

10 Grammar, Vocabulary, and Pronunciation **A**

GRAMMAR

1 Order the words to make emphatic sentences.

Example: much it so was cost taxi the that
It was the taxi that cost so much.

- 1 happy be to is want I all
_____.
- 2 happened that was late he what was
_____.
- 3 I a what need holiday is
_____.
- 4 was I bored because left is the why
I reason
_____.
- 5 her it saw was I when month last
_____.
- 6 place we was a the where met café
_____.

	6
--	---

2 Underline the correct word.

Example: He's the referee *which / that* sent me off in the first half of the match.

- 1 Boris Becker, *who / that* was a tennis champion in the 1980s, is a Wimbledon commentator now.
- 2 Oh, you've chosen Hawaii? Wow! That's just *when / where* I was going to suggest!
- 3 That's the guy I was telling you about – you know, *whose / whom* sister won the gold medal.
- 4 Apparently we have a choice of Kitzbühel or Söll in Austria, or Uludağ in Turkey, none of *where / which* I've been to before.
- 5 In spite of the horrendous weather, the place *that / where* I enjoyed most was Ireland.
- 6 Unfortunately my uncles, all of *whom / which* are on my mother's side of the family, live in Australia.
- 7 I can't make the party tomorrow night after all, *what / which* is a real shame as I'd been looking forward to it.
- 8 Do you remember the name of the hotel we stayed in when we visited Paris? You know, the one *that / where* had that amazing view of the Eiffel Tower.

	8
--	---

3 Complete the sentences with the correct word.

Example: It was my father who told me not to marry him.

- 1 _____ I like about Fridays is that the weekend comes when the day is over!
- 2 After you apply for the job, what _____ next is that you wait for a call for an interview.
- 3 The _____ why she's hiding in the corner is that she is very shy.
- 4 You can't blame me for trying! _____ I did was try to convince him to join us!
- 5 The _____ where the concert will be is down the street. It's not far.
- 6 _____ was me who told him about the party. I didn't know it was supposed to be a surprise!

	6
--	---

Grammar total	20
---------------	----

VOCABULARY

4 Underline the correct word(s).

Example: Given the *choice / choose*, I'd take the train rather than the bus.

- 1 When I was in Vietnam, I enjoyed meeting other *backpackers / backpacks* and sharing stories and information.
- 2 I don't mind working hard, but I *deny / refuse* to work on Saturdays for religious reasons.
- 3 The recent government legislation will *affect / effect* the lives of millions of people in the country.
- 4 Clare wanted to tell her parents about her pregnancy before *advertising / announcing* it to the rest of the family.
- 5 When we visited New York, we stayed in a *suit / suite* in an expensive hotel in Manhattan.
- 6 Try to *lie / lay* down and go to sleep. We have a really busy day tomorrow.

	6
--	---

10 Grammar, Vocabulary, and Pronunciation **A**

5 Complete the chart.

Adjective	Noun	Verb
deep		
high		
thick		
long		
weak		

10

6 Complete the sentences with a suitable word.

Example: A very active and energetic exercise is called *vigorous*.

- The main part of the body apart from the head, arms, and legs is called the **tr**_____.
- After my knee operation, I lost the **f**_____ in my legs and found it hard to run or cycle.
- The only way to get strong stomach muscles is to do **s**_____ - _____ every day.
- Before and after jogging or running, you need to do some **str**_____ exercises.

4

Vocabulary total 20

PRONUNCIATION

7 Match the words to the same sound.

ashamed ~~deep~~ flash high stride unity

Example: weak *deep*

- refuse _____
- advertise _____
- wide _____, _____
- polish _____

5

8 Underline the stressed syllable.

Example: chal|lenge

- com|pro|mise
- e|co|nom|ic
- ac|tu|al|ly
- cur|rent|ly
- aer|o|bics

5

Pronunciation total 10

Grammar, Vocabulary, and Pronunciation total 50

10 Reading and Writing **A**

READING

Read the article and tick (✓) A, B, or C.

WHAT SPORTS TEACH CHILDREN

Many parents think that their children can learn a lot about good values and behaviour through sports. And it is certainly true that sports can teach children about such things as teamwork, complying with the rules of how something is done, fair play, and decency towards others. However, they also find that these good values are often contradicted when children watch sports on TV. Professional sports people and coaches sometimes don't exhibit the standards of behaviour and fair play that parents hope their children will learn and show when they are playing sports, and indeed in all other areas of life. While watching sports on TV, the chances are that children will see professional players cheating, having tantrums, fighting, or abusing officials such as referees. In addition, it is highly likely that children will be aware of well-known cases of sports people being caught using drugs to improve their performance.

The danger of all this is that it could give children the idea that winning is all that counts and that the key point about sports is that you should win at all costs. Good behaviour and fair play aren't the message that comes across. Instead, it looks as if cheating and bad behaviour are perfectly reasonable ways of getting what you want. This message is reinforced by the fact that some of these sports people acquire enormous fame and wealth, making it seem that they are being handsomely rewarded, either despite or because of their bad behaviour.

What can parents do about this? Well, they can regard sports on television as a good opportunity to discuss attitudes and behaviour with their children, both in sports and in life in general. They can sit down and watch the sport with the child. If the child likes a particular team or player, find out what it is about that team or player that appeals to the child. If you see a player swearing at the referee, get the child's opinion on that behaviour. Discuss whether that player's skill is more important than their behaviour. Ask what the child thinks the player's contribution to the team is – how should the player be behaving in that situation, is the player displaying a good attitude towards teamwork? Point out that no player can win a team game on their own, and that it's important for team members to work well together.

Another thing to focus on is what the commentators say. Do they frown on bad behaviour from players, think it's very amusing, or even seem to think it's a good thing? What do the officials do about bad behaviour? If they seem to let

players get away with it, parents can discuss with children whether this is right or not and what effect it has on the game. If they punish a player, perhaps by ejecting him, parents can discuss with children the consequences of bad behaviour, both for that player and his teammates. And look, too, at the reactions of coaches and managers. Do they accept losing with good grace, or scowl and show a bad attitude to it? Parents can use this to discuss attitudes to winning and losing, and to remind children that both are a part of sports – nobody can win all the time.

However, what children can learn from watching sports is by no means all about the negatives and parents should make sure they accentuate the positives, too. They should emphasize to children the high reputation that well-behaved players have, not just with their teammates, but also with spectators and the media. They can focus on the contribution made by such players during a game, discussing how valuable they are to the team. The message from this is that you can be the best possible player without any kind of bad behaviour. In the interviews after a game, they can point out to a child that the well-behaved players don't gloat when they win, or sulk when they lose. Parents can draw attention to well-behaved sports people who achieve great fame and wealth, showing that a good attitude can lead to enormous success. And they can draw attention to how well these people conduct themselves in their personal lives and the good work they do for others when they are not playing. In other words, parents should get their children to focus on the positive role models, rather than the antics of the badly behaved, but often more publicized players.

- In the first paragraph, the writer contrasts _____.
 - what sports people say about sports with how they behave
 - what parents think about sports with what children think about it
 - what children learn about sports with what they see on TV
- What does the writer say about the bad behaviour of professional sports people?
 - They are unaware of its effect on children.
 - It can take many different forms.
 - Children don't like seeing or hearing about it.
- The writer says that children can be given the message that _____.
 - bad behaviour can be regarded as a good thing
 - you are only going to win if you behave badly
 - cheating at sport is often not noticed

10 Reading and Writing **A**

- 4 The writer says that parents watching sports on TV with their children should _____.
- A point out behaviour they disapprove of
- B find out their children's views on what they see
- C correct things that the children say about behaviour
- 5 Which of the following should parents discuss with children?
- A The idea that teamwork is more important than individual skill.
- B The reason why a team with a badly behaved player lost a game.
- C Why a team member is behaving badly.
- 6 What does the writer say about commentators and officials?
- A Their reaction to bad behaviour is often unclear.
- B Their words and actions have a particularly significant effect on children.
- C They don't always show that they disapprove of bad behaviour.
- 7 After watching the reactions of managers and coaches, parents should point out that _____.
- A someone loses every game
- B bad behaviour can cause a team to lose
- C your reaction to losing is more important than your attitude when you win
- 8 What does the writer mean by 'accentuate the positives?'
- A Emphasize that most sports people behave well.
- B Focus on the benefits of good behaviour.
- C Stress that children's opinions are right.
- 9 The writer says that parents should draw attention to the connection between _____.
- A how players behave and the amount of publicity they get
- B how players behave and how often they win
- C how players behave and what they do when they aren't playing
- 10 Which of the following best summarizes the writer's view in the article as a whole?
- A The way that sports are covered on TV should change.
- B Both good and bad behaviour in sports can teach children valuable lessons.
- C Children should not be encouraged to connect sports with fame and wealth.

Reading total 10

WRITING

You have seen this announcement in an international magazine. Write your answer in 220–260 words.

Articles Invited

As part of International Sports Week, we're looking for articles from readers about promoting sport amongst the young. Whose job is it to encourage young people to become more active and get involved in sport? Is it the responsibility of their parents? Should teachers do more to promote the benefits of sport? Or is it down to governments to run healthy living campaigns?

Tell us what you think and why. Send your articles to the address below.

Writing total 10

Reading and Writing total 20

10 Listening and Speaking **A**

LISTENING

1 Listen to a talk about Ellis Island near New York, a place where many immigrants went when they arrived in the USA. Complete the sentences using no more than three words.

- 1 Immigrants were received and processed at the _____ on Ellis Island.
- 2 First and second class passengers were inspected _____ and then went straight into the USA.
- 3 Steerage and third class passengers were inspected by doctors so quickly that doctors called these inspections '_____'.

- 4 The legal inspection of steerage and third class passengers was based on a document containing _____.
- 5 Just _____ of the people arriving at Ellis Island were not allowed to enter the USA.

	5
--	---

2 Listen to five people talking about sports. Match the speakers (1–5) to the opinions (A–H).

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- A desire to be a professional athlete one day
- B scepticism of one activity's classification as exercise
- C desire for a child to be a professional athlete
- D concern about what children learn from sports
- E concern about the use of foul language in sports
- F concern about the use of steroids and other drugs in sports
- G hatred of professional sports and the athletes who play them
- H hatred of having to participate in sports

	5
--	---

Listening total	10
-----------------	----

SPEAKING

1 Ask your partner these questions.

- 1 What do you think is a good reason to leave one's country for another one?
- 2 What do you like most about professional sports?
- 3 Which sports are the most popular in your country?
- 4 Which sport would you most like to be good at?
- 5 If you went to live in another country, what would you miss most?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'I could never go and live in another country.'
- 2 'Money has a bad effect on sports.'
- 3 'Immigrants bring many benefits to the countries they go to.'

4 Now listen to your partner. Do you agree with him / her?

Speaking total	20
----------------	----

Listening and Speaking total	30
------------------------------	----

10 Grammar, Vocabulary, and Pronunciation **B**

GRAMMAR

1 Underline the correct word.

Example: He's the referee *which / that* sent me off in the first half of the match.

- In spite of the horrendous weather, the place *that / where* I enjoyed most was Ireland.
- Boris Becker, *who / that* was a tennis champion in the 1980s, is a Wimbledon commentator now.
- That's the guy I was telling you about – you know, *whose / whom* sister won the gold medal.
- Apparently we have a choice of Kitzbühel or Söll in Austria, or Uludağ in Turkey, none of *where / which* I've been to before.
- Unfortunately my uncles, all of *whom / which* are on my mother's side of the family, live in Australia.
- Oh, you've chosen Hawaii? Wow! That's just *when / where* I was going to suggest!
- I can't make the party tomorrow night after all, *what / which* is a real shame as I'd been looking forward to it.
- Do you remember the name of the hotel we stayed in when we visited Paris? You know, the one *that / where* had that amazing view of the Eiffel Tower.

8

2 Complete the sentences with the correct word.

Example: It was my father who told me not to marry him.

- _____ I like about Fridays is that the weekend comes when the day is over!
- You can't blame me for trying! _____ I did was try to convince him to join us!
- _____ was me who told him about the party. I didn't know it was supposed to be a surprise!
- After you apply for the job, what _____ next is that you wait for a call for an interview.
- The _____ why she's hiding in the corner is that she is very shy.
- The _____ where the concert will be is down the street. It's not far.

6

3 Order the words to make emphatic sentences.

Example: much it so was cost taxi the that
It was the taxi that cost so much.

- I a what need holiday is
_____.
- happened that was late he what was
_____.
- was I bored because left is the why I reason
_____.
- her it saw was I when month last
_____.
- happy be to is want I all
_____.
- place we was a the where met café
_____.

6

Grammar total 20

VOCABULARY

4 Complete the chart.

Adjective	Noun	Verb
deep		
high		
thick		
long		
weak		

10

5 Complete the sentences with a suitable word.

Example: A very active and energetic exercise is called *vigorous*.

- The only way to get strong stomach muscles is to do **s**_____ - _____ every day.
- The main part of the body apart from the head, arms, and legs is called the **tr**_____.
- Before and after jogging or running, you need to do some **str**_____ exercises.
- After my knee operation, I lost the **f**_____ in my legs and found it hard to run or cycle.

4

6 Underline the correct word(s).

10 Grammar, Vocabulary, and Pronunciation B

Example: Given the *choice* / *choose*, I'd take the train rather than the bus.

- 1 When we visited New York, we stayed in a *suit* / *suite* in an expensive hotel in Manhattan.
- 2 I don't mind working hard, but I *deny* / *refuse* to work on Saturdays for religious reasons.
- 3 Clare wanted to tell her parents about her pregnancy before *advertising* / *announcing* it to the rest of the family.
- 4 The recent government legislation will *affect* / *effect* the lives of millions of people in the country.
- 5 When I was in Vietnam, I enjoyed meeting other *backpackers* / *backpacks* and sharing stories and information.
- 6 Try to *lie* / *lay* down and go to sleep. We have a really busy day tomorrow.

	6
--	---

Vocabulary total		20
------------------	--	----

PRONUNCIATION

- 7 Underline the stressed syllable.

Example: chal|lenge

- 1 cur|rent|ly
- 2 com|pro|mise
- 3 ac|tu|al|ly
- 4 e|co|nom|ic
- 5 aer|o|bics

	5
--	---

- 8 Match the words to the same sound.

ashamed ~~deep~~ flash high stride unity

Example: weak deep

- 1 wide _____, _____
- 2 polish _____
- 3 refuse _____
- 4 advertise _____

	5
--	---

Pronunciation total		10
---------------------	--	----

Grammar, Vocabulary, and Pronunciation total		50
--	--	----

10 Reading and Writing **B**

READING

Read the article and tick (✓) A, B, or C.

WHAT SPORTS TEACH CHILDREN

Many parents think that their children can learn a lot about good values and behaviour through sports. And it is certainly true that sports can teach children about such things as teamwork, complying with the rules of how something is done, fair play, and decency towards others. However, they also find that these good values are often contradicted when children watch sports on TV. Professional sports people and coaches sometimes don't exhibit the standards of behaviour and fair play that parents hope their children will learn and show when they are playing sports, and indeed in all other areas of life. While watching sports on TV, the chances are that children will see professional players cheating, having tantrums, fighting, or abusing officials such as referees. In addition, it is highly likely that children will be aware of well-known cases of sports people being caught using drugs to improve their performance.

The danger of all this is that it could give children the idea that winning is all that counts and that the key point about sports is that you should win at all costs. Good behaviour and fair play aren't the message that comes across. Instead, it looks as if cheating and bad behaviour are perfectly reasonable ways of getting what you want. This message is reinforced by the fact that some of these sports people acquire enormous fame and wealth, making it seem that they are being handsomely rewarded, either despite or because of their bad behaviour.

What can parents do about this? Well, they can regard sports on television as a good opportunity to discuss attitudes and behaviour with their children, both in sports and in life in general. They can sit down and watch the sport with the child. If the child likes a particular team or player, find out what it is about that team or player that appeals to the child. If you see a player swearing at the referee, get the child's opinion on that behaviour. Discuss whether that player's skill is more important than their behaviour. Ask what the child thinks the player's contribution to the team is – how should the player be behaving in that situation, is the player displaying a good attitude towards teamwork? Point out that no player can win a team game on their own, and that it's important for team members to work well together.

Another thing to focus on is what the commentators say. Do they frown on bad behaviour from players, think it's very amusing, or even seem to think it's a good thing? What do the officials do about bad behaviour? If they seem to let

players get away with it, parents can discuss with children whether this is right or not and what effect it has on the game. If they punish a player, perhaps by ejecting him, parents can discuss with children the consequences of bad behaviour, both for that player and his teammates. And look, too, at the reactions of coaches and managers. Do they accept losing with good grace, or scowl and show a bad attitude to it? Parents can use this to discuss attitudes to winning and losing, and to remind children that both are a part of sports – nobody can win all the time.

However, what children can learn from watching sports is by no means all about the negatives and parents should make sure they accentuate the positives, too. They should emphasize to children the high reputation that well-behaved players have, not just with their teammates, but also with spectators and the media. They can focus on the contribution made by such players during a game, discussing how valuable they are to the team. The message from this is that you can be the best possible player without any kind of bad behaviour. In the interviews after a game, they can point out to a child that the well-behaved players don't gloat when they win, or sulk when they lose. Parents can draw attention to well-behaved sports people who achieve great fame and wealth, showing that a good attitude can lead to enormous success. And they can draw attention to how well these people conduct themselves in their personal lives and the good work they do for others when they are not playing. In other words, parents should get their children to focus on the positive role models, rather than the antics of the badly behaved, but often more publicized players.

- In the first paragraph, the writer contrasts _____.
 - what sports people say about sports with how they behave
 - what parents think about sports with what children think about it
 - what children learn about sports with what they see on TV
- What does the writer say about the bad behaviour of professional sports people?
 - It can take many different forms.
 - They are unaware of its effect on children.
 - Children don't like seeing or hearing about it.
- The writer says that children can be given the message that _____.
 - cheating at sport is often not noticed
 - bad behavior can be regarded as a good thing
 - you are only going to win if you behave badly

10 Reading and Writing **B**

- 4 The writer says that parents watching sports on TV with their children should _____.
- A correct things that the children say about behaviour
- B find out their children's views on what they see
- C point out behaviour they disapprove of
- 5 Which of the following should parents discuss with children?
- A The idea that teamwork is more important than individual skill.
- B Why a team member is behaving badly.
- C The reason why a team with a badly behaved player lost a game.
- 6 What does the writer say about commentators and officials?
- A They don't always show that they disapprove of bad behaviour.
- B Their words and actions have a particularly significant effect on children.
- C Their reaction to bad behaviour is often unclear.
- 7 After watching the reactions of managers and coaches, parents should point out that _____.
- A someone loses every game
- B bad behaviour can cause a team to lose
- C your reaction to losing is more important than your attitude when you win
- 8 What does the writer mean by 'accentuate the positives?'
- A Emphasize that most sports people behave well.
- B Focus on the benefits of good behaviour.
- C Stress that children's opinions are right.
- 9 The writer says that parents should draw attention to the connection between _____.
- A how players behave and how often they win
- B how players behave and the amount of publicity they get
- C how players behave and what they do when they aren't playing
- 10 Which of the following best summarizes the writer's view in the article as a whole?
- A Children should not be encouraged to connect sports with fame and wealth.
- B The way that sports are covered on TV should change.
- C Both good and bad behaviour in sports can teach children valuable lessons.

Reading total 10

WRITING

You have seen this announcement in an international magazine. Write your answer in 220–260 words.

Articles Invited

As part of International Sports Week, we're looking for articles from readers about promoting sport amongst the young. Whose job is it to encourage young people to become more active and get involved in sport? Is it the responsibility of their parents? Should teachers do more to promote the benefits of sport? Or is it down to governments to run healthy living campaigns?

Tell us what you think and why. Send your articles to the address below.

Writing total 10

Reading and Writing total 20

10 Listening and Speaking **B**

LISTENING

1 Listen to a talk about Ellis Island near New York, a place where many immigrants went when they arrived in the USA. Complete the sentences using no more than three words.

- 1 Immigrants were received and processed at the _____ on Ellis Island.
- 2 First and second class passengers were inspected _____ and then went straight into the USA.
- 3 Steerage and third class passengers were inspected by doctors so quickly that doctors called these inspections '_____'.
_____.
- 4 The legal inspection of steerage and third class passengers was based on a document containing _____.
- 5 Just _____ of the people arriving at Ellis Island were not allowed to enter the USA.

	5
--	---

2 Listen to five people talking about sports. Match the speakers (1–5) to their opinion (A–H).

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

- A concern about the use of steroids and other drugs in sports
- B scepticism of one activity's classification as exercise
- C concern about what children learn from sports
- D desire for a child to be a professional athlete
- E concern about the use of foul language in sports
- F hatred of having to participate in sports
- G desire to be a professional athlete one day
- H hatred of professional sports and the athletes who play them

	5
--	---

Listening total	10
-----------------	----

SPEAKING

- 1 Answer your partner's questions.
- 2 Now ask your partner these questions.
 - 1 Do you think the Olympics are an important sporting event?
 - 2 What do you think would be most difficult about moving to a new country?
 - 3 Which sports do you like watching on TV?
 - 4 What are the most important sports events in your country?
 - 5 If you could live in another country, which country would it be?
- 3 Listen to your partner. Do you agree with him / her?
- 4 Now talk about one of these statements, saying if you agree or disagree. Give reasons.
 - 1 'I wanted to be a professional athlete when I was younger.'
 - 2 'Sports should not be compulsory in school.'
 - 3 'Second-generation immigrants have more problems than their parents.'

Speaking total	20
----------------	----

Listening and Speaking total	30
------------------------------	----

10 Answer Key **A**

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1** 1 All I want is to be happy.
2 What happened was that he was late.
3 What I need is a holiday.
4 The reason why I left is because I was bored.
5 It was last month when I saw her.
6 The place where we met was a café.

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

- 3** 1 What
2 happens
3 reason
4 All
5 place
6 It

VOCABULARY

- 4** 1 backpackers
2 refuse
3 affect
4 announcing
5 suite
6 lie

5

Adjective	Noun	Verb
deep	depth	deepen
high	height	heighten
thick	thickness	thicken
long	length	lengthen
weak	weakness	weaken

- 6** 1 trunk
2 flexibility
3 sit-ups
4 stretching

PRONUNCIATION

- 7** 1 unity
2 flash
3 high, stride
4 ashamed
- 8** 1 compromise
2 economic
3 actually
4 currently
5 aerobics

Reading and Writing

READING

- 1 C
2 B
3 A
4 B
5 A
6 C
7 A
8 B
9 C
10 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**
- 1 Immigration Station
 - 2 on board (ship)
 - 3 six-second physicals
 - 4 29 questions
 - 5 two per cent

- 2**
- 1 F
 - 2 D
 - 3 C
 - 4 H
 - 5 B

SPEAKING**Interactive communication and oral production:**

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

10 Answer Key **B**

Grammar, Vocabulary, and Pronunciation

GRAMMAR

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

- 2** 1 What
2 All
3 It
4 happens
5 reason
6 place

- 3** 1 What I need is a holiday.
2 What happened was that he was late.
3 The reason why I left was because I was bored.
4 It was last month when I saw her.
5 All I want is to be happy.
6 The place where we met was a café.

VOCABULARY

4

Adjective	Noun	Verb
deep	depth	deepen
high	height	heighten
thick	thickness	thicken
long	length	lengthen
weak	weakness	weaken

- 5** 1 sit-ups
2 trunk
3 stretching
4 flexibility

- 6** 1 suite
2 refuse
3 announcing
4 affect
5 backpackers
6 lie

PRONUNCIATION

- 7** 1 currently
2 compromise
3 actually
4 economic
5 aerobics
- 8** 1 high, stride
2 ashamed
3 unity
4 flash

Reading and Writing

READING

- 1 C
2 A
3 B
4 B
5 A
6 A
7 A
8 B
9 C
10 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**
- 1 Immigration Station
 - 2 on board (ship)
 - 3 six-second physicals
 - 4 29 questions
 - 5 two per cent

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

SPEAKING**Interactive communication and oral production:**

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