

GRAMMAR

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

VOCABULARY

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

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 Isn't this the best film you've ever seen?
 - 2 Should I wear this suit to the interview?
 - 3 I can't remember where I left my car keys!
 - 4 How many companies have you worked for?
 - 5 Aren't you glad that you didn't decide to go home?
 - 6 The older the car, the more repairs it'll need.
 - 7 I'd like to know more about your work experience.
 - 8 You've met Javier before, haven't you?
- 2**
- 1 Would
 - 2 haven't
 - 3 do
 - 4 does
 - 5 are
 - 6 won't
- 3**
- 1 where the interview room is
 - 2 if/whether we can bring guests to the ceremony
 - 3 when the performance finishes
 - 4 what type of questions you'll / you will be asked in the interview
 - 5 why Oksana left before the end of the film
 - 6 where I left my phone

VOCABULARY

- 4**
- 1 willed
 - 2 absent
 - 3 laid
 - 4 fisted
 - 5 self
 - 6 balanced
 - 7 natured
 - 8 faced
 - 9 narrow
 - 10 big
- 5**
- 1 self-centred
 - 2 strong-willed
 - 3 narrow-minded
 - 4 delicious
- 6**
- 1 gut feeling
 - 2 weird
 - 3 job-seeker
 - 4 foolproof

- 5 geek
- 6 candidate

PRONUNCIATION

- 7 1 balance, two-faced
2 strange
3 finish, selfish
- 8 1 ri|val|ry
2 bi|zarre
3 re|mote
4 light|-heart|ed
5 de|tec|tive

Reading and Writing

READING

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

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 Speaker 1: D
Speaker 2: F
Speaker 3: A
Speaker 4: B
Speaker 5: E

- 2 1 thinks both behaviour and biology have an influence on our personalities
- 2 genes
- 3 forgetfulness
- 4 certain personality characteristics are often shared with family members
- 5 their personal experiences are unique

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. (10 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 are
 - 2 do
 - 3 Would
 - 4 won't
 - 5 haven't
 - 6 does
- 2**
- 1 when the film finishes
 - 2 where I left my car keys
 - 3 why Ali left before the end of the meeting
 - 4 if/whether we can bring guests to the barbecue
 - 5 where the interview room is
 - 6 what type of questions you'll / you will be asked in the interview
- 3**
- 1 I'd like to know more about your work experience.
 - 2 I can't remember where I left my mobile phone!
 - 3 Aren't you glad that you didn't decide to go home?
 - 4 Should I wear this suit to the interview?
 - 5 You've met Martine before, haven't you?
 - 6 Isn't this the best film you've ever seen?
 - 7 The older the car, the more repairs it'll need.
 - 8 How many companies have you worked for?

VOCABULARY

- 4**
- 1 foolproof
 - 2 candidate
 - 3 gut feeling
 - 4 geek
 - 5 weird
 - 6 job-seeker
- 5**
- 1 narrow-minded
 - 2 delicious
 - 3 strong-willed
 - 4 self-centred
- 6**
- 1 natured
 - 2 balanced
 - 3 faced
 - 4 big
 - 5 narrow
 - 6 absent
 - 7 fisted
 - 8 willed
 - 9 laid
 - 10 self

PRONUNCIATION

- 7 1 light|-heart|ed
2 de|tec|tive
3 ri|val|ry
4 bi|zarre
5 re|mote
- 8 1 finish, sure
2 balance, persuade
3 job-seeker

Reading and Writing

READING

- 1 E
2 C
3 A
4 D
5 B

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 Speaker 1: B
Speaker 2: C
Speaker 3: E
Speaker 4: D
Speaker 5: A
- 2 1 thinks both behaviour and biology have an influence on our personalities
2 genes
3 forgetfulness
4 certain personality characteristics are often shared with family members
5 their personal experiences are unique

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. (10 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 've known
 - 2 have you been waiting
 - 3 Have you ever broken
 - 4 've been dancing
 - 5 has your daughter had
 - 6 've worn
 - 7 hasn't been posting / hasn't posted
 - 8 've never seen
- 2**
- 1 The poor
 - 2 Chinese man
 - 3 the young
 - 4 elderly
 - 5 The Japanese
 - 6 the homeless
- 3**
- 1 My younger brother had a smart new linen suit on.
 - 2 We found a lovely little Greek restaurant to eat in.
 - 3 I have to wear a horrible big white bandage!
 - 4 There was a beautiful little old wooden house on the hill.
 - 5 I bought some very nice red leather boots at the market.
 - 6 Carl has got a brand-new orange Italian motorcycle.

VOCABULARY

- 4**
- 1 impulsive
 - 2 brave
 - 3 sociable
 - 4 glamorous
 - 5 energetic
 - 6 independent
- 5**
- 1 injection
 - 2 sunburn
 - 3 earache
 - 4 diarrhoea
 - 5 symptom
 - 6 blister
- 6**
- 1 smart
 - 2 get dressed
 - 3 tight
 - 4 lycra
 - 5 old-fashioned

- 6 matches
- 7 plain
- 8 go with

PRONUNCIATION

- 7 1 diarrhoea
- 2 unconscious
- 3 allergy
- 4 woollen
- 5 toothache

- 8 1 backache
- 2 poisoning
- 3 old-fashioned
- 4 allergic
- 5 undressed

Reading and Writing

READING

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

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 Speaker 1: D
Speaker 2: F
Speaker 3: B
Speaker 4: C
Speaker 5: A
- 2 1 the younger generation
2 feel social pressure about their friendships
3 moved away
4 doesn't have much in common with
5 means she has more variety in her friendships

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. (10 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 The young
 - 2 elderly
 - 3 The Chinese
 - 4 the homeless
 - 5 Japanese woman
 - 6 The poor
- 2**
- 1 I bought some very nice green leather boots at the market.
 - 2 There was a beautiful little old wooden house on the hill.
 - 3 Jamal has got a brand-new yellow Korean motorcycle.
 - 4 I have to wear a horrible big white bandage!
 - 5 My oldest cousin had a smart new linen suit on.
 - 6 We found a lovely little Turkish restaurant to eat in.
- 3**
- 1 has your son had
 - 2 hasn't been posting / hasn't posted
 - 3 've worn
 - 4 've never seen
 - 5 have known
 - 6 's been dancing
 - 7 Have you ever broken
 - 8 have you been waiting

VOCABULARY

- 4**
- 1 symptom
 - 2 diarrhoea
 - 3 blister
 - 4 earache
 - 5 injection
 - 6 sunburn
- 5**
- 1 plain
 - 2 old-fashioned
 - 3 matches
 - 4 go with
 - 5 lycra
 - 6 get dressed
 - 7 smart
 - 8 tight
- 6**
- 1 energetic
 - 2 glamorous
 - 3 impulsive
 - 4 independent
 - 5 sociable
 - 6 brave

PRONUNCIATION

- 7 1 aller|gic
2 un|dressed
3 back|ache
4 poi|son|ing
5 old|-fa|shioned

- 8 1 hooded
2 injection
3 unconscious
4 toothache
5 diarrhoea

Reading and Writing

READING

- 1 F
2 D
3 B
4 A
5 E

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 Speaker 1: E
Speaker 2: A
Speaker 3: F
Speaker 4: D
Speaker 5: B

- 2 1 the younger generation
2 feel social pressure about their friendships
3 went to live in another part of the country
4 doesn't have much in common with
5 means she has more variety in her friendships

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. (10 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 'd been sitting
 - 3 ran
 - 4 hadn't been
 - 5 was snowing
 - 6 weren't expecting
 - 7 'd been looking
 - 8 'd forgotten
- 2**
- 1 'd been flying
 - 2 such a good
 - 3 so
 - 4 had been swimming
 - 5 so little
 - 6 'd seen
- 3**
- 1 We hardly ever see each other these days.
 - 2 Unfortunately the French player was quite seriously injured during the match.
 - 3 The children were extremely bored sitting on the plane for so long.
 - 4 Sorry, I'm too busy to answer the phone right now.
 - 5 Kerry doesn't want to go out because she has a headache.
 - 6 The weather was absolutely awful but luckily we made it home safe.

VOCABULARY

- 4**
- 1 jet lag
 - 2 turbulence
 - 3 security
 - 4 cabin
 - 5 overhead
 - 6 aisle
- 5**
- 1 off
 - 2 on
 - 3 in
 - 4 up
 - 5 in
 - 6 off#
- 6**
- 1 just
 - 2 eventually
 - 3 obviously
 - 4 hardly
 - 5 nearly

- 6 especially
- 7 in fact
- 8 Basically

PRONUNCIATION

- 7 1 board
2 angrily
3 incredibly
4 altitude
5 locate
- 8 1 ob|vious|ly
2 se|cur|ity
3 il|le|gal
4 a|ppa|rent|ly
5 con|nec|ting

Reading and Writing

READING

- 1 E
- 2 D
- 3 A
- 4 C
- 5 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** Speaker 1: B
Speaker 2: C
Speaker 3: A
Speaker 4: F
Speaker 5: D
- 2** 1 read a lot
2 wanted to be more creative
3 notebook
4 in a magazine
5 her short stories were successful

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. (10 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 so little
 - 2 so
 - 3 'd seen
 - 4 'd been flying
 - 5 such a good
 - 6 had been swimming
- 2**
- 1 Sorry, I'm too busy to answer the phone right now.
 - 2 The weather was absolutely terrible but fortunately we made it home safe.
 - 3 Justyna doesn't want to go out because she has a headache.
 - 4 Unfortunately, the Argentinian player was quite seriously injured during the match.
 - 5 The children were extremely bored sitting on the plane for so long.
 - 6 We hardly ever see each other these days.
- 3**
- 1 ran
 - 2 weren't expecting
 - 3 'd been looking
 - 4 'd forgotten
 - 5 'd been sitting
 - 6 was having
 - 7 was snowing
 - 8 wasn't

VOCABULARY

- 4**
- 1 especially
 - 2 nearly
 - 3 Basically
 - 4 in fact
 - 5 hardly
 - 6 just
 - 7 obviously
 - 8 eventually
- 5**
- 1 cabin
 - 2 aisle
 - 3 overhead
 - 4 turbulence
 - 5 jet lag
 - 6 security

#

- 6** 1 in
2 in
3 off
4 on
5 off
6 up #

PRONUNCIATION

- 7** 1 il|le|gal
2 con|ne|cting
3 a|ppa|rent|ly
4 ob|vious|ly
5 se|cur|ity

- 8** 1 altitude
2 said
3 locate
4 angrily
5 unfortunately

Reading and Writing

READING

- 1 D
2 F
3 C
4 A
5 E

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** Speaker 1: D
Speaker 2: F
Speaker 3: C
Speaker 4: B
Speaker 5: A
- 2** 1 spent a lot of time reading
2 she wanted to be more creative
3 notebook
4 in a magazine
5 her short stories were successful

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. (10 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 'll be doing
2 have finished
3 won't be going
4 'll be eating
5 'll have solved
6 'll be thinking
- 2** 1 won't be running
2 's raining
3 don't need
4 haven't trained
5 will love
6 be waiting
- 3** 1 when
2 before
3 until
4 as soon as
5 after
6 unless
7 in case
8 while

VOCABULARY

- 4** 1 snow
2 drizzling
3 freezing
4 breeze
5 bright
- 5** 1 thick
2 humid
3 drought
4 changeable
5 scorching
6 bright
7 strong
- 6** 1 up
2 after
3 account
4 risk
5 notice
6 care

- 7 place
- 8 advantage

PRONUNCIATION

- 7 1 S
2 D
3 S
4 S
5 S

- 8 1 sky/div|ing
2 tor|na| do
3 ad|van|tage
4 change|a|ble
5 re|cy|cling

Reading and Writing

READING

- 1 C
- 2 E
- 3 D
- 4 F
- 5 A

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** Speaker 1: D
Speaker 2: E
Speaker 3: A
Speaker 4: F
Speaker 5: B
- 2** 1 repair
2 plant more trees
3 plant forests
4 destroy
5 don't work well in wet weather

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. (10 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 will love
2 haven't trained
3 be waiting
4 won't be running
5 's raining
6 don't need
- 2** 1 in case
2 unless
3 while
4 after
5 until
6 before
7 as soon as
8 when
- 3** 1 'll be thinking
2 will have solved
3 'll be eating
4 'll be doing
5 won't be going
6 have finished

VOCABULARY

- 4** 1 strong
2 scorching
3 thick
4 bright
5 drought
6 humid
7 changeable
- 5** 1 advantage
2 notice
3 up
4 place
5 care
6 account
7 risk
8 after
- 6** 1 bright
2 freezing
3 breeze
4 snow
5 drizzling

PRONUNCIATION

- 7 1 ad|van|tage
2 change|a|ble
3 re|cy|cling
4 sky|div|ing
5 tor|na|do

- 8 1 S
2 S
3 S
4 S
5 D

Reading and Writing

READING

- 1 E
2 F
3 B
4 A
5 C

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 Speaker 1: F
Speaker 2: C
Speaker 3: E
Speaker 4: A
Speaker 5: D

- 2 1 repair
2 plant more trees
3 plant forests
4 destroy
5 don't work well when it is raining

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. (10 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 wouldn't have crashed
2 'd had
3 hadn't taken
4 were
5 spent
6 wouldn't have gone
- 2** 1 'd have packed
2 wouldn't have gone
3 'd listened
4 'd done
5 'd eaten
6 knew
- 3** 1 could speak
2 'd stop
3 'd taken
4 could
5 lived
6 hadn't started
7 didn't have
8 would come

VOCABULARY

- 4** 1 devastated
2 homesick
3 gutted
4 overwhelmed
5 gobsmacked
6 desperate
7 scared
8 offended
- 5** 1 stressful
2 confusing
3 astonishing
4 inspired
5 embarrassed
6 infuriated
- 6** 1 terrifying
2 terrified
3 terrifies
4 disappointing
5 disappoints
6 disappointed

PRONUNCIATION

- 7 1 gutted
2 grateful
3 proud
4 annoying
5 astonished

- 8 1 des|pe|rate
2 o|ffen|ded
3 in|fur|ia|ting
4 dis|a|ppoin|ting
5 o|ver|whelmed

Reading and Writing

READING

- 1 E
2 B
3 F
4 A
5 C

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 Speaker 1: D
Speaker 2: F
Speaker 3: B
Speaker 4: A
Speaker 5: C

- 2 1 make a plan based on their abilities
- 2 extra clothing
- 3 make the water they find safe
- 4 the way you react
- 5 only do the things that are essential for their survival

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. (10 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 come
2 didn't have
3 could speak
4 lived
5 would stop
6 could
7 'd taken
8 hadn't started
- 2** 1 spent
2 wouldn't have gone
3 were
4 wouldn't have crashed
5 'd had
6 hadn't taken
- 3** 1 'd eaten
2 'd listened
3 knew
4 'd have packed
5 wouldn't have gone
6 'd done

VOCABULARY

- 4** 1 astonishing
2 inspired
3 embarrassed
4 infuriated
5 stressful
6 confusing
- 5** 1 disappointing
2 disappointed
3 disappoints
4 terrified
5 terrifies
6 terrifying

- 6** 1 overwhelmed
2 offended
3 scared
4 desperate
5 gutted
6 homesick
7 gobsmacked
8 devastated

PRONUNCIATION

- 7** 1 in|fur|ia|ting
2 dis|a|ppoin|ting
3 o|ver|whelmed
4 des|pe|rate
5 o|ffen|ded

- 8** 1 annoying
2 impressed
3 stunned
4 devastated
5 proud

Reading and Writing

READING

- 1 B
2 D
3 E
4 C
5 A

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** Speaker 1: C
Speaker 2: E
Speaker 3: F
Speaker 4: B
Speaker 5: A
- 2** 1 make plans based on their abilities
2 extra clothing
3 make the water they find safe
4 the way you react
5 only do the things that are essential for their survival

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. (10 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 set
 - 2 didn't call
 - 3 sleeping
 - 4 to stay
 - 5 to give
 - 6 waking
 - 7 speak
 - 8 chatting
 - 9 to practise
 - 10 cleaning
- 2**
- 1 often
 - 2 didn't use to
 - 3 would
 - 4 'm not used to
 - 5 used to
 - 6 'm used to
 - 7 used to be
 - 8 get used to
 - 9 use to
 - 10 usually

VOCABULARY

- 3**
- 1 conductor
 - 2 soprano
 - 3 genres
 - 4 beat
 - 5 flute
 - 6 encore
- 4**
- 1 fast
 - 2 snores
 - 3 oversleeping
 - 4 insomnia
 - 5 keep
 - 6 pillow
 - 7 nap
 - 8 yawning
- 5**
- 1 bouquet
 - 2 Baristas
 - 3 chefs
 - 4 architecture
 - 5 chic
 - 6 Concerto

PRONUNCIATION

- 6 1 pillow
2 concert
3 course
4 alarm
5 eyes
- 7 1 or|che|stra
2 hy|po|chon|dri|ac
3 in|som|ni|a
4 phi|lo|so|phy
5 ar|chi|tec|ture

Reading and Writing

READING

- 1 C
2 D
3 F
4 A
5 B

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 Speaker 1: D
Speaker 2: F
Speaker 3: A
Speaker 4: C
Speaker 5: E

- 2 1 treated unfairly for
2 work to a different schedule
3 his teenage children
4 have health problems from waking up early
5 society must adjust

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. (10 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 used to be
 - 2 get used to
 - 3 used to
 - 4 use to
 - 5 often
 - 6 usually
 - 7 didn't use to
 - 8 'm not used to
 - 9 would
 - 10 'm used to

- 2**
- 1 speak
 - 2 to practise
 - 3 to stay
 - 4 chatting
 - 5 to set
 - 6 sleeping
 - 7 didn't call
 - 8 cleaning
 - 9 to give
 - 10 waking

VOCABULARY

- 3**
- 1 architecture
 - 2 chefs
 - 3 Concerto
 - 4 chic
 - 5 bouquet
 - 6 baristas

- 4**
- 1 beat
 - 2 genres
 - 3 flute
 - 4 encore
 - 5 conductor
 - 6 soprano

- 5**
- 1 keep
 - 2 yawning
 - 3 nap
 - 4 pillow
 - 5 fast
 - 6 snores
 - 7 oversleeping
 - 8 insomnia

PRONUNCIATION

- 6**
- 1 ar|chi|tec|ture
 - 2 phi|lo|so|phy
 - 3 or|che|stra
 - 4 hy|po|chon|dri|ac
 - 5 in|som|ni|a
- 7**
- 1 plays
 - 2 price
 - 3 guitar
 - 4 pillow
 - 5 encore

Reading and Writing

READING

- 1 D
- 2 F
- 3 A
- 4 E
- 5 C

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**
- Speaker 1: E
Speaker 2: B
Speaker 3: F
Speaker 4: A
Speaker 5: C

- 2 1 not treated fairly for
- 2 work to a different schedule
- 3 his teenage children
- 4 have health problems from waking up early
- 5 society adjusts to them

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. (10 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 shouldn't have
2 might have
3 shouldn't have argued
4 must have
5 could have
6 must have
7 can't have

- 2** 1 didn't go
2 have
3 didn't argue
4 not watch
5 picked

- 3** 1 sounds like
2 as if
3 like
4 feel
5 seems
6 old socks
7 though
8 smells

VOCABULARY

- 4** 1 lend
2 noticed
3 advise
4 discuss
5 robbed
6 remind
7 risen
8 refuses
9 prevent
10 mind

- 5** 1 shoulders
2 brush
3 thumb
4 eyebrows
5 blow
6 wrinkles
7 point
8 stretch
9 neck
10 scratched

PRONUNCIATION

- 6 1 wrist
2 thigh
3 muscle
4 half
5 combl
- 7 1 advise
2 argument
3 discussion
4 eyebrows
5 expression

Reading and Writing

READING

- 1 D
2 E
3 A
4 F
5 C

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 Speaker 1: D
Speaker 2: F
Speaker 3: A
Speaker 4: B
Speaker 5: C

- 2 1 can be seen throughout history
- 2 lost their temper easily
- 3 he
- 4 someone who dislikes you is talking about you
- 5 caused bad luck

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. (10 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**
- 1 smells
 - 2 seems
 - 3 old socks
 - 4 though
 - 5 sounds like
 - 6 feel
 - 7 as if
 - 8 like
- 2**
- 1 could have
 - 2 shouldn't have
 - 3 must have
 - 4 can't have
 - 5 must have
 - 6 shouldn't have argued
 - 7 might have
- 3**
- 1 didn't argue
 - 2 not watch
 - 3 picked
 - 4 didn't go
 - 5 have

VOCABULARY

- 4**
- 1 neck
 - 2 thumb
 - 3 wrinkles
 - 4 stretch
 - 5 point
 - 6 eyebrows
 - 7 scratched
 - 8 brush
 - 9 blow
 - 10 shoulders
- 5**
- 1 risen
 - 2 refuses
 - 3 mind
 - 4 remind
 - 5 prevent
 - 6 lend
 - 7 robbed
 - 8 noticed
 - 9 advise
 - 10 discuss

PRONUNCIATION

- 6 1 ex|pre|ssion
2 ad|vise
3 eye|brows
4 ar|gu|ment
5 dis|cu|ssion
- 7 1 combu
2 half
3 wrist
4 thigh
5 muscle

Reading and Writing

READING

- 1 C
2 A
3 F
4 E
5 B

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 Speaker 1: E
Speaker 2: D
Speaker 3: F
Speaker 4: C
Speaker 5: A

- 2 1 can be seen throughout history
- 2 lost their temper easily
- 3 he
- 4 someone who dislikes you is talking about you
- 5 caused bad luck

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. (10 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 not to give up
 - 2 me to try
 - 3 buying
 - 4 to post
 - 5 not asking
 - 6 on paying
- 2**
- 1 be fined
 - 2 be wrapped
 - 3 is thought
 - 4 to be beaten
 - 5 is said
 - 6 being followed
 - 7 was being shown
 - 8 's being redecorated
- 3**
- 1 We're having our new solar panels installed in two weeks.
 - 2 I had my car fully checked before I bought it.
 - 3 Will you have your kitchen painted exactly the same colour?
 - 4 We decided to get the jewellery valued by an expert.
 - 5 Why would anyone want to become a police officer?
 - 6 I had my photo taken in front of the Eiffel Tower.

VOCABULARY

- 4**
- 1 acquitted
 - 2 judge
 - 3 blackmailed
 - 4 witnesses
 - 5 smuggled
 - 6 guilty
 - 7 stalking
 - 8 punishment
 - 9 committed
 - 10 verdict
- 5**
- 1 reviews
 - 2 commentator
 - 3 vows
 - 4 freelance
 - 5 agony aunt
 - 6 sensational
 - 7 gossip
 - 8 censored
 - 9 newsreader
 - 10 biased

PRONUNCIATION

- 6 1 accuse
2 jury
3 fraud
4 smuggle
5 murderer
- 7 1 ac|qui|tted
2 pa|pa|ra|zzi
3 co|mmen|ta|tor
4 pun|ish|ment
5 sen|sa|tion|al

Reading and Writing

READING

- 1 D
2 E
3 A
4 F
5 B

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 Speaker 1: F
Speaker 2: D
Speaker 3: E
Speaker 4: B
Speaker 5: A

- 2 1 why TV crime dramas are so popular
2 you needn't worry
3 whatever age we are
4 they exercise our brains
5 make us feel that society is safe

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. (10 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 being followed
 - 2 to be beaten
 - 3 's being redecorated
 - 4 be fined
 - 5 was being shown
 - 6 be wrapped
 - 7 is said
 - 8 is thought
- 2**
- 1 Will you have your living room painted exactly the same colour?
 - 2 I had my photo taken in front of the Petronas Towers.
 - 3 Why would anyone want to become a police officer?
 - 4 I had my car fully checked before I bought it.
 - 5 We're having our new wind turbines installed in three weeks.
 - 6 We decided to get the jewellery valued by an expert.
- 3**
- 1 buying
 - 2 not asking
 - 3 on paying
 - 4 me to try
 - 5 not to give up
 - 6 to post

VOCABULARY

- 4**
- 1 freelance
 - 2 sensational
 - 3 reviews
 - 4 newsreader
 - 5 censored
 - 6 biased
 - 7 vows
 - 8 gossip
 - 9 commentator
 - 10 agony aunt
- 5**
- 1 stalking
 - 2 verdict
 - 3 guilty
 - 4 punishment
 - 5 acquitted
 - 6 witnesses
 - 7 committed
 - 8 smuggled
 - 9 blackmailed
 - 10 judge

PRONUNCIATION

- 6 1 pa|pa|ra|zzi
2 pun|ish|ment
3 sen|sa|tion|al
4 ac|qui|tted
5 co|mmen|ta|tor

- 7 1 smuggle
2 burglar
3 accuse
4 jury
5 fraud

Reading and Writing

READING

- 1 F
2 A
3 C
4 B
5 D

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 Speaker 1: C
Speaker 2: B
Speaker 3: A
Speaker 4: F
Speaker 5: D

- 2 1 why crime dramas are popular
2 you needn't worry
3 whatever age we are
4 they exercise our brains
5 help us believe that society is safe

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. (10 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 though
2 In spite of
3 so as not to
4 so that
5 to
6 even though
- 2** 1 were
2 a piece of
3 pairs of trousers
4 is
5 advice
6 on the outskirts
7 some
8 glass
- 3** 1 in
2 is
3 to
4 for
5 are
6 that

VOCABULARY

- 4** 1 set up
2 profit
3 business
4 merge
5 manufacture
6 expand
7 branches
8 other
9 misleading
10 over
- 5** 1 unbreakable
2 mispronounce
3 oversleep
4 abundance
5 underpaid
6 prepaid
7 improvement
8 thoughtful
9 capitalism
10 neighbourhood

PRONUNCIATION

- 6** 1 digital
2 import
3 profit
4 slogan
5 decision
- 7** 1 pro|gress|ing
2 pro|duce
3 ex|ports
4 re|fund
5 mul|ti|cul|tu|ral

Reading and Writing

READING

- 1 E
2 C
3 F
4 A
5 D

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** Speaker 1: D
Speaker 2: F
Speaker 3: A
Speaker 4: E
Speaker 5: B

- 2 1 natural living materials
- 2 develop buildings that can grow
- 3 water
- 4 repair damage to buildings
- 5 an important part of the process

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. (10 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 for
 - 2 are
 - 3 that
 - 4 is
 - 5 to
 - 6 In
- 2**
- 1 even though
 - 2 so that
 - 3 Though
 - 4 to
 - 5 so as not to
 - 6 in spite of
- 3**
- 1 is
 - 2 pairs of socks
 - 3 advice
 - 4 on the outskirts
 - 5 some
 - 6 glass
 - 7 a piece of
 - 8 were

VOCABULARY

- 4**
- 1 improvement
 - 2 oversleep
 - 3 capitalism
 - 4 mispronounce
 - 5 neighbourhood
 - 6 unbreakable
 - 7 underpaid
 - 8 prepaid
 - 9 abundance
 - 10 thoughtful
- 5**
- 1 branches
 - 2 over
 - 3 manufacture
 - 4 other
 - 5 set up
 - 6 business
 - 7 misleading
 - 8 profit
 - 9 expand
 - 10 merge

PRONUNCIATION

- 6** 1 ex|ports
2 mul|ti|cul|tu|ral
3 re|fund
4 pro|gress|ing
5 pro|duce
- 7** 1 promote
2 decision
3 merge
4 launch
5 profit

Reading and Writing

READING

- 1 B
2 E
3 D
4 F
5 C

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** Speaker 1: E
Speaker 2: D
Speaker 3: F
Speaker 4: A
Speaker 5: C

- 2
- 1 natural living materials
 - 2 develop buildings that are able to grow
 - 3 water
 - 4 repair damage to buildings
 - 5 an important part of the whole process

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. (10 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 Everything
 - 2 nor
 - 3 every
 - 4 any
 - 5 anyone
 - 6 or
 - 7 all of the
 - 8 none
 - 9 either
 - 10 Most of the
- 2**
- 1 the
 - 2 (–)
 - 3 (–)
 - 4 The
 - 5 an
 - 6 (–)
 - 7 (–)
 - 8 a
 - 9 (–)
 - 10 the

VOCABULARY

- 3**
- 1 guinea pig
 - 2 proves
 - 3 research
 - 4 laboratory
 - 5 solid
 - 6 Scientific
 - 7 discoveries
 - 8 carry
 - 9 clone
 - 10 effects
- 4**
- 1 all or nothing
 - 2 law and order
 - 3 pros and cons
 - 4 more or less
 - 5 bits and pieces
- 5**
- 1 Sooner or later, you'll have to admit that you're wrong.
 - 2 Fortunately, both of the missing children were discovered safe and sound.
 - 3 The result is uncertain so we'll have to wait and see.
 - 4 By and large, I think my speech went well.
 - 5 I didn't know the answers so I more or less guessed them.

PRONUNCIATION

- 6 1 achievable
2 geneticist
3 implausible
4 clone
5 laboratory
- 7 1 scien|ti|fic
2 spec|u|la|tive
3 bi|o|lo|gy
4 plau|si|ble
5 phy|si|cist

Reading and Writing

READING

- 1 F
2 E
3 A
4 B
5 D

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 Speaker 1: B
Speaker 2: E
Speaker 3: A
Speaker 4: C
Speaker 5: D

- 2 1 he didn't think he was very funny
2 other people found his jokes funny
3 can't predict how your audience will respond
4 to prepare what they are going to say
5 not to give up if the first time goes wrong

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. (10 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 an
 - 2 (–)
 - 3 the
 - 4 a
 - 5 the
 - 6 (–)
 - 7 The
 - 8 (–)
 - 9 (–)
 - 10 (–)

- 2**
- 1 either
 - 2 none
 - 3 or
 - 4 Most of the
 - 5 all of the
 - 6 Everything
 - 7 nor
 - 8 anyone
 - 9 Every
 - 10 any

VOCABULARY

- 3**
- 1 pros and cons
 - 2 bits and pieces
 - 3 more or less
 - 4 all or nothing
 - 5 law and order

- 4**
- 1 research
 - 2 laboratory
 - 3 clone
 - 4 discoveries
 - 5 proves
 - 6 carry
 - 7 effects
 - 8 solid
 - 9 guinea pig
 - 10 Scientific

- 5 1 The result is uncertain so we'll have to wait and see.
2 Sooner or later, you'll have to admit that I'm right.
3 By and large, I think my speech went well.
4 I didn't know the answers so I more or less guessed them.
5 Fortunately, both of the missing children were discovered safe and sound.

PRONUNCIATION

- 6 1 plau|si|ble
2 bi|o|lo|gy
3 phy|si|cist
4 spec|u|la|tive
5 scien|ti|fic

- 7 1 volunteer
2 clone
3 achievable
4 geneticist
5 implausible

Reading and Writing

READING

- 1 C
2 F
3 E
4 A
5 D

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 Speaker 1: C
Speaker 2: F
Speaker 3: D
Speaker 4: A
Speaker 5: E
- 2 1 he didn't think he was very funny
2 other people laughed as well as his friends
3 can't predict how your audience will respond
4 to prepare what they are going to say
5 not to give up if the first time goes wrong

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. (10 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 'd been climbing
 - 2 do
 - 3 haven't read
 - 4 would have passed
 - 5 will have run out
 - 6 wasn't wearing
 - 7 've installed
 - 8 spoke / could speak
 - 9 'd left
 - 10 was recycling
 - 11 'll be swimming
 - 12 have you been standing
 - 13 've been having
 - 14 Have, broken
 - 15 were
 - 16 knows
- 2**
- 1 The sooner we take off, the quicker we'll get there.
 - 2 It was such hot weather we decided to have a barbecue.
 - 3 I bet you wish you hadn't come on this camping trip.
 - 4 I bought a lovely little brown Italian bag yesterday.
 - 5 We hardly ever have time for a big breakfast.
 - 6 I'll call you as soon as I arrive at the airport.
 - 7 We went to the police station to report that someone had stolen our car.
 - 8 Do you have any idea where the baggage reclaim is?
 - 9 I'm not sure where I've left my laptop.
 - 10 Luckily, the woman wasn't badly injured in the accident.
 - 11 We'd been hiking for hours before we realized we were lost.
 - 12 What occasion are you buying that big red hat for?
- 3**
- 1 The rich
 - 2 does
 - 3 Did
 - 4 a good
 - 5 little
 - 6 wasn't
 - 7 gets
 - 8 have had
 - 9 The British
 - 10 always late
 - 11 does
 - 12 tell

VOCABULARY

- 4** 1 heatwave
2 allergic
3 fill
4 overwhelmed
5 open(-minded)
6 thick
7 leather
8 aisle
9 pressure
10 take

- 5** 1 choking
2 relieved
3 eventually
4 trendy
5 reclaim
6 changeable
7 gutted
8 suits
9 drizzling
10 inspired

- 6** 1 boiling
2 undress
3 burn
4 relieved
5 loose
6 a bit
7 basically
8 delighted
9 allergic
10 turbulence

- 7** 1 advantage
2 time
3 specially
4 at
5 still
6 luggage
7 up
8 Ideally
9 dress up
10 hard

PRONUNCIATION

- 8**
- 1 especially
 - 2 caught
 - 3 drought
 - 4 injury
 - 5 homesick
 - 6 crew
 - 7 allergic
 - 8 lycra
 - 9 scratch
 - 10 relieved

- 9**
- 1 fa|shio|na|ble
 - 2 poi|son|ing
 - 3 a|ston|ished
 - 4 re|ac|tion
 - 5 in|fur|ia|ting
 - 6 a|ppa|rent|ly
 - 7 change|a|ble
 - 8 tem|pera|ture
 - 9 im|pressed
 - 10 pa|ra|gli|ding

Reading and Writing

READING

- 1**
- 1 B
 - 2 D
 - 3 C
 - 4 A
 - 5 B
- 2**
- 1 generate
 - 2 innovative
 - 3 gestures
 - 4 appealing
 - 5 vibrates

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 Speaker 1: E
Speaker 2: D
Speaker 3: H
Speaker 4: A
Speaker 5: F
- 2 1 become less interested in fast fashion
2 doesn't successfully promote fast fashion to Generation Z
3 lend Chloe some of her old clothes
4 online
5 is unsure whether shopping online is better for the environment

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 The British
 - 2 have had
 - 3 little
 - 4 wasn't
 - 5 tell
 - 6 always late
 - 7 does
 - 8 Did
 - 9 a good
 - 10 the rich
 - 11 does
 - 12 gets

- 2**
- 1 were
 - 2 have we been standing
 - 3 've installed
 - 4 was recycling
 - 5 'll be swimming
 - 6 Has, broken
 - 7 've been having
 - 8 had been climbing
 - 9 will have run out
 - 10 knows
 - 11 haven't read
 - 12 wasn't wearing
 - 13 spoke / could speak
 - 14 would have passed
 - 15 'd left
 - 16 do

- 3**
- 1 We went to the police station to report that someone had stolen our car.
 - 2 I'll call you as soon as I arrive at the airport.
 - 3 The sooner we take off, the quicker we'll get there.
 - 4 What occasion are you buying that big pink hat for?
 - 5 Luckily, the man wasn't badly injured in the accident.
 - 6 I bought a lovely little red French bag yesterday.
 - 7 We'd been walking for hours before we realized we were lost.
 - 8 Do you have any idea where the baggage reclaim is?
 - 9 I bet you wish you hadn't come on this camping trip.
 - 10 I'm not sure where I've left my wallet.
 - 11 It was such hot weather we decided to have a barbecue.
 - 12 We hardly ever have time for a big breakfast.

VOCABULARY

- 4**
- 1 trendy
 - 2 suits
 - 3 reclaim
 - 4 drizzling
 - 5 inspired
 - 6 gutted
 - 7 relieved
 - 8 choking
 - 9 eventually
 - 10 changeable
- 5**
- 1 thick
 - 2 open(-minded)
 - 3 aisle
 - 4 leather
 - 5 take
 - 6 allergic
 - 7 pressure
 - 8 heatwave
 - 9 overwhelmed
 - 10 fill
- 6**
- 1 luggage
 - 2 still
 - 3 dress up
 - 4 up
 - 5 hard
 - 6 Ideally
 - 7 time
 - 8 at
 - 9 specially
 - 10 advantage
- 7**
- 1 allergic
 - 2 boiling
 - 3 burn
 - 4 basically
 - 5 undress
 - 6 a bit
 - 7 turbulence
 - 8 relieved
 - 9 delighted
 - 10 loose

PRONUNCIATION

- 8** 1 in|fur|ia|ting
2 tem|pera|ture
3 im|pressed
4 change|a|ble
5 fa|shio|na|ble
6 pa|ra|gli|ding
7 poi|son|ing
8 re|ac|tion
9 a|ppa|rent|ly
10 a|ston|ished

- 9** 1 drought
2 allergic
3 pressure
4 crew
5 striped
6 boarding
7 breathe
8 homesick
9 cello
10 budget

Reading and Writing

READING

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

- 2** 1 gestures
2 vibrates
3 appealing
4 generate
5 innovative

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 Speaker 1: D
Speaker 2: G
Speaker 3: B
Speaker 4: E
Speaker 5: C

- 2 1 lose interest in fast fashion
2 social media isn't successful at promoting fast fashion to Generation Z
3 lend Chloe some of her old clothes
4 on the internet
5 is uncertain whether shopping online is better for the environment

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 have stolen
 - 2 having seen
 - 3 leaving / having left
 - 4 playing
 - 5 to be given
 - 6 be sold
 - 7 to buy
 - 8 is thought
 - 9 be brought
 - 10 not to go

- 2**
- 1 no
 - 2 get
 - 3 having / getting
 - 4 on
 - 5 can't
 - 6 like
 - 7 used
 - 8 Both
 - 9 as
 - 10 shouldn't
 - 11 though
 - 12 pair
 - 13 as
 - 14 Despite
 - 15 rather

- 3**
- 1 are
 - 2 The
 - 3 get my car serviced
 - 4 the
 - 5 Every
 - 6 None
 - 7 (—)
 - 8 like
 - 9 live
 - 10 the
 - 11 can't
 - 12 so as to
 - 13 In spite
 - 14 to go
 - 15 visiting

VOCABULARY

- 4** 1 evidence
2 accurate
3 wrist
4 advert
5 kneel
6 verdict
7 insomnia
8 manufacture
- 5** 1 import
2 reflects
3 pros and cons
4 axe
5 botanist
6 charged
7 snores
8 mind
9 biannual
10 critic
- 6** 1 effects
2 carried out
3 notice
4 risen
5 now or never
6 made
7 gone out of
8 Remind
9 safe and sound
10 ups and downs
11 gift of the gab
12 objective
- 7** 1 acquitted
2 awake
3 palm
4 rotate
5 encore
6 insomnia
7 bouquet
8 scared
9 hypochondriac
10 dishonest

PRONUNCIATION

- 8**
- 1 ad|ver|tis|ing
 - 2 black|mail
 - 3 me|ga|ci|ty
 - 4 em|ba|rrased
 - 5 lone|li|ness
 - 6 per|mit (verb)
 - 7 sci|en|ti|fic
 - 8 con|vince
 - 9 or|ches|tra
 - 10 in|vest|ig|ated

- 9**
- 1 grow
 - 2 refuse
 - 3 court
 - 4 sleep
 - 5 verdict
 - 6 violin
 - 7 jury
 - 8 antisocial
 - 9 lose
 - 10 theory

Reading and Writing

READING

- 1**
- 1 C
 - 2 D
 - 3 C
 - 4 A
 - 5 B
- 2**
- 1 unconventional
 - 2 trials
 - 3 restlessness
 - 4 crowded around
 - 5 monitored

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 Speaker 1: G
Speaker 2: E
Speaker 3: A
Speaker 4: C
Speaker 5: B
- 2 1 anxiety and excitement have the same effect on the body
2 including too many facts and statistics
3 considers who might listen to him speak
4 body language
5 use the Internet as a learning resource

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 though
 - 2 as
 - 3 Both
 - 4 used
 - 5 shouldn't
 - 6 on
 - 7 as
 - 8 no
 - 9 having / getting
 - 10 rather
 - 11 like
 - 12 despite
 - 13 can't
 - 14 get
 - 15 pair
- 2**
- 1 like
 - 2 visiting
 - 3 so as to
 - 4 (–)
 - 5 can't
 - 6 every
 - 7 In spite
 - 8 The
 - 9 to go
 - 10 None
 - 11 live
 - 12 are
 - 13 the
 - 14 get our car serviced
 - 15 the
- 3**
- 1 be brought
 - 2 playing
 - 3 to buy
 - 4 is thought
 - 5 not to go
 - 6 to be given
 - 7 be sold
 - 8 leaving / having left
 - 9 to have stolen
 - 10 having seen

VOCABULARY

- 4** 1 botanist
2 mind
3 snores
4 charged
5 biannual
6 critic
7 imports
8 axe
9 reflects
10 pros and cons
- 5** 1 kneel
2 insomnia
3 accurate
4 wrist
5 manufacture
6 advert
7 verdict
8 evidence
- 6** 1 bouquet
2 hypochondriac
3 scared
4 insomnia
5 palm
6 awake
7 rotate
8 dishonest
9 acquitted
10 encore
- 7** 1 made
2 gift of the gab
3 objective
4 remind
5 gone out of
6 ups and downs
7 risen
8 effects
9 carried out
10 now or never
11 notice
12 safe and sound

PRONUNCIATION

- 8**
- 1 peace
 - 2 verdict
 - 3 raise
 - 4 deny
 - 5 guilty
 - 6 theory
 - 7 review
 - 8 law
 - 9 judge
 - 10 grow

- 9**
- 1 con|vince
 - 2 per|mit
 - 3 or|ches|tra
 - 4 sci|en|ti|fic
 - 5 in|vest|ig|ated
 - 6 me|ga|ci|ty
 - 7 em|ba|rrased
 - 8 lone|li|ness
 - 9 ad|ver|tis|ing
 - 10 black|mail

Reading and Writing

READING

- 1**
- 1 B
 - 2 C
 - 3 A
 - 4 D
 - 5 B
- 2**
- 1 restlessness
 - 2 monitored
 - 3 crowded around
 - 4 trials
 - 5 unconventional

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 Speaker 1: D
Speaker 2: H
Speaker 3: C
Speaker 4: F
Speaker 5: E
- 2 1 excitement and anxiety have the same effect on the body
2 mentioning too many facts and statistics
3 considers who might want to listen to him
4 your body language
5 use the Internet as a learning resource

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

- b** 6 A
- 7 B
- 8 C
- 9 A
- 10 B

VOCABULARY

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

- b** 11 B
- 12 C
- 13 C
- 14 B
- 15 A

- c** 16 A
- 17 A
- 18 B
- 19 C
- 20 B

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

GRAMMAR

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

PRONUNCIATION

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

- b** 6 C
- 7 B
- 8 B
- 9 A
- 10 C

VOCABULARY

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

- b** 11 B
- 12 A
- 13 A
- 14 C
- 15 A
- 16 B
- 17 B
- 18 C
- 19 A
- 20 C

GRAMMAR

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

PRONUNCIATION

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

VOCABULARY

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

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 'd already left
 - 2 'd been writing
 - 3 sending / having sent
 - 4 wouldn't be sitting
 - 5 've been practising
 - 6 hadn't bought
 - 7 get
 - 8 have spent
 - 9 hadn't asked
 - 10 was being redecorated
 - 11 'll have learnt
 - 12 is reported
 - 13 has been run over
 - 14 'll still be working
 - 15 've discussed

- 2**
- 1 if
 - 2 blame
 - 3 must
 - 4 does
 - 5 get
 - 6 nor
 - 7 no
 - 8 didn't
 - 9 wouldn't
 - 10 such
 - 11 like
 - 12 use
 - 13 having / getting
 - 14 if / whether
 - 15 neither

- 3**
- 1 The elderly
 - 2 (—)
 - 3 the furniture
 - 4 Despite
 - 5 Sofia lives
 - 6 lovely little wooden
 - 7 often play music
 - 8 None
 - 9 so as not to
 - 10 (—)

VOCABULARY

- 4**
- 1 desperate
 - 2 waterproof
 - 3 choir
 - 4 lungs
 - 5 bewildered
 - 6 blizzard
 - 7 fisted
 - 8 insomnia
 - 9 conductor
 - 10 overwhelmed
 - 11 witness
 - 12 job-seeker
 - 13 pillow
 - 14 editor
 - 15 loose
- 5**
- 1 with
 - 2 sick
 - 3 confusing
 - 4 encores
 - 5 account
 - 6 blisters
 - 7 censored
 - 8 relieved
 - 9 made
 - 10 nearly
 - 11 fast
 - 12 absent
 - 13 raise
 - 14 suits
 - 15 chain
- 6**
- 1 unbreakable
 - 2 homeless
 - 3 changeable
 - 4 Vandalism
 - 5 embarrassed
 - 6 loneliness
 - 7 violence
 - 8 especially
 - 9 allergic
 - 10 underdeveloped

PRONUNCIATION

- 7 1 heart
2 drought
3 choke
4 smuggler
5 linen
6 leather
7 hooded
8 blood
9 course
10 baggage
- 8 1 commen|ta|tor
2 ob|jec|tive
3 mul|ti|na|tio|nal
4 eye|brow
5 old|-fashioned
6 ex|port
7 un|con|scious
8 neigh|bour|hood
9 gob|smacked
10 tur|bul|lence

Reading and Writing

READING

- 1 D
2 C
3 B
4 A
5 D

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** Speaker 1: E
Speaker 2: H
Speaker 3: A
Speaker 4: D
Speaker 5: B
- 2** 1 might be able to
2 looks real
3 people often mistakenly think they've seen Nessie
4 seals and otters
5 does not spoil the mystery of the Loch Ness Monster

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 like
 - 2 use
 - 3 if / whether
 - 4 such
 - 5 didn't
 - 6 having / getting
 - 7 blame
 - 8 neither
 - 9 nor
 - 10 must
 - 11 if
 - 12 does
 - 13 no
 - 14 get
 - 15 wouldn't

- 2**
- 1 (—)
 - 2 none
 - 3 Mattias works
 - 4 lovely little wooden
 - 5 often play music
 - 6 despite
 - 7 so as not to
 - 8 the elderly
 - 9 the furniture
 - 10 (—)

- 3**
- 1 'll have learnt
 - 2 being redecorated
 - 3 'll still be working
 - 4 is reported
 - 5 get
 - 6 'd already left
 - 7 have spent
 - 8 has been run over
 - 9 sending / having sent
 - 10 hadn't bought
 - 11 wouldn't be sitting
 - 12 've discussed
 - 13 'd been writing
 - 14 hadn't asked
 - 15 've been practising

VOCABULARY

- 4**
- 1 chain
 - 2 made
 - 3 nearly
 - 4 suits
 - 5 relieved
 - 6 an encore
 - 7 sick
 - 8 confusing
 - 9 raise
 - 10 censored
 - 11 blisters
 - 12 account
 - 13 fast
 - 14 with
 - 15 absent
- 5**
- 1 especially
 - 2 Vandalism
 - 3 allergic
 - 4 underdeveloped
 - 5 loneliness
 - 6 homeless
 - 7 unbreakable
 - 8 changeable
 - 9 violence
 - 10 embarrassed
- 6**
- 1 lungs
 - 2 witness
 - 3 overwhelmed
 - 4 fisted
 - 5 insomnia
 - 6 pillow
 - 7 loose
 - 8 desperate
 - 9 editor
 - 10 choir
 - 11 conductor
 - 12 bewildered
 - 13 waterproof
 - 14 blizzard
 - 15 job-seeker

PRONUNCIATION

- 7 1 tur|bul|lence
2 ex|port
3 gob|smacked
4 neigh|bour|hood
5 un|con|scious
6 ob|jec|tive
7 mul|ti|na|tio|nal
8 co|mmen|ta|tor
9 eye|brow
10 old|-fash|ioned
- 8 1 choke
2 hooded
3 linen
4 blood
5 baggage
6 course
7 heart
8 drought
9 smuggler
10 leather

Reading and Writing

READING

- 1 B
2 D
3 C
4 C
5 B

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** Speaker 1: H
Speaker 2: F
Speaker 3: C
Speaker 4: A
Speaker 5: G
- 2** 1 might be able to
2 looks real
3 people often mistakenly think they've seen Nessie
4 seals and otters
5 has finally solved the mystery of the Loch Ness Monster

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 decided to move 3 is five / five years old 4 who are
5 the oldest / eldest child 6 He used to be 7 in charge of
8 to meet / in order to meet 9 I've been learning 10 went to
11 as a waitress 12 very hard work / a very hard job
13 had improved 14 to be able to speak 15 good at reading
16 is good enough 17 have very little 18 I'd learn

1A question formation

- a 1 paid for 2 who that woman is 3 are they going, long are they (going) for 4 did, did she leave 5 Have you seen, who made, What happened
b 2 it's going to rain this afternoon 3 if / whether Thomas has arrived yet 4 how much it'll cost to repair the roof
5 if / whether I have to pay to park here 6 why you left your last job 7 what time the library closes 8 if / whether Susan's flight took off on time

1B auxiliary verbs

- a 2 do 3 isn't 4 Have 5 aren't 6 do 7 Is 8 will
b 2 am 3 are 4 do / did 5 Did 6 did 7 Couldn't
8 do 9 can't

2A present perfect simple and continuous

- a 2 've been 3 haven't I seen 4 've come
5 Have you forgotten 6 've been drinking
7 haven't been talking 8 has your throat been hurting
9 's been 10 haven't been able 11 've had
12 've been taking 13 haven't made 14 've just bought
b 2 Have you ever been injured 3 have you been coming
4 have you missed 5 have you been living / have you lived
6 Have you ever studied

2B adjectives as nouns, adjective order

- a 2 The French 3 homeless people 4 Japanese girl 5 ✓
6 The Spanish 7 the poor 8 ✓ 9 The Chinese
10 The young
b 2 blue denim 3 awful loud 4 big dark 5 long black silk
6 beautiful old wooden 7 small black leather
8 delicious Thai 9 short curly brown 10 new striped

3A narrative tenses: past simple, past continuous, past perfect, past perfect continuous

- a 2 hadn't noticed, had stopped 2 had been (carefully) saving, had been concentrating, had been watching, had (only) been looking 3 was leaving, was happening, were looking
b 2 asked 3 mentioned 4 had been looking
5 had accused / accused 6 had searched / searched 7 made
8 had said 9 jumped up 10 made 11 had never seen
12 drove 13 parked 14 had taken place 15 came
16 started 17 had never stolen 18 made 19 found
20 had stopped 21 were watching

3B the position of adverbs and adverbial phrases

- a 2 do you **really** mean that; were **absolutely** awful
3 England played **well**
4 **Unfortunately**, England **never** play **well**
5 were **incredibly** lucky
6 do you **ever** have
7 **To be honest**, they were **quite** lucky

- 8 were **extremely** lucky

- 9 **Personally**, I thought both teams played **badly**; England were **a bit** better, **especially** in the second half

- 10 in Munich **next**, so let's see how they do **there**

- b 2 slowly 3 quickly 4 earlier that day 5 obviously
6 actually 7 angrily 8 a little 9 badly 10 incredibly
11 here 12 always 13 well 14 naturally
15 in (a) quarter of an hour

4A future perfect and future continuous

- a 1 won't be thinking
2 'll (still) be working; 'll have been promoted
3 will have left
4 won't be using
5 won't have gone; 'll (still) be watching
6 'll have graduated; 'll be looking for
7 won't have had
8 Will (you) be coming
9 Will (you) be picking me up
10 will (they) have visited
11 'll have finished; 'll be celebrating
12 won't have saved

4B zero and first conditionals, future time clauses

- 2 a and b 3 a 4 b 5 b and c 6 c 7 a and c 8 a and b
9 a 10 c 11 b 12 a and c 13 b and c 14 a and b 15 c

5A unreal conditionals

- a 2 'd put; would have tasted / would taste
3 found; be
4 wouldn't have got; 'd taken
5 were; wouldn't swim
6 wouldn't have left; hadn't fallen
7 hadn't used; wouldn't have found
8 'd buy; could
9 would have gone; hadn't been
10 didn't spend; could
11 would have bought; 'd known
12 wouldn't be; practised

5B wish for present / future, wish for past regrets

- a 2 was / were 3 could 4 didn't have to 5 wouldn't sing
6 would stop 7 wouldn't make 8 would call
b 2 They wish they'd put on 3 He wishes he hadn't broken up
4 We wish we'd bought 5 I wish I hadn't eaten
6 She wishes she hadn't dyed 7 We wish we hadn't thrown away
8 I wish I hadn't had

6A used to, be used to, get used to

- a 2 get used to 3 usually 4 was used to being able
5 used to be 6 usually go
b 2 'm used to 3 get used to 4 used to 5 usually
6 get used to 7 'm used to 8 get used to 9 get used to
10 used to
c 2 being 3 seeing 4 get up 5 eating

6B gerunds and infinitives

- 2 seeing 3 go out 4 to have 5 not stay 6 working
7 to wear 8 live 9 laughing 10 to finish 11 going
12 not to tell 13 work 14 to study 15 to help 16 waiting
17 to park 18 speaking 19 getting up / to get up
20 not come 21 spending 22 to give 24 not to be
25 changing 26 meeting 27 arriving 28 to revise
29 to tell 30 turning

7A past modals

- a 2 might have broken 3 must have left 4 must have put
5 can't have drunk 6 might not have seen 7 must have
worked 8 can't have finished 9 might not have been able
to get / might not have got 10 must have switched off
b 2 shouldn't have used 3 shouldn't have broken up
4 should have come 5 should have waited 6 should have
kept 7 should have told 8 shouldn't have bought

7B verbs of the senses

- a 2 smells 3 smells as if (like) 4 smells like 5 feels
6 feels like 7 feels as if (like) 8 feels 9 tastes
10 tastes like 11 tastes as if (like) 12 tastes 13 look as if (like)
14 look 15 look as if (like) 16 look 17 look like 18 look
19 sounds 20 sounds 21 sounds as if (like) 22 sound like

8A the passive (all forms); have something done; it is said that..., he is thought to..., etc.

- a 2 is thought that 3 is said to 4 are understood to
5 is expected that 6 are thought to
b 2 to have my wallet stolen 3 'm having / 'm going to have a
tooth filled 4 had your heart broken 5 have your eyes tested
6 do you have your car serviced 7 are having a swimming
pool built 8 haven't had my hair cut 9 having my photo taken
10 had our house burgled 11 has his shopping delivered
12 've had our car broken into

8B reporting verbs

- a 1 to give 2 to come 3 having / having had
4 not going / not having gone 5 to tell; breaking
6 going 7 not to leave 8 making
b 2 promised to tidy 3 apologized (for) forgetting 4 advised
(me) to keep 5 suggested trying 6 admitted eating
7 invited (me) to come 8 blamed (me for) losing

9A clauses of contrast and purpose

- a 2 j 3 h 4 i 5 f 6 e 7 a 8 c 9 d 10 b
b 2 A lot of companies have reduced staff numbers in order to
save money.
3 Despite the long flight / Despite the fact the flight was long,
she felt great when she arrived in New York.
4 Nick didn't tell Louisa the truth so as not to hurt her feelings.
5 I bought the shoes even though they were ridiculously
expensive.
6 The company has a big market share in spite of doing very
little advertising / in spite of the fact that they do very little
advertising.
7 They had to leave the hotel early so that they wouldn't miss
their train.
8 She didn't get the job, though she was a strong candidate. /
She didn't get the job. She was a strong candidate, though.

9B uncountable and plural nouns

- 2 look 3 is 4 shorts 5 a piece of 6 is
7 some belongings 8 isn't 9 behaviour 10 staff
11 some 12 advice 13 some 14 some 15 the
16 those 17 homework 18 rubbish

10A quantifiers: all, every, both, etc.

- a 1 every
2 all of the research; all of it
3 everything
4 all day; any
5 They all passed.
6 Most of
7 either of them; both
8 nor; Both; neither of them
b 2 Neither 3 Every 4 All 5 Most of 6 no 7 anyone
8 Most 9 all 10 both 11 every 12 None of

10B articles

- 2 the 3 - 4 an 5 - 6 The 7 the 8 - 9 The 10 -
11 - 12 an 13 The 14 the 15 the 16 a 17 The
18 - 19 the 20 - 21 - 22 the 23 the 24 - 25 the
26 the 27 - 28 a 29 - 30 the 31 the 32 the 33 -
34 the 35 - 36 the 37 the

Revision Grammar auction

Instructions

Sts revise the main grammar points of the book by playing a game where, in pairs, they have to bid to try to 'buy' correct sentences. Copy one sheet per pair.

- Put Sts in pairs. Give each pair the list of 20 sentences. Elicit what an auction is = a public sale where things are sold to the person who offers the most money. Explain that Sts have 1,000 euros (or dollars, depending on which currency they are most familiar with). They have a list of sentences, some of which are correct and some incorrect. They bid to 'buy' as many correct sentences as they can. Bids start at 50, the next bid is 100, then 150, etc. Sts must record on their sheet how much they have spent on a sentence, in order to calculate how much money they have left. The pair which buys the most correct sentences is the winner.
- Start with the first sentence and invite bids. Make the activity more fun by using typical language of an auctioneer, e.g. *How much am I offered for this fantastic sentence: 50 euros, 100? Do I hear 150? Going, going, gone to Marc and Andrea for 150 euros.*
- When you have 'sold' all the sentences, go through each one eliciting whether it is correct or not, and what the mistake is. Then find out who bought the most correct sentences.

- 1 ✓
2 X Her name's Hannah, isn't it?
3 ✓
4 X She has **beautiful** long dark hair.
5 ✓
6 X I like classical music **very much**.
7 ✓
8 ✓
9 X I would have enjoyed the film more if it **hadn't** had subtitles.
10 X I wish I **had** more free time! / I wish I **could** have more free time!
11 ✓
12 ✓
13 X He **can't** have seen you or he would have said hello.
14 X It looks **like** / **as if** it's going to rain.
15 X The missing man is thought **to be** from Manchester.
16 ✓
17 X Lily is going to hospital this afternoon **to** visit her husband.
18 X I need to buy some new **furniture** for my living room.
19 ✓
20 X The man was sent **to prison** for ten years.

Vocabulary activity instructions

2A Illnesses and injuries

A pairwork vocabulary race

Sts race to think of answers to questions. Copy one worksheet per pair.

LANGUAGE

illnesses and injuries

- Put Sts in pairs and give out the worksheets. Tell Sts that they have to read the questions or definitions and write down as many answers as they can in three minutes. You could give Sts more time if you see that they need it.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 blood pressure 3 sunburn 4 painkillers 5 get over
6 sniff / sneeze, cough 7 allergic reaction 8 lie down
9 faint, pass out, come round 10 flu 11 bleed
12 sprained 13 burn 14 plaster 15 food poisoning
16 choke 17 swollen 18 vomit, throw up

- Now focus on **Activation**. Put Sts in pairs and get them to discuss the questions.
- Get feedback.

2B Clothes and fashion

A crossword puzzle activity

Sts read clues and complete the crossword. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

clothes and fashion

- Explain to Sts that they are going to complete a crossword. Make sure they understand the difference between *across* and *down*.
- Either give each student a worksheet or put Sts in pairs and give each pair a worksheet. Tell Sts to write the words in the crossword. Set a time limit, e.g. five minutes.
- If Sts worked individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

ACROSS

8 scruffy 9 sleeveless 10 loose 13 classic 15 go with
16 denim 17 get changed 18 fit

DOWN

1 old fashioned 2 checked 3 spotted 5 hooded
6 dress up 7 casual 11 suede 12 plain 14 smart

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read a clue from the worksheet and Sts **B** (not looking at the worksheet) guess the word. Make sure they swap roles.

3A Air travel

An alphabet race

Sts race to complete sentences with the correct word. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

air travel

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. Point out that not all letters of the alphabet are used here. You may want to give Sts a bit longer than five minutes, or stop the activity when one pair has finished.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

B boarding pass C check-in desk D domestic E excess
F fill in G gate H hand I illegal J jet lag L long-haul
M metal N noisy / naughty O online P pick up
Q queue R runway S Security T turbulence U unpack
V visa W wait

- Now focus on **Activation**. Put Sts in pairs and tell them to turn the worksheet over. Sts test themselves by trying to go through the alphabet in order and remembering the words. They should add extra ones for as many letters as they can, e.g. *B boarding pass, Baggage reclaim*, etc.

3B Adverbs and adverbial phrases

A vocabulary completion and discrimination activity

Sts complete the sentences with the correct adverb / adverbial phrase. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

adverbs and adverbial phrases

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Tell Sts to circle the correct adverbs / adverbial phrases. Set Sts a time limit, e.g. five minutes.
- If Sts worked individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

2 at the moment 3 late 4 hardly 5 in the end
6 specially 7 even 8 still 9 nearly 10 lately 11 Ideally
12 at the end 13 ever 14 near 15 hard 16 in fact
17 yet 18 actually 19 apparently 20 obviously
21 basically 22 eventually 23 gradually 24 certainly

- Now focus on **Activation**. Put Sts in pairs and get them to discuss each topic, giving as much information as possible.
- Get some feedback.

4A Weather

An information gap activity

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

LANGUAGE

weather

- Put Sts in pairs, **A** and **B**, 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 describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If they don't know what a word means, they can refer to **Vocabulary Bank** Weather p.156.
- 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 other clues if necessary.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, get them to compare their crosswords to make sure they have the same words and have spelled them correctly.

5A Feelings

A vocabulary discrimination activity

Sts read sentences and guess the correct feeling adjective. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

adjectives of feeling

- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets.
- Focus on the instructions in **a** and **b**, and give Sts time to read the sentences to each other and complete the words.
- Check answers. Model and drill the pronunciation of any adjectives your Sts find difficult to pronounce.

Student A

1 miserable 2 bewildered 3 stunned 4 devastated
5 fed up 6 gutted 7 desperate 8 offended 9 thrilled
10 homesick

Student B

1 down 2 upset 3 delighted 4 shattered 5 lonely
6 scared stiff 7 overwhelmed 8 terrified 9 proud
10 relieved

- Now focus on **Activation** and put Sts in pairs. Get them to test each other by acting out the feelings that they completed.

EXTRA IDEA If you think your Sts won't enjoy the miming / acting activity, you could tell them to do the activity again, but this time Sts **A** read the sentences in random order, Sts **B** should cover their worksheet and try to complete the adjectives from memory. Sts then swap roles.

7A Verbs often confused

A vocabulary discrimination activity

Sts circle the correct verb. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

verbs which are often confused

- Either give each student a worksheet or put Sts in pairs and give each pair a worksheet. Give Sts time to circle the verbs.
- If Sts did the activity individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any verbs your Sts find difficult to pronounce.

2 advise 3 refuses 4 discuss 5 warned 6 wait
7 denied 8 lying 9 reminded 10 preventing
11 robbed 12 lent 13 avoid 14 realizes 15 laid
16 beat 17 matter 18 notice 19 mind 20 stole
21 win 22 rises 23 remember 24 arguing 25 expect
26 raising 27 hope 28 borrow

7B The body

A pairwork vocabulary race

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

LANGUAGE

the body

- Put Sts in pairs and give out the worksheet pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a bit longer than five minutes, or stop the activity when one pair has finished.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 brush your teeth 3 thigh 4 touch your toes 5 lungs
6 waist 7 heel 8 bite your nails 9 wink
10 blow your nose 11 raise your eyebrows 12 yawn
13 hug 14 wave 15 shake hands 16 nod your head
17 elbow 18 stare 19 stretch 20 frown

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read clues 1–10 from the worksheet and Sts **B** (not looking at the worksheet) guess the words. Then they swap roles and Sts **B** read clues 11–20 for Sts A to guess.

8A Crime and punishment

An alphabet quiz

Sts read the sentences and complete them with the correct word. Copy one worksheet per student or one worksheet per pair.

LANGUAGE

crime and punishment

- Put Sts in pairs and give out the worksheets to individual Sts or pairs. Focus on the instructions and tell Sts that they have to complete as many answers as they can in five minutes. Highlight that each word begins with a different letter of the alphabet. You may want to give Sts a bit longer than five minutes, or stop the activity when one pair has finished.
- If Sts did the activity individually, get them to compare with a partner, and then check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

B burglar **C** committed **D** dealer **E** evidence **F** fraud
G guilty **H** hacker **I** innocent **J** judge **K** kidnapped
M mugger **P** proof **Q** question **R** robberies **S** stalker
T theft **V** verdict **W** witnesses

- Now focus on Activation and put Sts in pairs, **A** and **B**. Sts **A** read clues A–J from the worksheet and Sts **B** (not looking at the worksheet) guess the words. Then they swap roles and Sts **B** read clues K–W for Sts **A** to guess.

8B The media

A pairwork vocabulary race

Sts race to read definitions and write the answers into the spaces. Copy one worksheet per pair.

LANGUAGE

the media

- Put Sts in pairs and give out the worksheets.
- Focus on the instructions and point out that the missing letters are all consonants. Set a time limit for Sts to complete as many words as they can in the time limit.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce. The first pair to complete all the answers correctly wins, or the pair with the most correct answers at the end of the time limit wins.

2 headline **3** objective **4** journalist **5** paparazzi
6 sensational **7** freelance **8** censored **9** agony aunt
10 accurate **11** row **12** clash **13** critic **14** commentator
15 presenter **16** editor

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read clues 1–8 from the worksheet and Sts **B** (not looking at the worksheet) guess the words. Then they swap roles and Sts **B** read clues 9–16 for Sts **A** to guess.

9A Business

An information gap activity

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

LANGUAGE

business

- Put Sts in pairs, **A** and **B**, 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 describe / define words to each other to complete their crosswords.
- Give Sts a minute to read their instructions. If they don't know what a word means, they can look it up in **Vocabulary Bank** Business p.162.
- 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 other clues if necessary.
- Monitor and make sure Sts are pronouncing the words and phrases correctly.
- When Sts have finished, get them to compare their crosswords to make sure they have the same words and have spelled them correctly.

9B Word-building

A gap-fill activity

Sts complete sentences by adding suffixes / prefixes to a given word or writing new nouns. Copy one worksheet per student.

LANGUAGE

prefixes, suffixes, irregular nouns

- Give out the worksheets. Focus on the instructions and on the three sections. Set a time limit. Tell Sts that they have to complete the sentences with the correct form of the words in brackets. They must write as many words as they can in the column on the right in the time limit.
- Check answers. Model and drill the pronunciation of any words your Sts find difficult to pronounce.

Prefix:

2 underpaid **3** multimillionaire **4** subtitled
5 monolingual **6** autobiographies **7** antivirus
8 misread **9** post-war **10** megabyte

Suffix:

1 comfortable **2** sleepless **3** cheerful **4** recognizable
5 terrorism **6** improvement **7** inflation **8** weakness
9 elegance **10** childproof

Irregular:

1 heat **2** loss **3** height **4** death **5** Hunger **6** success
7 strength **8** width **9** thought **10** belief

- Now focus on **Activation**. Put Sts in pairs and get them to cover the column on the right. Sts test themselves or each other by trying to complete the sentences.

Revision

A pairwork card game

Sts define words / phrases for their partner to guess. Copy and cut up one set of cards per pair.

LANGUAGE

revision from Files 1–10

- Put Sts in pairs and give them a set of cards face down, or in an envelope.
- Demonstrate the activity. Take a card, tell Sts what the word group is, and define the first word for the class to guess.
- Sts continue in pairs, picking a card, saying the topic, and describing the words and expressions on it for their partner to guess. Remind Sts that they mustn't use the word itself in the definition. They should try to take no longer than two minutes per card.

EXTRA IDEA Put Sts in pairs. Copy one worksheet per pair and cut it down the middle. Give each student half the worksheet, and continue as above.

Communicative activity instructions

Tell me about it

A pairwork activity

Sts write information about themselves in a chart. They then swap charts with a partner and ask each other to explain the information. **This is a two-page activity.** Copy one page (**A** and **B**) per student.

LANGUAGE

general revision of Intermediate grammar and vocabulary

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on the instructions for **a** and give Sts five minutes to write their answers in the correct spaces. Point out that they each have different instructions for what to write. When Sts have finished, tell them to fold the worksheet in half (or tear off the instructions).
- Now get Sts to swap worksheets with their partner. Demonstrate the activity by taking a worksheet from a student, looking at the answers in the chart, and asking him / her *Why did you write...?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in their pairs. Tell them they had different instructions in **a**, and encourage them 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 Ask me a question

A semi-controlled speaking activity

Sts practise question formation. Copy one worksheet per student.

LANGUAGE

question formation

- Give out the worksheets and focus on **a**. Tell Sts they have five minutes, in pairs, to decide what the missing words are for each question. They must not write anything.
- Check answers.

Your home

1 do you 2 have you 3 do you, with 4 do you
5 there, don't

Getting around

1 do you, to 2 does it 3 Do you, What, do you drive /
have 4 How, do, use 5 What's, to, around

Free time

1 do you 2 What kind / type, do you, to
3 often do you 4 What, do you 5 How much

Lifestyle

1 much, do you, a 2 How many, do you 3 do you, to
4 you, to 5 was, to

Travel

1 the most, 've / have ever 2 are, to go 3 Do you, to, or
4 Do you, in 5 you ever, to

Family

1 How many, are 2 Who, do you, to
3 Who do you, with, or 4 do you, about 5 was the, your

Childhood and school

1 were you 2 did / do you, to 3 was / is your
4 Have you, Did you 5 did you, to

A male or female relative

1 What's his / her 2 is he / she 3 What does he / she
4 What does he / she, like 5 What's / is he / she

- Now focus on **b** and put Sts in pairs. Tell them to choose a topic and ask and answer the questions.
- When you feel the activity has gone on for long enough, get feedback from a few pairs.
- If a pair finishes early, get them to try another topic.

1B What's in a signature?

An interpretation and free-speaking activity

Sts use information to interpret famous people's signatures and also their own. Copy one worksheet per student.

LANGUAGE

present simple (narrative), *the...the* + comparatives, personality vocabulary

This person uses their full name and the initial of their surname. That means their private life is more important.

The more illegible the signature is, the less assertive that person is.

- Give out the worksheets. Focus on **a** and get Sts to write *Yours sincerely* on a piece of paper, and then their signature underneath. Then get them to exchange their pieces of paper with a partner. Tell them to put their partner's piece of paper somewhere safe as they will be using it later on in the lesson.
- Focus on the signatures in **b**. In their pairs, get Sts to match the names to the signatures, and say what they know about the people's personalities.
- Check answers and elicit what Sts know about the people's personalities.

- Charles Schultz** (1922–2000) was an American cartoonist. He created Charlie Brown and Snoopy.
- Paul McCartney** (1942–) is an English musician, singer and songwriter. He was a member of The Beatles.
- Leo Tolstoy** (1828–1910) was a Russian writer. He wrote *War and Peace* and *Anna Karenina*.
- Charles Dickens** (1812–1870) was an English writer. He wrote *Oliver Twist*, *A Christmas Carol*, and *David Copperfield*.
- Barack Obama** (1961–) was elected the 44th president of the USA on 4 November 2008.
- Paris Hilton** (1981–) is an American heiress and socialite.
- Sean Connery** (1930–) is a Scottish actor. He is best known for his roles as James Bond and Dr Henry Jones (father of Indiana Jones).
- Elijah Wood** (1981–) is an American actor. He is most famous for his role as Frodo in *The Lord of the Rings* and *The Hobbit* sagas.

- 9 **Usain Bolt** (1986–) is a Jamaican former sprinter who won several Olympic gold medals.
- 10 **Damien Hirst** (1965–) is an English artist, entrepreneur and art collector.

- Focus on **c** and tell Sts they are going to read some information about how to interpret signatures. Check Sts know the meaning of *legibility* /ledʒə'biləti/ (and its derivatives *legible* and *illegible*). Model and drill its pronunciation.
- In their pairs, Sts read the information and use it to interpret each of the famous people's signatures. Do their interpretations match what they previously thought about these famous people?
- Get some feedback on each signature.
- Now focus on **d** and get Sts to look at the pieces of paper with their partner's signature. Tell them to interpret their partner's signature according to the information they read.
- Get some quick feedback to find out if Sts agree with the interpretation of their personality.

EXTRA IDEA Before Sts do **d**, you could sign your name on the board and get Sts to tell you what they can find out about you from it, according to what they read.

2A Ask the doctor

Two pairwork role-play activities

Sts role-play different situations, using the grammar and vocabulary of the lesson. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

present perfect, illness and medicine vocabulary
How long have you been feeling like this?

- Put Sts in pairs, **A** and **B**, and give out the worksheets. If you have odd numbers, make one pair a three and have two Sts **A** (or take part in the role-play yourself).

EXTRA SUPPORT You could pre-teach / check the meaning and pronunciation of *alternative medicine* = non-traditional medicine; *acupuncture* = a way of treating illness or stopping pain by inserting thin needles into the body; *diagnosis* = what a doctor thinks is wrong with a patient; *homeopathy* = a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition.

- Tell Sts they are going to role-play two situations. Tell them to read the first situation and prepare the information they will need. Encourage the patients and doctors to be as imaginative and inventive as possible in their questions and answers. Tell the patients they can invent a new persona (age, job, etc.). 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.
- Finally, get feedback from some pairs on the outcome of the patient / doctor conversation.

2B You're only as old as you feel

A groupwork speaking activity

Sts compare their opinions on age and fashion. Copy one sheet per student.

LANGUAGE

managing discussions, agreeing and disagreeing, clothes and fashion

- Give out the worksheets and give Sts enough time to read through the statements. Explain that they have to put a cross on the line below each statement, showing to what extent they agree or disagree with each one.
- Put Sts in small groups of three or four. Tell them to compare their answers and explain the reasons for their choices. Encourage Sts to use the language for managing discussions and politely disagreeing in the Student's Book on p.23. You might like to write the target language on the board for easy reference. Monitor and help where necessary.
- Get feedback from the groups.

3A Talk about it

A groupwork activity

Sts are dealt cards with prompts for anecdotes. They plan what they are going to say. Copy and cut up one set of cards per group of three.

LANGUAGE

narrative tenses: past simple, past continuous, past perfect simple and past perfect continuous

- Put Sts in groups of three and give each group a set of cards. Tell them to each choose two that they can talk about. Set a time limit, e.g. two minutes, for Sts to think about what they are going to say. Help with vocabulary if necessary.

EXTRA SUPPORT Sts may want to make notes to help them tell their anecdotes.

- You could suggest that each student starts with *I'm going to tell you about a time when...* Then Sts take turns to tell their first anecdote. Monitor, help, and make a note of any misuse of narrative tenses to focus on at the end.
- If there's time, let each student tell two anecdotes.
- Get feedback to find out if there were any unusual / interesting stories.

NON-CUT ALTERNATIVE Make one copy per pair. Put Sts in pairs and give them some time to read through the cards. Tell them to choose two anecdotes each to tell each other. Then continue as above.

EXTRA IDEA Play *Truth or Lie*. For each anecdote, Sts first decide if they are going to tell the truth or lie. They then tell their anecdotes and the group decides whether it's the truth or a lie.

3B Tell the story

A groupwork activity

Sts describe pictures to each other and then put them in the correct order to make a story. Copy and cut up one worksheet per group of four.

LANGUAGE

adverbs, narrative tenses revision, linkers

- Cut up the worksheet into four strips with two pictures on each. Put Sts in small groups of four. Shuffle the strips and give Sts one each.

! If you have a group of three or a pair, give one or both Sts two strips.

- Tell Sts that the pictures tell one story, so they have to describe their two pictures to the rest of the group (without letting them see them), and decide which order all the strips go in. Tell Sts not to worry about the adverbs on the picture.
- Monitor while Sts describe their pictures. When they have finished, tell them to look at the four strips and decide if their order is correct.
- Check Sts have the strips in the correct order. Now tell Sts to tell the story using narrative tenses and the adverbs on each picture.
- Finally, get feedback by getting students from different groups to tell the story picture by picture.

- 1 She wanted to go on a dream holiday, but she **obviously** didn't have the money.
- 2 She stayed up **all night** reading about how to make more money.
- 3 **Unfortunately**, the bank refused to help her.
- 4 It was raining **incredibly** hard one day when she met a sad little dog.
- 5 She **suddenly** had a great idea when she was drying the dog.
- 6 **Two weeks later** she'd started a successful (dog-walking) business.
- 7 She was walking in the park when she met a man with his dog. They **immediately** liked each other.
- 8 **In the end**, she did have her dream holiday.

EXTRA IDEA As a follow-up activity, get Sts to write the story in pairs.

NON-CUT ALTERNATIVE Make one copy per group. Sts work together to tell the story, using all the adverbs and narrative tenses. Ask one / two groups to tell their story during feedback.

4A In 20 years' time

A group discussion

Sts revise the two new future tenses by discussing predictions. Copy one worksheet per group of three or four Sts.

LANGUAGE

will be + gerund, will have + past participle, will probably / definitely happen

It's already happening

I think it's very unlikely

- Put Sts in small groups of three or four and give out the worksheets. Focus on the title of the worksheet and the predictions, making sure Sts understand them all. Sts then discuss each one in turn and decide if they think it will happen, and if they think it will be a good thing. They then take a group vote before making a decision and moving onto the next prediction.

EXTRA SUPPORT Discuss the first prediction with the whole class, eliciting opinions and giving your own opinion.

- Stop the activity when Sts have discussed all the predictions or when you think it has gone on for long enough.
- Get feedback from various groups, and find out which prediction Sts think is the most positive and which is the most negative.

4B Finish the sentences

A group activity

Sts race to complete sentences. Copy and cut up one worksheet per group of four or five Sts.

LANGUAGE

future time clauses

- Put Sts in groups of four or five and give each group a set of cards, either face down or in an envelope. Make one person the 'secretary'.
- Each group picks up a card, and together Sts decide on a way to correctly finish the sentence. Tell Sts that they should use a verb phrase and not just a noun to complete the sentences. Then, the 'secretary' writes down the sentence and takes it to the teacher, who checks if it is correct. If it's correct, their group scores a point. If not, they must re-write it.
- Set a time limit, e.g. ten minutes. Sts continue until they run out of cards or the time is up. The group with the most points when you stop the activity wins.

NON-CUT ALTERNATIVE Copy one worksheet per pair. Set a time limit for the pair to write continuations of the sentences. When the time is up check answers. The pair with the most correct continuations wins.

5A Would you survive?

A survival test and free-speaking activity

Sts read six extreme situations and discuss how to survive each one. Copy one worksheet per student and cut in half.

LANGUAGE

second conditional: *What would you do?*

- Tell Sts that they are going to look at some survival questions and at the end of the activity, they'll find out whether they'd survive or not.
- Put Sts in groups of four and give out one worksheet to each group – only the *Would you survive?* part, not the bottom half with the answers.
- Tell Sts to take turns reading one of the situations to their group. They should then discuss what would be the best thing to do in each situation. Encourage them to give as much information as possible.
- When Sts have read each situation, give each student a copy of the bottom half of the worksheet with the answers. Sts read through the answers and see if they knew any of the answers.
- Get some quick feedback from the groups to find out which Sts might have survived in each situation.

5B Wishes

A pairwork activity

Sts write their wishes in circles. They then swap circles with a partner, and ask each other to explain the information.

This is a two-page activity. Copy one page (**A** and a **B**) per student.

LANGUAGE

wish for present / future

wish for past regrets

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and instructions 1–10 for the circles. Point out that they each have different instructions for what to write. Make it clear that Sts should just write words in the circles, not sentences with *wish*, e.g. in **A**'s circle 1 he / she should write a celebrity's name – not *I wish I could meet George Clooney*.
- Give Sts five minutes to write answers in at least seven circles. When they have finished, focus on **b** and **c**, and tell them to fold their worksheet in half (or tear off the instructions).
- Now get Sts to swap worksheets with their partner. Demonstrate the activity by taking a copy from one student and asking him / her *Why did you write...?* And elicit: *Because I wish....* Ask follow-up questions to continue the conversation.
- Tell Sts that they can ask about the information in any order. Monitor and help where necessary, correcting any errors Sts make using *wish* during feedback. Sts now do the activity in pairs.
- Get some feedback. Find out if there were any interesting / unusual answers.

6A usually, used to, get used to

A pairwork activity

Sts practise asking and talking about things people usually do, used to do, or could / couldn't get used to doing. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Do you usually...?

Did you use to...?

Do you think you could get used to...?

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the instruction for **a** and on the three question forms. Highlight that for each verb phrase from the list Sts must use the most appropriate question form. Tell an **A** student to ask the first question: *Do you usually read everything on a tablet?* Then elicit **B**'s first question: *Did you use to have a favourite toy?*
- Remind Sts that after *get used to* they will need to use the gerund and highlight that the *get used to* questions need to be about something their partner doesn't already do.

EXTRA SUPPORT You could elicit all the possible questions for each category before moving to the next stage.

- In their pairs, Sts take turns to ask and answer the questions. Remind them that the 'questioner' should show interest and ask follow-up questions wherever possible.
- Get some feedback from various pairs.

6B Gerund or infinitive?

A pairwork activity

Sts complete questions with gerunds or infinitives and then ask each other the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

verbs + gerund or infinitive (with or without *to*)

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a** and explain that Sts should write in the **VERB** column on the right (not in the sentences). Give Sts time to work individually, and then check answers by eliciting the verbs only – first Sts **As** and then Sts **Bs**.

A 1 to live 2 speaking 3 to like 4 doing 5 eating
6 doing 7 to worry 8 play 9 to do 10 visiting
11 getting 12 to spend
B 1 having 2 doing 3 to assemble / assembling
4 emigrating 5 read 6 doing 7 meeting 8 eating
9 learn 10 studying 11 seeing 12 watching

- Focus on instruction **b**. Tell Sts to fold their sheet on the fold line, so they can't see the verbs in the **VERB** column, and to try to remember the correct form of the **bold** verb in brackets. Sts **A** ask Sts **B** their questions, and then they swap roles. Encourage Sts to react to what their partner says, and ask for more information when they can.
- Monitor and correct any mistakes with gerunds and infinitives.
- Finally, get feedback on some of the more interesting answers.

7A Guess my verb

A pairwork activity

Sts practise using past modals by trying to guess their partner's sentences. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

past modals

He may have got lost, He can't have seen you, He shouldn't have done it, etc.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. If possible, sit Sts face to face, so they can't see each other's worksheet.
- Demonstrate the activity by writing on a piece of paper in big letters: JACK DIDN'T COME TO MY PARTY LAST NIGHT. HE MUST HAVE FORGOTTEN. Then write the same sentences on the board like this: JACK DIDN'T COME TO MY PARTY LAST NIGHT. HE MUST HAVE _____. Elicit ways of finishing the sentence. Highlight that there are often several possibilities, but Sts have to guess the exact ending you have on the piece of paper. If they say a correct sentence but not your original ending, say *Try again*. When they guess correctly, say *That's right*. Finally, show them the sentence you wrote on the piece of paper.
- Focus on the instructions for **a** and tell Sts to look at their sentences. Explain that their **bold** sentences have gaps, and that the missing words are a verb phrase. Where Sts **A** have a gapped sentence, Sts **B** have the completed sentence, and vice versa. The aim of the activity is for Sts to try and guess the missing verbs. Give Sts time to complete the gaps either by writing their answers down or by thinking what the missing words might be.
- Now focus on **b** and **c**, and tell Sts to try guessing until they say the exact phrase their partner has. Stress that they have a maximum of three guesses. Sts **A** should begin by trying to guess the missing verbs in their first sentence. Emphasize that, when Sts make their guesses, they should say the whole sentence. When **A** guesses the missing verbs correctly, he / she writes it in the gap.
- Then Sts **B** try to guess their first verbs, and Sts continue taking turns.

EXTRA CHALLENGE At the end of the activity, you could get Sts to turn over the sheets and try to recall the verbs by reading out the sentences one by one. Say 'blank' or make a noise where the missing verbs are, and let the class call them out.

7B Two photos

A pairwork describing activity

Sts describe their photos to each other. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

present continuous, verbs describing body language, feelings adjectives, describing photos

This photo looks as if it was taken in the family's living room.

In the foreground...

In the centre (of the photo), there is / there are...

In the background...

- Before Sts start the activity, you might like to elicit or write on the board the phrases from Language.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Make sure Sts can't see each other's worksheets.
- Explain that they both have different photos and have to describe them to each other. Tell Sts that they should focus on the people and their body language, and say who they think they are, what they think they're doing, and how they might be feeling. 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 1 and think about how they are going to describe it. Sts **A** start with their photo 1. Then Sts swap roles and Sts **B** describe their photo 1. Sts then repeat for photos 2.
- Monitor and help if necessary.
- Sts then look at their partner's photos to see if they agree with each other's interpretations of the photos.
- Get some feedback from various pairs.

8A Good laws?

A group speaking activity

Sts read about laws in different countries and discuss whether they think they are good or not. They then invent some new laws they would like to see introduced in their own countries. Copy one worksheet per student or per group of three or four Sts.

LANGUAGE

passive (all forms), crime and punishment vocabulary

- Put Sts in pairs or small groups of three or four and give out the worksheets.
- Focus on the instructions and emphasize that all these laws are real laws. Tell Sts to look at the *Animals* section and read the two laws. Then set a time limit for Sts to discuss them (you can adjust the time limit as necessary if Sts have a lot to say). When the time is up, elicit some feedback to find out Sts' opinions.
- Now tell Sts to think of one new law related to animals. Monitor while Sts are talking, helping with vocabulary.
- Finally, get each group to explain their new law to the class. Get the class to vote if they think it is a good law.
- Repeat the process for the other topics.

8B TV political debate

A role-play activity

Sts discuss political ideas. Copy one worksheet per group of four Sts and cut into **A & B** and **C & D**.

LANGUAGE

reporting verbs, media vocabulary

We promise to give free meals to all homeless people.

- Put Sts in groups of four and then put them in two pairs. Give out the worksheets. Ideally, Sts **A** and **B** should sit opposite **C** and **D**. If you have an odd number, you could have two Sts representing one political party and only one strong student representing the other.
- Go through the instructions. Highlight that Sts have to first decide how to defend their own policies, and then how to attack the opposition's policies. Stress that Sts are playing the role of politicians and it doesn't matter if they don't personally agree with the policies they have to defend.
- Set the scene by reminding Sts that it's a live TV debate the day before elections, and it's the politicians' last chance to convince viewers to vote for them.
- Set a time limit for Sts to prepare for the debate. Monitor and help with vocabulary if necessary.
- Sts now have their debate. Sts **A** and **B** begin by introducing their first policy and giving their reasons. Sts **C** and **D** then try to attack the policy, giving reasons. Next, Sts **C** and **D** introduce their first policy.
- When Sts have debated all the policies, ask Sts which ones they think would be a good idea in their country and why.

9A Tell me about...

A pairwork speaking activity

Sts complete circles and then use the information to explain their answers. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

vocabulary: clauses of contrast and purpose, e.g. *in spite of, in order to*, etc.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. If possible, sit Sts face to face, so they can't see each other's worksheet.
- Focus on **a** and give Sts time to complete at least six circles. Point out that they each have different instructions for what to write.
- Now focus on **b** and tell Sts to take turns to ask each other what they wrote in each circle and why. Encourage Sts to ask follow-up questions to get a conversation going. You could demonstrate the activity by asking a student about circle 1.
- When Sts have finished asking about what they have written in all the circles get some feedback.

9B Give your opinion!

A group board game

Sts revise countable and uncountable nouns by moving around the board and trying to talk for a minute about their opinion on different statements. Copy one worksheet per group of three or four Sts. You also need one dice per group and one counter per student.

The emphasis of the activity is fluency, but the teacher and Sts should also watch out for mistakes with the target language.

LANGUAGE

countable and plural nouns

- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters.
- I** 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 **START**.
- Explain the rules of the game: Sts take turns to throw the dice and move their counter. If Sts land on a square with a statement, they must then talk for one minute about the topic on that square. They should first read out the statement, and then say what they think. Ask someone in each group to monitor the time. If Sts successfully speak for one minute about the subject, they can keep their counter where it is. If they 'dry up' before the minute is up, they must move their counter back to the last square it was on. If they land on a blank square, their turn is over and the next person plays.
- Before Sts start, remind them that the main emphasis of the activity is fluency.
- The first student to reach **FINISH** wins.
- When everyone has finished, highlight any common or important errors with the target language and get Sts to provide the correct answers.

10A Science quiz

A quiz about natural sciences

Sts revise quantifiers by doing a true / false science quiz. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

quantifiers, animal vocabulary
each, all, neither, etc.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and give Sts time, e.g. five minutes, to circle the correct quantifier in each sentence.
- Check answers, by eliciting the quantifiers only.

A 1 Most 2 All the 3 anything 4 either 5 None
6 all 7 any

B 1 both 2 no 3 Every 4 Most 5 Both 6 any 7 nor

- Tell Sts to read the information again and to remember the explanation for each sentence.
- Now focus on **b** and tell Sts **A** to read all their sentences to Sts **B**, who have to guess whether they are true or false.

- Encourage them to try and give an explanation for their answers and to use their own words when giving the explanation for a wrong answer.
- Make sure Sts swap roles.
- At the end of the activity, find out who got the most answers correct.

10B General knowledge quiz

A quiz on a range of subjects

Sts revise articles by completing quiz questions and try to answer them in pairs. Copy one worksheet per student.

LANGUAGE

definite and indefinite articles

- Put Sts in pairs and give out the worksheets.
- Focus on **a** and set a time limit for Sts to complete the questions. They can do this individually or in their pairs.
- Check answers.

1 – 2 the, the 3 a 4 the 5 the, the 6 – 7 –
8 the, the 9 the, – 10 –, – 11 the 12 –, – 13 the
14 a 15 a 16 the, the 17 –, the 18 the, the 19 a, –
20 the 21 – 22 a, an 23 the, a 24 the 25 –, –

- Focus on **b** and set a time limit, e.g. five minutes, for Sts to try to answer as many questions as possible.
- When time is up, check answers, making sure Sts use the article correctly in their answers. Find out which pair had the most correct answers.

1 Peru and Bolivia
2 Buzz Aldrin
3 4
4 The Indian Ocean
5 Mont Blanc
6 25
7 Blue for Caucasian babies, grey or brown for babies of African or Asian descent.
8 The Bald Eagle
9 'P' on both 'QWERTY' and 'AZERTY' keyboards. NB: You may wish to check the keyboard type used in your country, as there are sometimes national differences.
10 Dogs
11 Neptune
12 The most common answer amongst researchers in this area is that there are slightly more men than women.
13 4: England, Scotland, Wales, Northern Ireland
14 Apple
15 5
16 Aries
17 New Zealand
18 Yuri Gagarin
19 Switzerland
20 The Great Wall of China
21 Potatoes
22 No, it's an arachnid
23 Orange
24 Russia
25 light

Revision

Questions to revise vocabulary, verb forms, and tenses

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

- 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 Give one worksheet per pair. Give Sts time to read through the cards. They take it in turns to ask their partner questions on one topic. They continue until they have used up all their topics.