have booked
 - 15 help

- 2**
- 1 a few
 - 2 the funniest
 - 3 are ... going
 - 4 might be (could be)
 - 5 wouldn't she
 - 6 asked me
 - 7 used to
 - 8 too many

- 3**
- 1 Chantelle, who wanted to act when she was little, makes costumes for films.
 - 2 If I see you at the conference, I'll introduce you to Malek.
 - 3 Mushu, which is a very expensive restaurant, is in Florence.
 - 4 My neighbour, whose children are really noisy, has complained about our party.
 - 5 If I could afford that car, I would buy it.

- 4**
- 1 I don't recognize
 - 2 that
 - 3 are boiled
 - 4 he
 - 5 enjoy
 - 6 worse
 - 7 not seeing
 - 8 going to be
 - 9 must be
 - 10 'll see
 - 11 should
 - 12 use to have

VOCABULARY

- 5** 2 h
 3 e
 4 f
 5 b
 6 g
 7 c
 8 a

- 6** 1 review
 2 charger
 3 promoted
 4 coach
 5 freelance
 7 1 illegal
 2 hopeful
 3 dishonest
 4 scientist
 5 education
 6 improvement
 7 sociable

- 8** 1 fine
 2 about
 3 Generally
 4 down
 5 whole
 6 fed
 7 on
 8 between
 9 from
 10 interested

- 9** 1 frustrating
 2 went off
 3 self-confident
 4 taking
 5 in
 6 charged
 7 colleague
 8 qualifications
 9 let
 10 ceilings

PRONUNCIATION

- 10** tie: finished, watched
dog: turned, recorded
egg: said, healthy
computer: detective, accident
car: heart, aunt

- 11** 1 mu|si|cian
2 de|mon|stra|tion
3 u|ni|ver|si|ty
4 un|for|tu|nate
5 in|se|cure
6 wit|ness|es
7 rasp|be|rries
8 self-|con|fi|dent
9 a|ffec|tion|ate
10 per|ma|nent

Reading and Writing

READING

- 1** 1 B
2 C
3 B
4 C
5 A
6 B
7 C
8 A
9 B
- 2** 1 T
2 T
3 F
4 F
5 T
6 F

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is 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 | B |
| | 2 | A |
| | 3 | C |
| | 4 | A |
| | 5 | B |
| 2 | 1 | D |
| | 2 | B |
| | 3 | E |
| | 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)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 use to have
 - 2 should
 - 3 'll see
 - 4 going to be
 - 5 must be
 - 6 not seeing
 - 7 worse
 - 8 enjoy
 - 9 she
 - 10 are boiled
 - 11 that
 - 12 I don't recognize
- 2**
- 1 Grant, who wanted to act when he was little, makes costumes for films.
 - 2 If I could afford that car, I would buy it.
 - 3 My neighbour, whose children are really noisy, has complained about our party.
 - 4 Arches, which is a very expensive restaurant, is in Manchester.
 - 5 If I see you at the conference, I'll introduce you to Selina.
- 3**
- 1 too many
 - 2 used to
 - 3 asked me
 - 4 wouldn't he
 - 5 might be (could be)
 - 6 Are ... going
 - 7 the funniest
 - 8 a few
- 4**
- 1 help
 - 2 Would ... have booked
 - 3 Watching
 - 4 has ... started
 - 5 will be rescued
 - 6 smells
 - 7 was
 - 8 to call
 - 9 will improve
 - 10 visited
 - 11 has been working
 - 12 were ... doing
 - 13 to be
 - 14 will sell
 - 15 have been standing

VOCABULARY

- 5** 1 freelance
 2 review
 3 coach
 4 promoted
 5 charger

- 6** 1 improvement
 2 education
 3 scientist
 4 hopeful
 5 dishonest
 6 illegal
 7 sociable

- 7** 1 let
 2 qualifications
 3 colleague
 4 charged
 5 in
 6 taking
 7 self-confident
 8 went off
 9 frustrating
 10 ceilings

- 8** 2 a
 3 c
 4 b
 5 h
 6 f
 7 e
 8 g

- 9** 1 interested
 2 from
 3 between
 4 on
 5 fed
 6 whole
 7 down
 8 Generally
 9 about
 10 fine

PRONUNCIATION

- 10**
- 1 per|ma|nent
 - 2 a|ffection|ate
 - 3 self-|con|fi|dent
 - 4 rasp|be|rries
 - 5 wit|ness|es
 - 6 in|se|cure
 - 7 un|for|tu|nate
 - 8 u|ni|ver|sity
 - 9 de|mon|stra|tion
 - 10 mu|si|cian
- 11**
- dog: turned, recorded
computer: detective, accident
egg: said, healthy
car: heart, aunt
tie: finished, watched

Reading and Writing**READING**

- 1**
- 1 B
 - 2 A
 - 3 C
 - 4 C
 - 5 A
 - 6 A
 - 7 C
 - 8 A
 - 9 B
- 2**
- 1 T
 - 2 T
 - 3 F
 - 4 T
 - 5 T

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 | C |
| 2 | A |
| 3 | B |
| 4 | B |
| 5 | A |

- 2**
- | | |
|---|---|
| 1 | B |
| 2 | E |
| 3 | D |
| 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)

Grammar activity answers

Introduction

What do you remember?

2 a 3 b 4 c 5 c 6 a 7 b 8 c 9 a 10 a 11 a
12 b 13 a 14 b 15 a 16 c 17 c 18 b 19 b 20 a

Introduction

Don't make these mistakes!

- 2 I was born
- 3 've lived
- 4 wife's name's Emilia
- 5 We don't have any children
- 6 get on with them
- 7 we'd like to have
- 8 We're looking for a flat
- 9 Emilia is a translator
- 10 work very hard
- 11 don't have to do
- 12 they look after the house
- 13 much free time
- 14 enjoy doing
- 15 I used to play
- 16 I don't have enough time
- 17 I want to get
- 18 I have to speak
- 19 I often make mistakes
- 20 I'm going to go
- 21 to do

1A present simple and continuous, action and non-action verbs

- a 2 I'm doing 3 do you come 4 do you have 5 It depends
6 Do you know 7 Do you mean 8 I'm getting ready
9 are you living 10 I'm staying 11 are you doing 12 want
- b 2 I'm buying 3 don't like 4 depends 5 gets 6 do
7 sounds 8 Do (you) have to 9 have 10 doesn't work
11 meet 12 Do (you) want 13 need 14 is staying

1B future forms: present continuous, be going to, will / won't

- 2 're having ('re going to have' also possible)
- 3 'm going to look for
- 4 'm having / 'm going to have
- 5 'm going to be / 'll be
- 6 's going to fall / 'll fall
- 7 won't tell
- 8 'll check
- 9 's going to pass / 'll
- 10 're going ('re going to go' also possible)
- 11 Shall I turn
- 12 won't be
- 13 'm introducing / 'm going to introduce
- 14 'm going ('m going to go' also possible)
- 15 'll live / 're going to live

2A present perfect and past simple

- a 2 I've been 3 did you go 4 finished 5 I've been
6 did you go 7 went
- b 1 2 had 3 did you meet 4 was 5 went 6 've known
7 got 8 were you 9 've just met
- 2 1 did you go 2 didn't leave 3 came 4 Have you finished
5 sent 6 've just made 7 've already had

2B present perfect + for / since, present perfect continuous

- a 2 She's been playing the violin for two hours.
3 She hasn't been feeling well since last week.
4 They've been waiting for the bus for a long time.
5 It's been raining all day.
6 They've been watching TV since they got home.
- b 2 A have the children been doing
B 've been doing, for
3 A have you been going out
B 've been going out since
4 A has Penny been
B 's been single since
5 A have you had
B 've had, for
6 A has Pete been trying
B 's been trying since
7 A has your sister wanted
B 's wanted, since
8 A have you known
B 've known, for

3A choosing between comparatives and superlatives

- 3 ✓
- 4 more comfortable than
- 5 younger than
- 6 ✓
- 7 ✓
- 8 more modern than
- 9 better than
- 10 ✓
- 11 the most beautiful beach I've ever been
- 12 the worst actor
- 13 ✓
- 14 the best city in the world
- 15 cheaper
- 16 ✓
- 17 hotter
- 18 the same school as
- 19 ✓
- 20 ✓

3B articles: a / an, the, no article

- 3 - 4 the 5 - 6 the 7 - 8 The 9 a 10 an
11 - 12 an 13 - 14 - / - 15 the / - 16 a / -
17 - / - 18 an / the 19 a / a / The / the 20 - / -

4A obligation and prohibition: *have to, must, should*

- a 3 don't have to
4 ✓
5 have to
6 doesn't have to
7 mustn't
8 mustn't
9 should
10 had to
11 ✓
12 shouldn't
- b 2 mustn't
3 don't have to
4 must / have to
5 don't have to
6 must / have to
7 mustn't
8 must / have to

4B ability and possibility: *can, could, be able to*

- a 2 be able to
3 both possible
4 both possible
5 being able to
6 both possible
- b 2 couldn't
3 be able to
4 can
5 been able to
6 couldn't
7 being able to
8 can't
9 be able to
10 be able to
11 can't
12 Being able to

5A past tenses: simple, continuous, perfect

- 2 'd bought 3 was still feeling 4 didn't have
5 didn't matter 6 knew 7 had always wanted 8 called
9 told 10 was 11 was shining 12 was driving
13 were chatting 14 saw 15 had flown 16 tried
17 started 18 disappeared 19 felt 20 had stung
21 was driving 22 crashed

5B past and present habits and states

- 2 They used to live in Paris, but now they live in Chicago.
3 They used to eat takeaway food, but now they (usually) eat home-made food.
4 They used to live in a house with friends, but now they live in a penthouse flat with their dog.
5 They used to go camping, but now they (usually) stay in five-star hotels.
6 They didn't use to play sport. Now, they both cycle at the weekend and Thomas often plays golf.
7 They used to ride bikes, but now they drive a sports car.
8 They used to wear second-hand clothes, but now they (usually) wear designer clothes.
9 They used to get up late and go out at night with friends. Now, they (usually) stay in, cook, and watch TV.
10 They used to have lots of friends, but now they have just a few close ones.

6A passive (all tenses)

- a 2 is watched
3 be shot
4 was being interviewed
5 Has (the thief) been caught
6 Have (you ever) been told
7 has been robbed
8 had already been made
9 is being painted
10 wasn't offered
11 be returned
12 had been stolen
- b 2 is known
3 plays
4 was directed
5 is hit
6 lose
7 lands
8 is killed
9 are rescued
10 believes
11 received
12 was nominated

6B modals of deduction: *might, can't, must*

- a 2 might
3 must
4 can't
5 can't
6 may
- b 1 can't / might not, must
2 can't, might, might, might
3 can't, must / might, might
4 can't, must

7A first conditional and future time clauses + *when, until, etc*

- 2 'll have to 3 won't be able to 4 rains 5 is 6 'll have
7 don't forget 8 get 9 'll call 10 arrive 11 goes
12 will you let 13 'll leave 14 finishes 15 send 16 're
17 Will you come 18 have 19 won't come 20 's 21 leave
22 'll tidy 23 get 24 won't be 25 looks

7B second conditional, choosing between conditionals

- a 3 'd have 4 lived 5 'd have 6 came 7 brought
8 'd have 9 'd be able to / could 10 was / were 11 moved
12 'd take 13 went 14 wouldn't take 15 'd feel
16 didn't have to 17 would laugh 18 asked
- b 2 'd buy 3 goes 4 reduce 5 'd take 6 gets
7 weren't / wasn't 8 found 9 'll never finish 10 will be

8A choosing between gerunds and infinitives

- 2 calling 3 to speak 4 not to buy 5 going 6 to look after
7 do 8 Doing 9 to study 10 drawing 11 to work
12 to go 13 doing 14 to hear 15 studying 16 arriving
17 cooking 18 to like 19 Eating, sleep 20 to give

8B reported speech: sentences and questions

- a 2 was
3 had been
4 hadn't been
5 had started
6 had enjoyed
7 had loved
8 had been able to
9 he was going to be
10 depended
11 would be
12 had to
- b 2 if there was too much violence in films
3 who the most difficult actor he had ever worked with was /
who was the most difficult actor he had ever worked with
4 what a young person who wanted to go into acting should do
5 when he was going to retire

9A third conditional

- a 2 have missed the start of the film if you'd been here on time.
3 'd seen the sign, they wouldn't have sat down.
4 have finished the race if she hadn't fallen over.
5 'd taken my umbrella, I wouldn't have got wet.
6 have crashed if he'd stopped at the red light.
- b 2 'd known, 'd have taken
3 'd have enjoyed, 'd gone
4 'd been, wouldn't have woken up
5 wouldn't have opened, 'd known
6 Would you have gone, 'd invited

9B quantifiers

- 2 much 3 loud enough 4 a few 5 any 6 less
7 loads of 8 early enough 9 too 10 plenty of
11 very little 12 lots of 13 many 14 a lot 15 many
16 none 17 fewer 18 too 19 a few 20 no

10A relative clauses: defining and non-defining

- a 2 which 3 which 4 which 5 which 6 who 7 which
8 whose 9 who 10 which 11 where 12 which
- b Sentences in which you could also use *that*: 2, 3, 4, 5, 7, 9, 10, 12.
Sentences in which you could leave out *who* or *which*: 2, 3, 4, 5, 10
- c 2 which many people think is the capital of Australia
3 where my grandmother used to work
4 whose best known painting is *Guernica*
5 which hit the city of New Orleans
6 who died when he was 35

10B question tags

- 2 do you 3 weren't we 4 was it 5 is he 6 do they
7 have you 8 isn't it 9 won't you 10 isn't she
11 does she 12 didn't we 13 are you 14 have you
15 wouldn't you

Vocabulary activity instructions

Introduction Classroom language

A revision activity

Sts revise classroom language. Copy one worksheet per student.

LANGUAGE

Phrases and questions to use in class

- Give each student a worksheet. Focus on each section and elicit / explain the meaning and drill the pronunciation of each question.
- If Sts wish, they can write a translation of each line alongside it. You could get Sts to test themselves or each other by covering each line and looking at the translation.
- Tell Sts that these are questions that you expect Sts to always use in English, and be strict about not letting them say them in their L1.

EXTRA IDEA You could copy and enlarge this sheet and put it up in the classroom to help Sts.

1A Food and cooking

A card game

Sts define words / phrases for other Sts to guess. Copy and cut up one set of cards per pair or small group.

LANGUAGE

Words associated with food and cooking

- Put Sts in pairs or small groups. Give each pair / group a set of cards face down, or in an envelope.
- Demonstrate the activity. Choose another word (not one of the ones on the cards) from the **Vocabulary Bank Food and cooking p.152**. Describe it, e.g. *It's meat which comes from a cow*, until a student guesses the word (*beef*). Highlight that Sts are not allowed to use the word(s) on the card in their definition.
- Sts put the cards face down. They play the game, taking turns to pick up a card and describe the word / phrase. Sts describing the word / phrase mustn't let their partners see what's on the card. Tell Sts to wait until their partner has finished his / her description before trying to guess the word.

EXTRA IDEA If Sts are playing in groups, the student who correctly guesses the word first gets the card. The student with the most cards at the end of the game wins.

NON-CUT ALTERNATIVE Put Sts in pairs. Copy one sheet per pair and fold it down the middle. Sts look at one half each, and take turns to describe the words / phrases to their partners until they guess the correct answer.

1B Personality

An information gap activity

Sts define words to help their partner complete a crossword. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Personality adjectives

- Put Sts in pairs, ideally face to face, and give out the crosswords. Make sure that Sts can't see each other's worksheets. Explain that **A** and **B** have the same crossword, but with different words missing. They have to define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If Sts don't know what a word means, they can look it up in **Vocabulary Bank Personality p.153**. Make sure Sts understand the difference between *across* and *down*. Remind them that they can't use any part of the word in their definition.
- Sts take turns to ask each other for their missing words (e.g. *What's 1 down? What's 3 across?*). Their partner must define / describe the word until the other student is able to write it in his / her crossword. Sts should help each other with clues if necessary.
- When Sts have finished, they should compare their crosswords to make sure they have the same words and have spelled them correctly.
- Focus on **Activation**. Sts tell each other the definitions of the words they wrote in their crossword. Monitor and help.

2A Money

A pairwork vocabulary race

Sts complete sentences. Copy one worksheet per pair.

LANGUAGE

Words associated with money

- Put Sts in pairs and give out the worksheets. Focus on the instructions. Tell Sts that they have to complete as many gaps as they can in three minutes. Tell them to write in the **MISSING WORDS** column.
- Check answers. The first pair to complete all the phrases correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 worth 3 live off 4 pay (very much) for 5 earn
6 pay back 7 note 8 from 9 wasting 10 save
11 pay by 12 lend 13 debt 14 bill 15 inherited
16 charge 17 cash machines 18 mortgage
19 tax 20 account

- Focus on **Activation**. Get Sts to cover the **MISSING WORDS** column and read out the sentences with the missing words. They can test each other or themselves.

EXTRA IDEA You could get Sts to do the exercise individually and compare their answers with a partner. Then check answers.

3A Transport

A gapfill activity

Sts look at pictures and write the words. Copy one worksheet per student.

LANGUAGE

Words associated with transport

- Give each student a worksheet and ask them to write the noun or compound noun for the things they see in the pictures.
- Check answers.

2 cycle lane 3 platform 4 car crash 5 tram
6 seat belt 7 ferry 8 zebra crossing 9 taxi rank
10 scooter 11 petrol station 12 coach 13 speed camera
14 parking fine 15 van 16 speed limit 17 lorry
18 roadworks 19 motorway 20 the Underground

- Focus on **Activation**. Tell Sts to cover the words and look at the pictures. Can they remember the nouns and compound nouns?

3B Dependent prepositions

A vocabulary race

Sts complete sentences with dependent prepositions. Copy one worksheet per student.

LANGUAGE

Dependent prepositions

- Give out the worksheets. Tell Sts that they have to write as many prepositions in the **PREPOSITION** column as they can in three minutes.
- Check answers.

2 about 3 to 4 with 5 to 6 in 7 about 8 of
9 to 10 on 11 for 12 between 13 about 14 to, for
15 in 16 to 17 with, about 18 to 19 for 20 of

- Focus on **Activation**. Tell Sts to cover the **PREPOSITION** column on the right and say the sentences with the correct preposition.

5A Sport

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

LANGUAGE

Words associated with sport

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 circuit 3 court 4 spectators 5 hockey 6 warm up
7 get injured 8 stadium 9 draw 10 referee 11 diving
12 golf 13 work out 14 train 15 lose 16 players
17 kick 18 coach 19 fan 20 sports hall

- Focus on **Activation**. Tell Sts to cover the column on the right and see if they can remember the missing words.

EXTRA IDEA Put Sts in pairs, **A** and **B**. Sts **A** (looking at the worksheet) read clues 1–10 to Sts **B** (worksheet covered) who say the word. Sts then swap roles for clues 11–20.

5B Relationships

A gapfill activity

Sts complete three texts about relationships in the past simple tense. Copy one worksheet per student.

LANGUAGE

Words associated with relationships, past simple

- Give Sts time to read the stories and complete them with the past simple of the verbs in each of the lists.
- Monitor and check that they are completing the stories correctly.
- Check answers, eliciting the verbs onto the board.

My best friend at school

2 felt 3 became 4 got on 5 were 6 lost touch
7 left 8 got in touch

My parents

9 saw 10 fell in love with 11 got to know 12 went out together
13 proposed 14 got married 15 celebrated

My disastrous date

16 introduced 17 fancied 18 asked 19 gave
20 asked (me) out 21 didn't get on 22 had

6A Cinema

A gapfill activity

Sts complete film reviews. Copy one worksheet per student.

LANGUAGE

Words associated with the cinema

- Give out the worksheets. Set a time limit, e.g. five minutes. Tell Sts they have to read the film reviews and complete them with the correct noun or compound noun in either the singular or plural. Point out that the first letter or two is given.
- Monitor to make sure they are completing the film reviews correctly.
- Check answers.

2 extras 3 star 4 soundtrack 5 plot 6 trailer
7 action film 8 special effects 9 script 10 scene
11 sequel 12 subtitles 13 dubbed 14 comedy
15 drama 16 set

- Focus on **Activation**. Put Sts in pairs and get them to answer the question.
- Get feedback.

6B The body

A gapfill activity

Sts write the verb and name the part(s) of the body shown in each photo. Copy one worksheet per student.

LANGUAGE

Verbs associated with the body

- Give each student a worksheet and ask them to write next to each photo the verb and the noun (singular or plural) for the part of the body marked with an arrow. Check answers.

2 throw, back 3 clap, hand 4 whistle, lips 5 stare, eye
6 bite, teeth 7 kick, leg 8 taste, tongue 9 smile, mouth
10 point, finger 11 touch, thumb 12 smell, nose

- Focus on **Activation**. Put Sts in pairs and get them to say what other parts of the body they can see in the photos (e.g. *shoulder, knee*, etc.).
- Get some feedback.

7A Education

A team game

Sts explain the difference between two words / phrases. Copy and cut up one set of cards.

LANGUAGE

Words associated with education

- Divide the class into two teams (or more if you have a lot of Sts).
- Give a card to each team. Give Sts a minute to decide what the difference is between the two words or phrases.
- Write the two words or phrases on each team's card on the board.
- A spokesperson from each team takes turns to explain the difference to the rest of the class. If the explanation is correct, the team gets a point. If it isn't correct, the other team can try to win an extra point by explaining the difference correctly before having their own turn.
- Then give each team another card.
- Keep a record of each team's points on the board. The team with the most points wins.

A high school is for children aged between 11–18 years in the USA.

A secondary school is for children aged between 11–18 years in the UK.

A pupil studies in a primary / secondary school.

A student studies at a university, college, or evening class.

A term is one of the three periods of the year during which classes are held in schools and universities.

A semester is the two periods that the school / college year is divided into, especially in the USA.

Pass an exam is to achieve the required standard in an exam or test.

Fail an exam is the opposite.

Be punished is to be made to suffer because you've done something bad or wrong.

Be expelled is to officially have to leave school because you've done something wrong.

Cheat is to act in a dishonest way in order to gain an advantage in an exam.

Misbehave is to behave badly.

A state school is run by the government and is usually free. You have to pay to go to **a private school**.

A head teacher is a person who is in charge of a school.
A teacher teaches in any school apart from university.

Make somebody study something is to force somebody to study.

Let somebody study something is to give somebody permission to study.

A graduate is a person who has a university degree.

A student is a person who studies at university or college.

A nursery school is a school for children between the ages of two and four in the UK. It is not compulsory.

A primary school is a school for children between the ages of five and eleven in the UK. It is compulsory.

History is a subject at school or university which is the study of past events.

A story is a description of events and people that a writer has invented in order to entertain.

NON-CUT ALTERNATIVE Put Sts in pairs. Copy one worksheet per pair. Set a time limit, e.g. ten minutes, and Sts take turns to ask each other, *What's the difference between...?*, choosing words at random. Sts decide if the explanation is correct. Finally, check answers with the whole class.

7B Houses

A gapfill activity

Sts complete the descriptions of three different homes. Copy one worksheet per student.

LANGUAGE

Words associated with houses

- Give out the worksheets. Set a time limit, e.g. three minutes. Tell Sts to read the house descriptions and complete them with the correct words. Point out that the first letter or two is given.
- Monitor to make sure they are completing the descriptions correctly.
- Check answers.

2 second floor 3 balcony 4 entrance 5 wall 6 gate
7 roof 8 chimney 9 outskirts 10 path 11 terrace
12 steps 13 ground floor 14 top floor 15 basement

- Focus on **Activation**. Put Sts in pairs and get them to tell each other which home they prefer and why. Get feedback.

8A Work

A pairwork vocabulary race

Sts read a series of clues and write the words. Copy one worksheet per pair.

LANGUAGE

Words associated with work

- Put Sts in pairs and give out the worksheets. Set a time limit. Tell Sts that they have to write as many words as they can in the time limit. Each word begins with (or, in the case of **X**, includes) a different letter of the alphabet.
- Check answers. The first pair to complete all the words correctly wins, or the pair with the most correct answers at the end of the time limit wins.

boss charge **do** employees freelance **g**ardener
hairdresser interview **j**ob **k**itchen look for **m**ade
night overtime **p**art-time **q**uit retire self-employed
temporary **u**p **v**et **w**ork extra **y**ear

9A Word-building

A word-building race

Sts complete the sentences with the correct noun, adjective, or adverb from the given words. Copy one worksheet per student.

LANGUAGE

Verbs, nouns, adjectives, adverbs

- Give out the worksheets. Set a time limit, e.g. three minutes. Tell Sts that they have to complete the sentences with the correct form of the words in **bold**. They must write as many words as they can in the column on the right in the time limit.
- Check answers. The first student to write all the words correctly wins, or the student with the most correct answers at the end of the time limit wins.

The missing words in sentences 1–13 are nouns, which can be revised in the first part of **Vocabulary Bank Word-building p.164**. The missing words in sentences 14–20 are positive or negative adjectives and adverbs, which can be revised in the second part of the same **Vocabulary Bank**.

2 compensation 3 argument 4 delivery 5 success
6 achievement 7 explanation 8 attachment
9 agreement 10 demonstration 11 payment 12 loss
13 sale 14 uncomfortable 15 comfortable 16 impatient
17 unlucky 18 careful 19 carelessly 20 Unfortunately

- Focus on **Activation**. Tell Sts to cover the column on the right and read the sentences. Can they remember the missing words?

Phrasal verbs

A vocabulary race

Sts read the sentences and write the phrasal verbs. Copy one worksheet per student.

LANGUAGE

Phrasal verbs (revision)

- Give out the worksheets. Set a time limit, e.g. three minutes. Tell Sts that they have to read the sentences and write as many of the phrasal verbs as they can in the **PHRASAL VERB** column in the time limit. Point out that the first letter is given.
- Check answers. The first student to write all the phrasal verbs correctly wins, or the student with the most correct answers at the end of the time limit wins.

2 set 3 plug 4 cut 5 eat 6 cut 7 pay 8 pick
9 sent 10 break 11 live 12 set 13 work 14 take
15 look 16 fall 17 look 18 run 19 Watch 20 turn

- Focus on **Activation**. Tell Sts to cover the **PHRASAL VERB** column, read the sentences, and see if they can remember the missing words

Communicative activity instructions

Getting to know you

A pairwork activity

This photocopiable 'getting to know you' activity can be used together with the introductory Grammar activities as a first-day class, especially if Sts don't yet have the Student's Book.

Sts write the information about themselves. They then swap with a partner and ask each other to explain the information. Copy and cut up one **A** worksheet and one **B** worksheet per pair.

LANGUAGE

General revision of Pre-intermediate grammar and vocabulary

- Put Sts in pairs and give each student the instructions and a chart (**A** or **B**).
- Give Sts five minutes to write answers in the appropriate place in the chart.
- Now get Sts to swap charts. Demonstrate the activity by taking a chart from a student and asking him / her *Why did you write...?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in pairs. Make it clear to them that they had different instructions, and stress that they can ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

1A Describing a photo

A pairwork describing activity

Sts describe their photos to each other and then answer questions related to the topic together. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Present simple and continuous, food vocabulary

In the restaurant, a family is sitting at a table. They're smiling.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Explain that they both have different photos and have to describe them to each other. Demonstrate if you can with a photo from the Student's Book, or one you have looked up online. Give Sts a minute to look at their photo and think about how they are going to describe it. Tell them to describe their photo in as much detail as they can. Sts **A** start. Set a time limit, e.g. two minutes. When time is up, Sts **B** describe their photo. Monitor and help if necessary.
- Sts then look at the photos to see how well their partner has described it.
- Finally, get Sts to answer questions 1–6. (They are the same for **A** and **B**.) Monitor and help if necessary.
- Get some feedback from various pairs.

1B Who is it?

A pairwork interview activity

Sts use question prompts to interview each other about somebody they know. Copy one worksheet per student.

LANGUAGE

Question forms in the present and future

What does she do? When are you going to see her next?

EXTRA SUPPORT In pairs or individually, Sts write the complete form of each question. Remind Sts that '//' means there is a word missing, or a change needs to be made to the verb. Elicit all the questions.

- Give out the worksheets, and focus on **a**. Give Sts a few minutes to think of someone they want to talk about. They can use the words at the top of the worksheet for ideas. They shouldn't tell their partner anything about the person they are thinking about yet, except whether the person is male or female.
- Now tell Sts to focus on the question prompts and think about how to make and answer the questions.
- Focus on **b** and tell Sts that they're going to ask each other about their mystery person to discover who they are. Demonstrate the activity by thinking of a person yourself. First, tell Sts if it's a man or a woman, and then get Sts to ask you the questions until they guess who the person is. Insist on correct question forms.
- In pairs, **A** interviews **B** and then tries to guess what the relationship is between **B** and the person they are describing.
- Then Sts swap roles.
- When they've finished, get feedback by asking who each student described, and if their partner was able to guess the relationship.

1 Family

Where was he / she born? Where does he / she live? Who does he / she live with?

2 Occupation / Studies

What does he / she do? Where does he / she work or study? How long has he / she worked (studied) there? Does he / she like his / her job or studies?

3 Appearance and personality

What does he / she look like? What kind of clothes does he / she wear? What is he / she like? What is his / her best and worst quality?

4 Interests

What does he / she like doing in his / her free time? Does he / she do any sport or exercise? What kind of music does he / she like? Does he / she speak foreign languages?

5 Your relationship with this person

How long have you known him / her? How often do you see each other? Do you get on well? What do you have in common? What do you do together? When are you seeing him / her next? Do you think you'll know him / her in ten years' time?

2A Are you a saver or a spender?

A pairwork quiz activity

Sts ask each other questions to find out if they are savers or spenders. Copy one worksheet per student or pair.

LANGUAGE

Question forms in the present simple and the present perfect, money vocabulary

What's your attitude to saving money?

Have you ever had a credit card?

- Put Sts in pairs. Give each student or pair a worksheet.
- Tell Sts they are going to do a quiz about money. Read out the first question and the three options. Demonstrate the activity by choosing one option and explaining why you chose it.
- Sts ask and answer the questions and make a note of their partner's answers (a, b, or c) on their worksheets. If Sts are sharing a worksheet, they can use two different coloured pens. Set a time limit, e.g. five minutes, or stop the activity when most Sts have finished interviewing each other.
- When time is up, tell Sts to count their partner's number of a, b, and c answers. The most common answer gives them their 'type' in the text below the test. Sts tell each other what their 'score' is. Give Sts time to read the relevant paragraph.
- Get feedback to find out if Sts agree with the quiz or not.

2B How long have you been...?

A group activity

Sts play a card game to practise the present perfect continuous. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

Present perfect continuous

How long have you been living there?

- Write on the board: **HOW LONG / TO MY CLASS? (COME)**. Ask Sts to complete this question (*How long have you been coming to my class?*). Get Sts to answer the question.
- Put Sts in groups of three or four and give each group a set of cards, face down. Pick up the first card and demonstrate the activity by asking a student the questions. If necessary, write the incomplete question on the board and demonstrate, making it clear Sts need to complete the question in **bold** using the present perfect continuous.
- Set a time limit, e.g. ten minutes. Sts pick up a card and ask the questions to their group. When everyone has answered it, the next person picks up a card. Sts continue until they run out of cards or the time is up. Monitor to make sure the activity is being performed correctly.

Occupation How long have you been working or studying there?

House How long have you been living there?

Interests How long have you been doing it?

Sport How long have you been doing it?

Holidays How long have you been going there?

Social media How long have you been using it (or them)?

Giving How long have you been helping them?

TV How long have you been watching it?

Meeting friends How long have you been meeting there?

Learning How long have you been learning it?

- Get feedback for each card to find out who has been doing each activity the longest.

EXTRA IDEA Copy one worksheet per pair of Sts, and cut in half. Put Sts in pairs (preferably sitting face to face) and give them one half of the worksheet each. **A** asks **B** his / her questions. **B** answers, and then returns the questions, asking *What about you?* Then **B** asks **A** his / her questions. They find out between the two of them who has been doing each thing the longest.

3A Questionnaire

A pairwork questionnaire

Sts revise comparatives and superlatives by completing a questionnaire with comparatives or superlatives and then asking and answering the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Comparatives and superlatives

Which is more practical, a laptop or a tablet?

Who in your family are you closest to?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to complete each question with the comparative or superlative of the adjective / adverb in brackets. Tell Sts that there may be two comparatives or two superlatives in each pair of questions – it's not always one of each.
- Check answers by eliciting only the comparative or superlative, not the whole question.

A English 1 harder, 2 the most difficult; **Travelling** 1 the worst, 2 more often; **Your life** 1 more active, 2 unhealthiest; **Friends and family** 1 the best-looking (the most good-looking), 2 closest; **Technology** 1 the best, 2 more practical

B English 1 the most useful, 2 easier; **Travelling** 1 the longest, 2 more enjoyable; **Your life** 1 the most relaxing, 2 more healthily; **Friends and family** 1 best, 2 the most fluent; **Technology** 1 more often, 2 the most expensive

- Now focus on **b**. Get Sts to sit face to face if possible to ask and answer their questions. They can either ask alternate questions, or **A** can interview **B** and they then swap roles. If there's time, they could also return the questions, asking *What about you?*
- Get some feedback from various pairs.

3B Generally speaking

A group discussion

Sts practise generalizing by discussing topics in small groups. Copy one worksheet per group of three or four Sts and cut up into cards.

LANGUAGE

Not using *the* for generalizing

I think cats make the best pets because...

- Put Sts in groups of three or four. Try to have a mixture of genders where possible, as this will help to promote disagreement. Give out one set of cards to each group and put them face down.
- Pick up the top card from one group and read it out. Say whether you agree or disagree and give a reason.
- Sts continue in groups. One student picks up a card and reads it out, says whether he / she agrees or not, giving reasons, and the others then say what they think. Monitor and correct any misuse of the definite article.
- Get some feedback to see whether, generally speaking, Sts agree or disagree with the statements.

EXTRA SUPPORT You could write some useful expressions on the board for Sts to use, e.g. I AGREE / DON'T AGREE, (PERSONALLY,) I THINK..., IN MY OPINION..., FOR EXAMPLE, ... Remind Sts not to use the definite article when they generalize.

NON-CUT ALTERNATIVE Give one worksheet to each pair or group and get them to discuss the statements one by one.

4A Me and my opinions

A pairwork speaking activity

Sts complete sentences about themselves and their opinions and share them with a partner to compare ideas. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Different forms of *can* / *be able to*

I admire people who can play a musical instrument.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to complete the eight sentences to make them true for them. The first four sentences are about themselves and the second four are about their opinions. Demonstrate if necessary, completing the first one to make it true for you. Set a time limit, e.g. five minutes. Monitor and help to make sure students are using the language correctly.
- Then focus on **b** and get Sts **A** to read their **ABOUT ME** sentences to Sts **B**. They should ask *What about you?* after each one. Sts then swap roles.
- Now Sts **A** and **B** read their **MY OPINIONS** sentences to each other, first **A** and then **B**. Sts should agree / disagree with their partner's opinions and give reasons. Monitor and help.
- Get feedback from various pairs.

4B Tell us about...

A group board game

Sts move around the board making sentences using *have to*, *must*, *should*. Copy one worksheet per group of three or four Sts. You also need one dice per group and one counter per student.

LANGUAGE

have to, must, should

You mustn't text when you're driving.

- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters.

! If you don't have enough dice, give each group a coin. Sts toss the coin for their go and move 1 for heads and 2 for tails.

- Each player puts a counter on the **START** triangle.
- Explain the rules of the game. Sts take turns to throw the dice and move their counter. When they land on a circle, they must make a sentence following the instruction. The rest of the group has to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, Sts move back a circle. If it's correct, they stay on the circle.
- The first student to reach the **FINISH** rectangle wins.

Possible answers

- 1 You shouldn't drink coffee / play on your computer / have a big dinner.
- 2 I have to go to the library / revise for the test / do my homework / practise speaking English.
- 3 You must print your boarding card / pack / check in / show your passport.
- 4 You don't have to work / go to classes / get up early / do anything.
- 5 You shouldn't go to bed late / worry / revise too much / eat a lot.
- 6 You don't have to pay cash / go to the shop / try things on / carry bags home with you.
- 7 You must go at the right speed / stop at red traffic lights / let ambulances pass. You mustn't lose your concentration / text / eat / drink.
- 8 You should think about the price / why you need one / if you need a new one / any special offers and contracts.
- 9 I had to do my homework / set the table / share things with my brother or sister / go to school.
- 10 You have to get a job there / find somewhere to live / learn English.
- 11 You should find out about special customs / if you need a visa / changing currency.
- 12 You shouldn't talk about religion / politics / money.
- 13 He (or she) has to correct homework / organize the classroom / prepare the class / prepare everything he (or she) needs.
- 14 You should be on time / bring a gift / thank your hosts for inviting you.
- 15 You shouldn't do exercise / go swimming / get cold.
- 16 A good student has to participate in class / do homework / go to class / pass exams.
- 17 You have to check in / go through Security / go to your Gate.
- 18 You should take an aspirin / lie down / close your eyes / drink water.
- 19 You have to be punctual / be nice to your work colleagues or classmates / listen to your boss or teacher.
- 20 You should be punctual / have information about the job / look smart. You shouldn't get there late / talk too much / wear casual clothes.

EXTRA IDEA If Sts need more written practice using the verbs, you could do this as a written race. After you say *Go!*, Sts, in pairs, have ten minutes to complete as many sentences as possible, starting with number one. Get the pair who have completed most to read out their sentences. Other pairs should read theirs out, too, if they're different. The pair with the most grammatically correct answers wins.

5A Marathon cheats

A pairwork activity

Sts read a text, answer questions, and use their answers to retell the story to their partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Past tenses

They had changed places several times.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts they are going to read a story and answer some questions about it. Sts **A** and **B** have different stories. Give them time to read their stories in **a** and answer the questions in **b**. Monitor and help if necessary.
- Sts then cover their stories and use their answers to retell their story to their partner. Monitor to make sure Sts are doing the activity correctly.
- Get feedback by asking Sts to retell the stories.

Example answers:

Student A

- The Comrades Marathon is an 89 km ultramarathon.
- On 16th June 1999, Sergio Motsoeneng finished ninth and won \$1,000.
- Nick Bester complained because he said that Sergio hadn't passed him.
- Sergio looked different in the two photos.
- Sergio and his brother had changed places several times during the race.

Student B

- On 10th October 2011, Rob Sloan finished third in the Kielder Marathon.
- The other runners were surprised because they hadn't seen Rob pass them.
- The organizers thought it was suspicious that Rob had run the second half of the race quicker than the first half.
- Rob confessed that he had got on a bus to near the finish line and then jumped out of the crowd to run the final section of the race.
- Steve Cairns was angry because he felt that Rob had stolen his moment of glory.

EXTRA CHALLENGE Get Sts to retell their partner's story.

5B Past and present

A group board game

Sts move around the board answering questions with *used to* and *usually*. Copy one worksheet per group of three or four students. You also need one coin per group and one counter per student.

LANGUAGE

used to / didn't use to

We used to visit my grandparents a lot.

I didn't use to get on with my brother.

- Put Sts in groups of three or four. Give each group the worksheet, some counters and a coin. Each player puts their counter on the **START** triangle.
- Explain the rules of the game. Sts take turns to throw the coin and move one square for heads and two for tails. Sts answer the questions in the circles. Tell Sts that they have to give more information when answering each question.
- Sts play the game until the time runs out. Monitor and help. The first player to reach the **FINISH** square wins. If a group finishes very quickly, tell them to go around the board again.

6A Film quiz

A pairwork quiz

Sts complete questions about cinema using the passive and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Question forms in the passive

Which of these films was set in the future?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to complete their questions using the correct passive tense of the verb in brackets. Monitor and help.
- Check answers by eliciting the verbs only, not the whole question. You could copy the key onto the board.
- Get Sts to sit face to face if possible. Explain that **A** should ask his / her partner the first question and read out the three alternative answers. Make sure that they don't see each other's worksheet. If **B** chooses the correct option (the one in **bold**), he / she gets a point. Then **B** should ask his / her first question in the same way, and then Sts continue until they have asked all the questions.
- When Sts have finished, ask each pair who got the most points.

Student A

- was directed
- is based
- was dubbed
- was made
- was chosen
- was nominated
- was played
- is set

Student B

- was, based
- was shot
- is, set
- were directed
- was based
- was, introduced
- has, been nominated
- was composed

EXTRA CHALLENGE Get Sts to write some more quiz questions of their own.

6B Who do you think they might be?

A pairwork activity

Sts have to match some people to their professions. Copy one worksheet per pair.

LANGUAGE

Modals of deduction

He / She can't be... He / She might be... He / She must be...

She might be a yoga teacher because she's very slim.

- Give out the worksheets.
- Go through the list of jobs in **a** and make sure that Sts can remember the meaning of all of them. Then focus on the photos. Tell Sts that they are all real people who do one of these jobs. Sts work on their own and think about who might do which job.
- Put Sts in pairs. Focus on **b** and photo 1 (Gloria del Piero). Get Sts to give you a sentence with a reason why she can't be a boxer, e.g. *She can't be a boxer because she has long hair.* Then, still focusing on photo 1, Sts do **c** and **d**. Remind Sts that they have to say why.
- Monitor and encourage them to use *He / She can't be / might be / must be*, etc.
- When you think that Sts have had enough time, check they have made a final decision for each person.
- Elicit opinions and then give Sts the answers. Get feedback to see who got the most correct answers.

EXTRA SUPPORT You could write *We think he / she must be...* on the board.

- 1 Gloria de Piero is a British **politician** and journalist. She was first elected in 2010.
- 2 Richard Ward is an award-winning **hairstylist** to Royals and celebrities.
- 3 Sheku Kanneh-Mason is a **musician** and plays the cello. He won the BBC's Young Musician of the Year award in 2016.
- 4 Ina Menzer is a German **boxer**. She was a World Champion boxer from 2005 to 2010.
- 5 Rachel Riley is a **mathematician** who studied at Oxford University. She's also a TV presenter in a quiz show, *Countdown*, where she does complicated calculations very fast.
- 6 John Cooper Clarke is a British **poet**, who performs his poems in front of an audience and even records them and sells them, just like a musician.
- 7 Jessamyn Stanley is a **yoga teacher** who works to make yoga available to everyone.
- 8 Terry Hollands is a **model** for clothes company Big Tall Order.

7A Three in a row

A pairwork or group activity

Sts complete sentences using the first conditional to play *Three in a row*. Copy one worksheet per pair or small group.

LANGUAGE

First conditional and future time clauses + *when*, *until*, etc.

I won't move house until I get a promotion.

If I see Mark, I'll tell him.

- Put Sts in pairs or small groups. Give each person in a pair, or each group, a symbol X or O.
- Give out the worksheets. Tell Sts that they are going to take turns choosing a square and completing the sentences in the grids. If they complete it correctly so it makes sense, they can write their symbol in the square. The aim is to get three in a row.
- Set a time limit. Sts play using all the grids until the time is up. Monitor to make sure that the game is being played correctly and to make the final judgement on Sts' sentences.

- Tell Sts to use a pencil to write the symbols, so they can reuse the grids if they finish quickly.

Possible answers

GRID 1

I won't move house until I find somewhere else to live.
When I finish this course, I'll take an official exam.
You'll never get better at football unless you practise more.
If I see Mark, I'll tell him about the party.
Unless they get here quickly, they'll miss the start of the film.
As soon as you finish your coffee, we'll go home.
He won't get that job if he doesn't do well at the interview.
After he gets here, we'll have supper.
Send me a text when you get home.

GRID 2

I'll be at work until I finish this project.
Unless you work really hard, you won't get a good grade.
I'll ring her as soon as I know the results.
If you don't stop looking at your phone, I'll leave.
After we have dinner, we'll go for a walk.
Tell her to send me an email when she finishes.
I won't buy a new laptop unless my laptop breaks.
As soon as I get home this evening, we'll sit down and talk.
If you don't pick me up after class, I'll get a taxi.

GRID 3

After we choose where to go on holiday, I'll book the hotel.
If we don't hurry, we'll miss our train.
We'll look at other hotels before we book one.
You won't pass that exam unless you study hard this week.
They'll lend us the money as soon as we give them the paperwork.
Give him my phone number if he asks for it.
I'll probably go shopping after we go to the cinema.
If Sally doesn't come soon, we'll go without her.
I won't leave until he's asleep.

7B If you had to choose...

A pairwork or group activity

Sts ask questions about preferences. Sts have to say which alternative they would prefer and why. Copy one worksheet per pair or small group.

LANGUAGE

Second conditional

I'd prefer to have a holiday house on the coast, because if I had a house in the mountains, I'd miss the sea.

- Put Sts in pairs or small groups and give out the worksheets.
- Demonstrate the activity by getting a student to ask you one of the questions. Answer in as much detail as possible. Sts then continue either asking their partner the question or asking all the people in the group. Tell the other student(s) to return the questions using *What about you?*
- While Sts are talking, go round and monitor, correcting any mistakes with conditionals.
- Get feedback from a few pairs or groups.

8A I think...

A pairwork activity

Sts complete sentences by guessing real information about their partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Gerunds and infinitives

I think you're really good at maths.

- Demonstrate the activity by writing on the board: WHEN YOU GO ON HOLIDAY, YOU LOVE... Elicit that Sts need to continue with a gerund. Then tell Sts to guess what you love doing on holiday. Elicit answers and then tell the class what you really love doing.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. **They must not look at what their partner writes.** Tell them to complete the sentences, trying to guess how their partner would complete each sentence. Point out that many of the sentence stems could be completed with a noun, but Sts **must** complete them with a verb or verb phrase in either the gerund or the infinitive. Monitor and check that Sts are using gerunds and infinitives correctly.
- When they are ready, Sts take turns to read their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage them to react by contradicting what their partner has said, and then giving the real answer if their guess is wrong, e.g. *No, I don't. I hate sunbathing! But I love walking / reading*, etc.
- Get feedback from various pairs and find out who, in each pair, had more correct guesses.

EXTRA IDEA If you want to give more practice, get Sts to repeat the activity by swapping roles **A** and **B** as well as partners.

8B I want to speak to the manager

A pairwork role-play activity

Sts role-play different situations. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Reported speech

I asked the shop assistant if they would change it.

He said (that) there were no more in my size.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Tell them they are going to role-play two situations. Tell them to read the first situation and prepare the information they will need, including what the person they spoke to told them. Give Sts time to do this and encourage them to write notes if they need to.
- Sts then role-play the first situation. Monitor to make sure Sts are doing the activity properly.
- When they have finished the first role-play, tell them to repeat the process for the second situation.
- Get feedback to find out who succeeded in their aims for the role-play.

EXTRA SUPPORT If you have an odd number of Sts, they can help **A** or **B** with the complaint. Pairing strong and weaker Sts for this would work well.

9A Sentence race

A pairwork or group activity

Sts complete sentences using the third conditional. Copy one worksheet per pair or small group.

LANGUAGE

Third conditional

If I'd known you were coming, I'd have cooked dinner.

- Put Sts in pairs or small groups and give out the worksheets.
- Set a time limit, e.g. 10 minutes, and tell Sts they have to complete as many sentences as possible in this time. Stress that the sentences must be grammatically correct and make sense. Demonstrate the activity with the first sentence if necessary. Monitor and help.
- Stop the activity when time is up, and elicit sentences from different pairs / groups. The pair / group with the most correct sentences is the winner of the race.

Possible answers

- 1 We wouldn't have been late if you hadn't overslept.
- 2 You would have slept better if you hadn't watched TV until really late.
- 3 If you'd told me you were vegan, I would have made you a salad.
- 4 We would have seen the film if we had got to the cinema on time.
- 5 If I'd had more money, I would have bought a better phone.
- 6 We would have picked you up at the airport if we'd known when your flight arrived.
- 7 If I hadn't lost my wallet, I wouldn't have had to renew my cards.
- 8 If we'd missed our train, we would have phoned you.
- 9 We wouldn't have gone to that hotel if we'd read the reviews.
- 10 If our team had played better, we would have won.
- 11 If you'd used Google maps, you wouldn't have got lost.
- 12 I wouldn't have lent you that money if I'd needed it.
- 13 If you hadn't left the door open, the cat wouldn't have got out.
- 14 We would have bought that house if the bank had given us a mortgage.
- 15 If I'd known you were coming, I would have made a cake.
- 16 If you hadn't reminded me of the appointment, I would have missed it.
- 17 We wouldn't have been able to buy the car if we hadn't asked my parents for a loan.
- 18 I would have left a tip at the restaurant if the waiter hadn't been so unpleasant.

9B True or not?

A pairwork speaking activity

Sts read sentences and then say if they are true for them or not, providing more information. Copy one worksheet per pair.

LANGUAGE

Quantifiers

It's too far for me to walk to school. I usually get the bus.

- Put Sts in pairs and give out the worksheets. Tell Sts to read the sentences and say if they are true for them or not. Demonstrate the activity if necessary. Read out the first sentence on the worksheet, *I usually drink plenty of water*. Say if it's true for you and give some extra information (*I don't really drink water because I prefer other drinks, like tea or Diet Coke.*).
- Monitor to make sure Sts are doing the activity correctly. Encourage them to give more information.
- Get some feedback from various pairs.

10A Relative clauses quiz

A pairwork quiz

Sts complete questions using relative pronouns and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Relative pronouns

Can you tell me the sport which is played at Wimbledon?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and give Sts time to complete the questions with a relative pronoun.
- When all Sts have completed their questions, check answers either orally or by writing the pronouns on the board.

A Sport 1 which, 2 which; **Art and literature** 1 who, 2 whose; **Film and TV** 1 who, 2 where; **Geography** 1 which, 2 where; **Technology** 1 whose, 2 where
B Sport 1 where, 2 whose; **Art and literature** 1 whose, 2 who; **Film and TV** 1 where, 2 who; **Geography** 1 where, 2 which; **Technology** 1 where, 2 which

- Sts sit face to face if possible.
- Focus on **b**. Explain that first Sts must ask their partner the question without giving the three alternative answers. If their partner gets it right, he / she gets three points. If he / she gets it wrong, then they should give the three alternatives. If their partner chooses the correct option (the one in **bold**), he / she gets one point.
- When Sts have finished, ask each pair who got more points.

EXTRA CHALLENGE Get Sts to write some more quiz questions of their own.

10B Four little mysteries

A pairwork activity

Sts read the mysteries and try to solve them. Copy one worksheet per pair.

LANGUAGE

Crime vocabulary

- Put Sts in pairs and give out the worksheets. Explain that they're going to solve some mysteries. Give Sts time to read the four stories and answer the questions.
- Monitor and help if necessary.
- Elicit ideas from various pairs and then give the correct answers.

- 1 They knew Sean was lying because he said he saw 'a guy come up behind him', but the victim was shot in the stomach.
- 2 It was the maid. She said she was getting the post, but there is no delivery on Sunday.
- 3 The waitress had told him she served him on their only plain plate. When she brought his 'new plate of food', it was on the same plate.
- 4 The assistant reminded the businesswoman that her key was safely locked inside the letterbox that it unlocks. After all, she posted it there.

EXTRA CHALLENGE Get Sts to write their own mysteries.

Revision

A pairwork speaking activity

Sts ask each other questions about key vocabulary areas, using a range of tenses and verb forms from the Student's Book. This could either be used as a final 'pre-test' revision or as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Grammar and vocabulary of the book

I've known Joe for 12 years.

- Put Sts in pairs. Give each pair a set of cards face down. Sts take turns to pick up the top card and talk to their partner about the topic on the card, using the prompts.
- Tell Sts to keep their cards and then if there is time, to swap cards with their partner.
- Encourage Sts to ask follow-up questions.
- Monitor, help, and correct if necessary.

NON-CUT ALTERNATIVE Make one copy per pair. Give Sts a few moments to read through the cards. Sts **A** choose a number for Sts **B**, who then talk about what's on the card for that number. Sts continue taking turns to choose a topic for their partner to talk about.